

Course Syllabus

Course Title: Teaching ELLs Across the Curriculum: ESL, Sheltered, and Culturally Responsive Instruction

Number of Credits:

Option A: 3 Graduate Credits (Semester Hours), issued by Chapman University, regionally accredited by the Western Association of Schools and Colleges (WASC)

Option B: 20 Professional Development Hours (can be applied towards state license recertification/renewal with district approval)

Instructor: Dr. Diane Moroff

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Instructor Bio:

Dr. Diane Moroff, the author of *Fornes: Theatre in the Present Tense*, a study of Maria Irene Fornes' plays, earned her Ph.D in English Language and Literature at the University of Michigan. She taught English to college and high school students for just over fifteen years and chaired the English department at Atlanta International School. While working as a freelance researcher and writer, she wrote curriculum for the National Endowment for the Humanities' educational website EDSITEment. She now works as a curriculum developer and course instructor for Knowledge Delivery Systems, Inc.

Course Description:

How can academic content be delivered in the classroom so that English language learners succeed in all subjects? Ms. Jiménez puts theory into practice by reviewing Cummins' theory of task difficulty (Cummins' Quadrants). Then, through a brief, powerful lesson demonstration, using a language other than English, Jiménez showcases how comprehension is enhanced using sheltered instructional techniques. Participants observe several classrooms where English language learners are engaged in content-based ESL lessons. Jiménez demonstrates through examples the key sheltered instruction strategies and illustrates how to plan for and address task difficulty through sheltered instruction techniques. Educators learn the benefits of various instructional supports such as team teaching, peer tutoring, educational technology, and working with bilingual paraprofessionals to support student learning. Educators explore the importance of students' culture, how to organize lessons around meaningful themes, how to communicate effectively with families, and how to engage families and communities in student learning.

Course Objective/Goals:

By the end of the course, educators will know:

- Create a language-rich environment that integrates listening, speaking, reading, and writing
- Design more effective lessons for all students using the concept of "Universal Access" (i.e., building shared background; pre-teaching vocabulary; using L-1 resources; using visuals, illustrations, and graphic organizers; and using individualized technology)
- Use research based "backwards" lesson planning, curriculum calibration, and curriculum mapping
- Use different student-grouping strategies for different purposes (e.g., language development, conceptual development, classroom community building) with both

individual and group accountability, including using grouping as described in “Universal Access.”

- Create a physical setting that supports student interactions (e.g., through the arrangement of the space), provides a language-rich environment (e.g., through the display and use of a variety of print materials in the primary language and English), and offers stimuli for conversations (e.g., through the display and use of content-related objects such as prints, maps, puzzles, and artifacts).
- Apply strategies for involving families and the community and for establishing connections between the school and home to promote student achievement.
- Apply strategies for checking for comprehension during instruction, including monitoring comprehension frequently, checking for understanding for ELL students of different English proficiency levels, and using effective questioning techniques (e.g., providing sufficient wait time, framing questions appropriately, using different question types for students with different linguistic needs).
- Use implicit and explicit instruction appropriately with regard to error correction and grammar development
- Accommodate psychological and social-emotional issues involved in experiencing different cultures (e.g., culture shock, psychological distance)

Learning Outcomes:

By the end of the course, educators will apply the following skills:

- Utilize state-mandated standardized assessments to design, monitor, and refine ELL instruction and to identify, place, redesignate, or reclassify ELLs.
- Avoid assessment issues related to reliability, validity, and test bias and their significance for English language learners.
- Apply strategies for ensuring that differentiated, standards-based assessment and instruction address the needs of English language learners
- Use key procedures in planning sheltered instruction lessons. For example:
 - a) Include language objectives and grade-level content objectives in the lesson.
 - b) Determine task complexity and amount of scaffolding required.
 - c) Select multiple strategies to access and assess students' prior knowledge.
 - d) Identify strategies for creating background knowledge.
 - e) Identify ways to provide students with cognitively engaging input (both oral and written) with contextual support (e.g., visuals, manipulatives, realia, primary-language support, paraphrasing, focus questions).
- Engage in culturally responsive teaching by:
 - a) Gaining cross-cultural skills
 - b) Researching cultural background
 - c) Creating a respectful environment
 - d) Varying teaching strategies (using cooperative learning, independent work, role-playing, research options)
 - e) Promoting student engagement
 - f) Creating inquiry-based, discovery-oriented curriculum
 - g) Encouraging communities of learners
 - h) Differentiating instruction
 - i) Reshaping the curriculum (e.g., substituting for textbooks, interviewing family, etc.)

Course Outline:

Ten Lessons Students Will Be Focusing On:

1. Foundations of Programs for English Language Learners–English Language Literacy
2. Principles of Standards–Based Assessment and Instruction
3. Instructional Planning and Organization for ESL and Sheltered Instruction
4. Components of Effective Instructional Delivery in ESL and Sheltered Instruction
5. The Importance of Culturally and Linguistically Appropriate Instructional Materials
6. What is English Language Development? Research and Practice of ESL
7. Understanding the Critical Relationship between ESL and ELA
8. What is Sheltered Instruction? Developing Academic Language While Teaching Content
9. Culturally Relevant Instruction–When Teachers and Students Bring Different Cultural Experiences to the Classroom
10. Characteristics of Universal Access

Discussion Board Collaboration:

- Educators will engage in collaborative discussions by sharing ideas, reflecting on teaching practices, and exchanging teaching strategies through discussion board postings. Teachers are required to make two (2) postings to the discussion board per lesson, one original posting and one reply to a posting. Additionally, educators may create new discussions.
- When responding to others’ postings, please be thoughtful and respectful with your communication. When expressing a different point of view, please explain your rationale without judgmental or confrontational language.

Method of Evaluating Student’s Performance:

- Monitored video lectures
- Interactive study guide questions
- Graded post assessment questions
- Discussion board interaction*
- Midterm project*
- Classroom based final project*

Methods of Instruction:	Percentage of Course Credit	Option A: Graduate Credit	Option B: Recertification Credit
Interactive study guides	–	Required	Required
Graded post-assessments	15%	Required	Required
Video lectures	30%	Required	Required
Discussion board postings	10%	Required (2 postings minimum per lesson)	Optional (strongly encouraged)
Midterm project	20%	Required	Optional

Final project	25%	Required	Optional
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Converting Recertification Credits to Graduate Credits

Students completing the recertification option may convert to graduate course credit by completing the required discussion board postings (two minimum per lesson), the midterm and final exams, and submitting an additional payment of \$250. Call 1-877-294-4537 or email support@fetcuniversity.org for assistance.

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

1. Foundations of Programs for English Language Learners–English Language Literacy
2. Principles of Standards–Based Assessment and Instruction
3. Instructional Planning and Organization for ESL and Sheltered Instruction
4. Components of Effective Instructional Delivery in ESL and Sheltered Instruction
5. The Importance of Culturally and Linguistically Appropriate Instructional Materials
6. What is English Language Development? Research and Practice of ESL
7. Understanding the Critical Relationship between ESL and ELA
8. What is Sheltered Instruction? Developing Academic Language While Teaching Content
9. Culturally Relevant Instruction–When Teachers and Students Bring Different Cultural Experiences to the Classroom
10. Characteristics of Universal Access

Recommended Reading:

Bibliography:

(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)

Cummins, Jim. “Reading and the Bilingual Students: Fact and Friction.” *English Learners: Reaching the Highest Level of English Literacy*. Gil Garcia. International Reading Association: 2004.

Laternau, Joseph. “Standards-Based Instruction for English Language Learners.” *English Learners: Reaching the Highest Level of English Literacy*. Gil Garcia. International Reading Association: 2004.

Wiggins, G. & McTighe, J. *Understanding by Design*, 2nd ed. Alexandria, VA: Association for Supervision: 2005.

McLoughlin, Catherine and Oliver, Ron. “Maximizing the Language and Learning Linking Computer Learning Environments.” *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. Eds. Patricia A. Richard-Amato and Marguerite Ann Snow. Pearson Longman Publisher: 2004.

Chamo, Anna. "The Cognitive Academic Language Learning Approach (CALLA): An Update." *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. Eds. Patricia A. Richard-Amato and Marguerite Ann Snow. Pearson Longman Publisher: 2004.

Echevarria, Jana and Graves, Anne. "Curriculum Adaptations." *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. Eds. Patricia A. Richard-Amato and Marguerite Ann Snow. Pearson Longman Publisher: 2004.

Short, Deborah J. "Reading and Writing and...Social Studies: Integrated Language and Content Instruction." *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. Eds. Patricia A. Richard-Amato and Marguerite Ann Snow. Pearson Longman Publisher: 2004.

McGroarty, Mary and Calderón, Margarita. "Cooperative Learning for Second Language Learners: Models, Applications, and Challenges." *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. Eds. Patricia A. Richard-Amato and Marguerite Ann Snow. Pearson Longman Publisher: 2004.

Freeman, David and Freeman, Yvonne. "Teaching English Learners to Read: Learning or Acquisition?" *English Learners: Reaching the Highest Level of English Literacy*. Gil Garcia. International Reading Association: 2004.

Grading Scale

Option A: Graduate Credits

Grade	Equivalent
97-100%	A+
93-96%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
69% or below	N/P

Option B: Professional Development Hours

PASS/FAIL

All steps listed under each lesson must be completed to receive credit (PASS) for the course. No partial credit will be given.