



MORAVIAN COLLEGE
A SMALL NATIONAL TREASURE

EDUC 100.2, *Introduction to Education of English Language Learners*

Dr. Jean DesJardin • Spring 2011

Class meeting days: Mondays; 6:30 – 8:30 p.m.

Office: PPHAC 302; Office Phone: 610-861-1317 • Office Hours; before or after class

Email: jldesjardin@moravian.edu

Literacy is an active phenomenon, deeply linked to personal and cultural identity. Its power lies not in a received ability to read and write, but rather in an individual's capacity to put those skills to work in shaping the course of his or her own life."- Paulo Freire

EDUC 100.2 introduces students to children with cultural and linguistic backgrounds and their families. This course is an introduction to teaching a variety of children who are English language learners and offers a comprehensive overview of learning theories and teaching strategies. Students will learn historical foundations and current research in the field and apply that information to basic principles, issues, and strategies for teaching children who are English language learners. Attention will be given to such controversial topics as the influence of culture on schooling, the cultural practices of schooling, and the sociopolitical context of education. Student will learn clear models of strategic teaching leading to children's success and for promoting school-family partnerships. EDUC 100.2 has a 40-hour field experience. Current clearances are required. Refer to Moravian College Field Experience Manual.

EDUCATIONAL FRAMEWORK:

To develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our goal is to transform lives through pursuing the values of academic excellence, collaboration, diversity and life-long learning; to the commitment to technology and best practices; to focus on each individual child and family; and to teach so that words and actions inspire a will to learn.

PURPOSE OF COURSE:

The purpose of this course is to present foundations of knowledge about children with various cultural and linguistic backgrounds and their families. The students will acquire the theoretical background, current research in the field, and specific instructional skills necessary to analyze children's current level of language competence and ways to support learning for children in their field experience. The students will also focus on the application of knowledge in working with families who influence learning and development for their children.

ESSENTIAL QUESTIONS:

1. What do teachers need to know about students who are ELL in order to support social and academic achievement?
2. How do teachers assess student language competencies and embed language instruction throughout the curriculum?
3. How do teachers embrace cultural and linguistic differences in their classroom incorporating and respecting various traditions, values, and parental involvement?

COURSE OBJECTIVES:

Upon completion of this course, the student will:

1. Understand the major theories pertaining to students who are ELLs and the relationships between family and community in the academic performance of their children (I B 1-6; II A 1; II D 1).
2. Define the basic principles of ELL methods and describe their implementation in ELL classroom contexts, including structured English immersion classrooms, based on content performance standards and PDE's English Language Development Standards (I B 4-6; II A 1-3).
3. Identify and apply the principles and procedures of different methods and strategies in lesson plans and learning activities for reading, writing, listening, and speaking skills (I A 1-3; I B 2,4,6; II A 1-3).
4. Apply pedagogical theories, principles, and instructional practices for comprehensive instruction for students who are ELL (II A 1-3).
5. Identify and evaluate selected assessment instruments and rating scales for assessing language proficiency in terms of appropriateness for use of students who are ELL, and diagnosing language and literacy skills of L2 learners in order to effectively plan instruction (II B 1-3).
6. Use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible for students who are ELL (II A 1-4; II D 2).
7. Present a demonstration lesson using appropriate and effective ELL strategies to deliver specific academic content based on the grades K-3 content and performance standards, including questioning strategies utilizing familiar English grammar and sentence structure (I A 1-3; II A 1-3; II D 2).

8. Approach working with students who are culturally and linguistically diverse and their families with an open mind, and a respectful, supportive and understanding demeanor regardless of personal beliefs or biases (I B 1-6).
9. Focus on every child and family, and their appropriate needs (II D 1-6).

LEARNING ACCOMMODATIONS:

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Day students who wish to disclose a disability and request accommodations for this course must contact Mr. Joseph Kempfer, Assistant Director of Learning Services for Disability Support, (extension 1510). Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400).

TECHNOLOGY STATEMENT:

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. All syllabi, agendas, assignments, and journal articles will be placed on Blackboard. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

REQUIRED TEXTS:

Curtin, E. M. (2009). *Practical Strategies for Teaching English Language Learners, Pathways to Teaching Series*. NJ: Pearson

Herrell, A.L., & Jordan, M. (2008). *50 Strategies for Teaching English Language Learners*. NJ: Pearson

FIELD COMPONENT STATEMENT:

Students registered for EDUC 100.2 must be simultaneously registered for the associated lab or field practicum. You must attend one of the two following meetings held by Ms. Modjadidi:

- January 19th, 2011 at 5:00 p.m. in PPHAC 102
- January 20th, 2011 at 11:45 a.m. in PPHAC 102

The purpose of the field experience is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test. For more detail about field experiences, refer to the Moravian College Field Experience Manual.

You are expected to spend four hours per week for a total of ten weeks in your field experiences between February 14th and April 29th, 2011. During your field experiences, you will observe your cooperating teacher as she/he teaches, discuss teaching methods with your cooperating teacher, and have the opportunity to teach students yourself. Your conduct and dress must meet Moravian College standards. Assignments related to the field experience are explained below.

OTHER INFORMATION:

Academic Honesty = Follow the academic honesty policy as stated in the 2010-2011 Student Handbook on page 46. <http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>. Failure to follow these guidelines may result in failing this course. All violations of academic honesty reported to the Dean are also shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

Attendance for Class = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing more than two classes will lower your grade significantly. Arriving late or leaving early will also be noted. If you do not have an acceptable reason (with documentation), your final grade will reflect it (e.g., 3 absences = one whole grade lower; 4 absences = two full grades lower).

Attendance for Field Experiences - Regular attendance at the field experience is also essential. I am asking your cooperating teacher to provide you with a professional experience. This, in turn, requires a sense of professional responsibility from you. The cooperating teacher to whom you are assigned will maintain an attendance sheet. A minimum of 40-hours is required, but you are expected to attend at your scheduled time through the week of April 25th even if the 40-hour minimum is achieved. **An unexcused absence in your field experience will result in termination of the experience and a failing grade in the course.** If you must miss a scheduled session at your school due to illness or emergency, you must call your school and make sure that a message gets to your cooperating teacher and call Mrs. Modjadidi, Director of Field Experiences.

Food: Water is allowed, but we will be moving around too much to be eating.

Cell Phones: Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class.

Expected Work Load: For this course, it is expected that you will work between 5-8 hours for preparation for each class outside of class.

References and formatting: Use the Publication of the American Psychological Association, (Current edition) for references and formatting of your papers.

Grading Scale: The evaluation of each assignment will be based upon the following criteria.

A 94-100% A- = 90-93%	Superior knowledge regarding details, assumptions, implications, superior thinking with information relevant to application, critique, and relationship to other information. Your work goes beyond requirements and shows perception and insightfulness.
B 84-86% B- = 80-83% B+ = 87-89%	More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information. You go beyond the requirements enhancing your work by adding additional resources, related areas or topics.
C 74-76% C- = 70-73% C+ = 77-79%	Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of early childhood field. You meet all requirements adequately.

Check your student handbook for more specific grade percentages.

It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

Late work:

- A written explanation handed in on due date; the “Work” will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

Written work requirements:

- You will need a pocket folder for this class (any color or design will do).
- All handed in written work (i.e., weekly outlines or graphic organizers, field experience reflections) needs to be done on a computer (12-font) and placed in your folder. Please use your spell checker. Meaning and mechanics both are graded. All work needs to be organized and identified (name and date).
- **Please do not hand in work in the plastic page holders.**

Class Time Arrangements:

We meet one time per week for this class. Some of the time, we will review our text through large group activities, pair-share type activities, video dialogue, and the Internet. Other times, we will interact with mini lessons. Weeks may vary, but I will give you an advanced weekly schedule on Blackboard.

COURSE REQUIREMENTS

There exists a philosophy in assessment of learning that suggests the use of multiple methods uncover the most accurate information about student understanding and progress. It is also believed that multi methods of assessment address the needs of diverse learners; that is some learners express their thoughts and ideas verbally or through more in-depth written or creative projects, while others feel most comfortable participating in a written exam. In response to these ideas about assessment, students in this course will be evaluated in the following areas:

1. Professional Participation - Weekly Critical Thinking/Discussions and Outlines (10 points)

Professional behavior and participation are vital to your role as a learner and educator. Attendance, punctuality, and coming prepared to learn, and to collaborate with others are all essential professional behaviors. Please come on time and prepared to incorporate reflections on the reading, personal experiences, opinions and questions in a positive, responsible and professional manner. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Attendance and participation will be calculated weekly and averaged. It will be worth 10% of your total grade (see **Professional Participation Rubric**).

Professional Participation Rubric (10 points)

<p style="text-align: center;">Attendance</p> <p>Attended class for the week; arrived and left class on time.</p> <p style="text-align: center;">½ point</p>	<p style="text-align: center;">Participation</p> <p>Strong participation; Collaborates well with others (e.g., encouraged discussion in group; shared ideas with group) and comes to class having read materials and <u>very</u> prepared with entire outline/graphic organizer complete.</p> <p style="text-align: center;">½ point</p>
<p>Attended class for the week; arrived late or left early <u>one</u> time OR missed class.</p> <p style="text-align: center;">0 points</p>	<p>Participates when called on, supports group projects but does not seem to have read the chapter; inconsistency of information provided to group OR very disengaged in class discussions or group work – does not seem prepared for class.</p> <p style="text-align: center;">0 points</p>
<p>TOTAL POINTS</p>	

*Students receive one point for attendance and for each outline/organizer complete each week.

2. Development and Presentation of Lesson Plan (10 points)

Based on a theory and current research in the field, you will develop a lesson plan with an embedded adaptation/strategy for children who are ELLs (see specific handout for lesson plan format). Clearly state the essential questions for the lesson with all lesson plan components designed intentionally with those essential questions in mind. Describe the lesson thoroughly including all the essential elements for a professional lesson plan (e.g., specific objectives for the lesson, setting the stage or anticipatory set, procedures, and authentic assessment for learning). Describe the lesson with embedded adaptation/strategy in enough detail that another teacher could duplicate your lesson design. You will present the lesson to the class so please come prepared with all the materials needed to execute the lesson (see **Development of Lesson Plan /Demonstration Rubric: Due 3/24**).

3. Development and Presentation of Teaching Strategies (2 x 10 = 20 points)

Choose two teaching strategies from your textbook to present to the class. Bring all materials to fully explain how the teaching strategy can be embedded into a lesson design or group/individual activity. **Due: March 17th and April 21st, 2011**

4. Celebration of Culture/Shoebox Autobiography Project (5 points)

Develop a shoebox autobiography of your own culture to present to the whole class. This entails getting a shoebox and placing small objects/pictures or artifacts in it that “tell your cultural story”. A teacher can not truly understand another cultural group without reflecting thoroughly on his/her own culture. This is a project to celebrate you! You will share your treasures with the class. **Due: February 3rd, 2011**

5. Field Experiences and Reflections from Intentional Observations

(4 – intentional observations = 5 points each; 20 points) The 40-hour fieldwork experience in EDUC 100.2 is designed to expose students to issues concerning students who are English Language Learners and their families. You will conduct **four** one-hour intentional observations at the same classroom setting working with a professional from the field. These observations connect to course material and will be graded using the attached rubric.

Observation #1: During your first intentional observation, interview the teacher/ELL professional to obtain specific information about teaching children who are ELLs. Reflect on the following: Overall program philosophy (e.g., how are children who are ELLs supported in the classroom?), How is communication established with parents (caregivers)?, What are the most pressing issues or greatest challenges for the teacher?, What kind of assessments are used with the children?, What specific techniques/strategies does the teacher use to support the child(ren)'s ELL learning?

Due: February 24th. Include "Classroom Diversity Survey"

Observation #2: During your second intentional observation, observe the professional as he/she interacts with a child who is an ELL. How does the professional support the child's development in the following areas: listening, speaking, reading, writing, and/or in a content area (e.g., social studies, science, math)? What activities and materials were used to support child learning? Does the teacher use any technology to support the children's learning (e.g., e-books, inspiration, writing program)? Reflect on the knowledge gained in class and link that knowledge to the specific activities observed between the professional and the child who is an ELL. **Due: March 17th**

Observation #3: During your third intentional observation, observe the teacher/professional as he/she interacts with a parent(s) or caregivers of a child who is an ELL. Reflect on ways that the professional utilized open-ended questions and active listening. In what ways are family members involved in the child's educational program? How is communication achieved between family members/significant caregivers and professionals? Did the teacher/professional utilize an interpreter? If so, what techniques were used and how was communication established? **Due: April 7th**

Observation #4: During your fourth intentional observation, analyze how culture plays a role in teaching and learning. How does the professional embed the children's culture (e.g., values, roles, routines, traditions) into the curriculum, lesson designs, instructional practices, and performance-based assessment? How does culture link to the PA state standards? Provide specific examples for each. **Due: April 21st**

6. Field Work Evaluation (10 points)

7. Final Project and Presentation (25 points) For the final project and presentation, you will select one cultural group that you are interested in learning more about,

write a three-to four page paper, and design a presentation to share with the class highlighting various important factors that a teacher would need to consider while teaching this particular group of children and their families. Included in this project: (1) An overview of this particular group including historical and present-day demographic information (in Bethlehem and other areas of the U.S. (use home land security website <http://www.dhs.gov/files/statistics/immigration.shtm>), (2) cultural and language (including phonology, syntax structure, pragmatic skills) strengths/concerns/issues to be considered, (3) specific holidays/traditions/rituals that this group celebrates, (4) any particular food that reflects this group (perhaps even bring some in to share), and (5) one storybook/literature work that celebrates or highlights the strengths of this particular group. You may also present to the class any other special/important contributions. This final project consists of a 3-4 page paper with all of the above elements and a 10-minute presentation of your choice (e.g., Power Point, specific lesson, game or activity, cooking demonstration, storybook lesson, any other creative way that you would like to present the information) to help the class appreciate and celebrate the particular students and families of your choice. Please also include a one-page overview or Power Point handout of your presentation for the class to reference at a later point (this may be done electronically).

Grading Policy: The following distribution indicates the points that will be awarded for the course requirements:

Required Assignments	Points
Professional Participation/Weekly Critical Thinking/Discussions/Outlines	10
Shoebox Autobiography/Celebration of Culture Development/Presentation of Lesson Plan	5 10
Development/Presentation of Teaching Strategy #1	10
Development/Presentation of Teaching Strategy #2	10
Field Experience Observation Reflections	20
Field Experience Evaluation	10
Final Project and Presentation	25
Total	100

**Field Experience –
 Intentional Observation Reflection Rubric (5 points)**

Criteria	1 point	½ point	0 points
Observation – Reflection Questions	Addressed all parts of the assignment.	Addressed some parts of assignment.	Minimally addressed the assignment.
Data Collection	Evidence that data was collected from observation with examples for each.	Evidence that some data was collected from observation with few examples.	Data collection was limited with only 1 example included.
Summary	Summary synthesized explicitly what was seen and heard at the setting.	Parts of the summary were unclear what exactly was seen and heard at the setting.	Summary was vague and it was unclear what was observed at the setting.
Details	Multiple examples were included throughout the summary to support the observation.	Some details were included to support the observation.	Few or no details were included to support the observation.
Conventions	Summary was free of spelling and grammatical errors.	Summary has up to three grammar and/or spelling errors.	More than three spelling and/or grammar errors were present.

Development of Lesson Plan/Demonstration Rubric (10 points)

CRITERIA	5 POINTS (exceeds competency)	3 POINTS (meets competency)	1 POINT (needs a lot of improvement)
Overall rationale for lesson – linking theory/classroom understanding to practice (i.e., rationale for lesson, use of the adaptation/strategy – when/why).	Very well stated rationale; explains the link between theory to practice by providing an example of current research <u>and</u> how it applies to teaching children who are ELLs.	Basic understanding of rationale and provides explanation of research to practice for teaching children who are ELLs.	Very limited understanding of rationale for teaching with no direct link from research/theory to practical use.
Demonstration lesson with embedded adaptation/strategy (i.e., clear explanation of how to do the adaptation/strategy, visuals/technology to support lesson and adaptation/strategy, includes all elements of lesson design).	Very clear lesson demonstration; very clear explanation of how to embed the adaptation into lesson design; includes <u>ALL</u> elements of lesson design with a clear focus.	Basic demonstration of lesson; includes ALL elements of lesson design.	Demonstration of lesson seems disorganized and does not flow well; includes some lesson elements.
Presentation Skills (i.e., clear articulation, enthusiastic about the lesson and	Clear articulation, proper volume, steady rate, good posture & maintained eye contact throughout presentation,	Clear articulation, proper volume, steady rate, good posture & eye contact, some enthusiasm present,	Some inconsistencies with volume, unclear speech, little or no eye contact, rate too fast or too slow, little expression, inaudible

<p>adaptation/strategy, professional attire)</p>	<p>very enthusiastic, appropriate professional attire.</p>	<p>appropriate professional attire.</p>	<p>or two loud, professional attire lacking.</p>
<p>Written Presentation (i.e., clear rationale for lesson design and using the adaptation or strategy – when and why teachers would use this adaptation, overview of lesson clear explanation of how to do the adaptation, visuals/technology to support lesson and adaptation/strategy, includes all elements of lesson design – setting the stage, motivation, procedures, summary/closure, authentic assessment of learning).</p>	<p>Very well stated rationale; explains the link between theory and practice by providing an example of current research <u>and</u> how it applies to teaching children who are ELLs; very clear explanation of how to embed the adaptation/strategy into lesson design; includes <u>ALL</u> elements of lesson design with a clear focus and understanding for each element.</p>	<p>Basic understanding of rationale and provides explanation of research to practice for teaching children who are ELLs; includes ALL elements of lesson design with an understanding for each element.</p>	<p>Very limited understanding of rationale for teaching with no direct link from current research or theory to practical use use of adaptation or strategy for this lesson; lesson seems disorganized and does not flow well; includes a few of the lesson elements.</p>

Final Project and Presentation (25 points)

CRITERIA	5 POINTS (exceeds competency)	3 POINTS (meets competency)	0 POINTS (needs a lot of improvement)
Demographic Information for cultural group selected– clear up to date information regarding immigration status from home land security website -	Very well stated information; explains the current status of this population; high incident areas; historical and present-day information -	Basic understanding of immigration status with basis information of current situation; no evidence of use of internet or home land security website.	Very limited understanding of current immigration status – not very clear at all.
Language Issues/Strengths/Concerns regarding this particular group – discusses at length all components of language (e.g., phonology, syntax, pragmatics) with examples of each.	Very clear understanding of all language concerns, issues, and strengths – mentions ALL of the language components with very clear examples for each.	Basic understanding of language issues, strengths, and concerns with only a few examples for each.	Very limited understanding of language issues – only one example or no examples for each.
Cultural traditions/values/rituals regarding this particular group – discusses at length all important items to consider when teaching this population of children/families; including food, holidays, etc.	Very clear understanding of all traditions/values/rituals – mentions many items to consider; shares items with us clearly with examples.	Basic understanding of cultural traditions/values/rituals with only a few examples for each.	Very limited understanding of cultural issues – only one example or no examples for each.

<p>Presentation Skills (i.e., clear articulation, enthusiastic about the presentation and information provided to the class, and professional attire)</p>	<p>Clear articulation, proper volume, steady rate, good posture & maintained eye contact throughout presentation, very enthusiastic about topic, appropriate professional attire.</p>	<p>Clear articulation, proper volume, steady rate, good posture & eye contact, limited enthusiasm present, and appropriate professional attire.</p>	<p>Some inconsistencies with volume, unclear speech, little or no eye contact, rate too fast or too slow, little expression, inaudible or too loud, professional attire lacking.</p>
<p>Written Presentation (i.e., clear information regarding all components addressed thoroughly).</p>	<p>Very well stated information; explains the issues, cultural considerations, language issues, etc. very clearly. Definitely has a thorough understanding for this population of students and their families. Excellent organization and paragraph format with complete sentences; perfect punctuation and spelling.</p>	<p>Basic understanding of this population of students and their families; only addresses two out of the three issues stated in syllabus. Organization of paper is very basic – limited complete sentences; with a few spelling and syntax errors present.</p>	<p>Very limited understanding of this population of students and their families; only addresses one area addressed from the syllabus. Thorough paragraph formation and complete sentences not shown. Many examples of spelling errors present.</p>

COURSE SCHEDULE FOR EDUC 100.2 – Spring, 2011 – Mondays 6:30-8:30 p.m.
Introduction to Education of English Language Learners

Week/Date	Content/Activities	Homework Assignments	Due Dates	PDE Competency
Week 1 1/17	Welcome to EDUC 100.2! Introduction to Course/Syllabus/Text <u>Topics:</u> Overview of English Language Learners and their families; Current status in US and Professional Organizations <u>Video Reflection:</u> “Teaching ELL - I Don’t Know Where to Start”; Build your own graphic organizer including these important elements – (A) creating a connection, (B) building trust, (C) predictability, and (D) providing a safe environment.	Chapter 1 (Outline 1) <u>Read</u> “Ms. Allen’s Teaching Experience” – be ready to discuss current challenges for teachers.		I. A. 1, 2; I. B. 1, 2; II. C. 1, 3, 4
Week 2 1/24	Journey of English Language Learners and their families: Past and Present <u>Topics/Questions:</u> Who are students who are ELLs – past and present?, What are the most challenging issues for teachers today?; Overview of identification/placement options. Continuation of Video Reflection and graphic organizer.	Based on your understanding of children who are ELLs so far, develop three questions for the guest speaker (bring to class next week).		I. B. 1 – 4, 6; II C. 1, 3-4; II D 1.

<p>Week 3 1/31</p>	<p>Guest Speaker: Director of program for students who are ELL and their families in Bethlehem, Mrs. Doris Correll, will join us for a fabulous evening of great information, real-life examples, and practical implications for students who are ELL and their families. (E.g., The “n” experience).</p>	<p><u>Read Chapter 3</u> and <u>Read:</u> Ms. Bingham’s fourth grade experience. Be ready to (1) describe the misunderstanding that she had with the student, (2) explain the role that a child’s <u>culture</u> plays in the way we teach, and (3) reflect on how you could alleviate cultural miscommunications in your classroom. (Outline 2)</p>		<p>I. A 3; I. B. 1 – 3; II. D. 1</p>
<p>Week 4 2/7</p>	<p>Getting to Know the Student who is ELL – Celebration of Cultures!</p> <p>Topics: Building positive relationships with students; cultural needs - Definition of culture (values, codes, beliefs, rules, roles, and social relations), cultural marginal, culture shock, cultural responsive pedagogy; Culture – language teaching connection.</p> <p><u>Video and Reflection:</u> “I Don’t Know Where to Start: Community Connection” – List ideas/activities shown that demonstrates cultural responsive pedagogy.</p> <p>Shoebox Autobiography Presentations</p>	<p>Read Chapter 10 (Outline 3)</p> <p><u>Read vignette:</u> “Ms Aldrich and Henri” Be ready to discuss Henri’s learning strategies</p>	<p>Due: Shoebox: Celebration of Cultures</p>	<p>I B. 1-4; 6; I C. 1; II. C. 3.; II. C. 1, 2</p>

<p>Week 5 2/14</p>	<p>Facilitating School, Family, and Community Involvement for the ELL</p> <p><u>Topics and Questions:</u> Family Involvement – enhancing home-school communication, use of an interpreter, school-community partnerships. <i>One Child, Two Languages in Action</i> – Working with parents.</p> <p><u>Video reflection</u> “Connecting and Involving Families”. As you watch the video, think about ways to involve families in their child’s school – list at least 5 ways.</p> <p>Field Experiences Begin ☺</p>	<p>Chapter 2 (Outline 4)</p>		<p>II A. 1, 2, 3; II B. 1-3; II D. 1, 2</p>
<p>Week 6 2/21</p>	<p>Foundations of English Language Learning – Theory to Practice</p> <p><u>Topics:</u> Receptive language and listening to understand, developing oral language, BICS and CALP; process of acquiring multiple languages; and communicative competence; Models of bilingual education in US and in PA. <u>Video Reflection:</u> “Teaching ELL: Bringing Language Alive” (language acquisition, second language, comprehensible input) <i>One Child, Two Languages in Action</i> – factors that influence second language learning)</p>	<p>Chapter 4 and <u>Read vignette:</u> “Ms. Drake’s first grade classroom and Liza’s experiences” (Outline 5)</p>	<p>Due: FE Reflection #1 and Classroom Diversity Survey</p>	<p>I. B. 2; II. A. 2, 3; II. D. 2; II. C. 3</p>

<p>Week 7 3/3</p>	<p>Pre-Planning and Instruction for ELL</p> <p>Topic/Questions: Demonstration of lesson plan format (PDE SAS); TESOL standards; practical ways to support learners in the classroom.</p> <p><u>Video Reflections:</u> "Teaching ELL: Getting Your Message Across" (gestures, visuals, modeling, respite). List ways that you could use each for pre-planning and instruction. Continuation of comprehensible input – importance of multi-sensory experiences.</p> <p><u>One Child, Two Languages in Action</u> – supporting students in the classroom.</p>	<p>Chapter 5 and choose one teaching strategy to demonstrate to class.</p> <p>(Outline 6)</p>		<p>I. A 1-3; I. B 1-3 II. A 1-3; II. C. 3; II. D. 1, 2</p>
<p>Week 8 3/10</p>	<p>Happy Spring Break!</p>			
<p>Week 9 3/17</p>	<p>Interactive Teaching Strategies for ELL</p> <p>Topics: Exploring interactive teaching (i.e., drama, imagination, music, cooperative learning, and active activities that engage students learning (i.e. learning centers). Video reflection - <u>One Child, Two Languages in Action</u> – supporting students in the classroom.</p> <p>Teaching Strategy #1 Presentations</p>	<p>Chapter 6 (Outline 7)</p>	<p>Due: FE Reflection #2 and Teaching Strategy 1</p>	<p>I A. 3; I B. 2, 3; II. A. 1-3; II D. 1-2</p>

<p>Week 10 3/24</p>	<p>Teaching Academic Content to ELLs</p> <p>Topics: Strategies for teaching literacy skills (e.g., listening, reading, writing, communicating) in the content areas; Using themes, cognitive strategies, and social affective strategies.</p> <p>Presentations of Lesson Plans</p>	<p>Read Chapter 7 (Outline 8)</p>	<p>Due: Lesson Plan</p>	<p>I A. 1-2; I B. 2-3 II A. 1-3; II C. 2-4; II D. 1-2</p>
<p>Week 11 3/31</p>	<p>Teaching ELL in the Content Areas: Language Arts, SS, Math, and Science</p> <p>Topics: Topics: Integrated skills and instructional activities, thematic unit design, integrating vocabulary/grammar into the curriculum/content areas and unit design.</p> <p><i>One Child, Two Languages in Action</i> – supporting students in the classroom - Language and literacy instruction.</p>	<p>Read Chapter 9 (Outline 9)</p>		<p>I B. 1-6; II C. 3</p>
<p>Week 12 4/7</p>	<p>Motivational and Classroom Management Strategies for ELL</p> <p>Topics: How are motivation and learning linked?; What is self-efficacy and how does that apply to learning?</p>	<p>Read Chapter 8 (Outline 10)</p>	<p>Due: FE Reflection #3</p>	<p>II. A. 1-3</p>

<p>Week 13 4/14</p>	<p>Actively Assessing and Monitoring Academic Progress of ELL</p> <p><u>Topics:</u> What is the purpose for assessment? What is performance based learning?; How can teachers use performance-based assessment to gather information about a child’s level of academic functioning?</p> <p>Video Reflection: <u>One Child, Two Languages in Action</u> – Assessing Young ELL</p>			
<p>Week 14 4/21</p>	<p>More Creative Strategies for ELL</p> <p><u>Video reflection:</u> “Creative Activities to Follow Reading a Story” – as you watch the video, think about ways to use creative post-reading activities in your classroom for children who are ELLs.</p> <p>Teaching Strategy #2 Presentations</p>		<p>Due: FE Reflection #4 and Teaching Strategy 2</p>	<p>I A. 1-3 II A. 2-3 II C. 3-4 II D. 1</p>
<p>Week 15 4/28</p>	<p>Final Reflections from Field Experiences</p> <p><u>Video Reflection:</u> <u>One Child, Two Languages in Action</u> – Making it ALL Happen!</p>			
<p>Week 16 5/5</p>	<p>Final Written Project/Presentation Due</p>			

This syllabus is compiled in good faith, with a schedule of readings, topics, activities, and assignments which will navigate us throughout the term. Still, the professor reserves the right to make any changes to this syllabus considered necessary for the overall success of the course. Any changes will be communicated as soon as possible.

Additional Resources

Herrell, A. L. & Jordan, M. (2008). *Fifty Strategies for Teaching English Language Learners*. 3d Edition. Upper Saddle River , NJ : Merrill.

O'Malley, J.M., & Valdez Pierce, L. (1996). *Authentic Assessment for English Language Learners*. Addison-Wesley Publishing.

Whelan-Ariza, E. (2010). *Not for ESOL Teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student, 2/E*. NY: Allyn & Bacon

Young, T.A. & Hadaway, N.L. (2006). *Supporting the literacy development of English learners*. Newark, DE: International Reading Association

ENGLISH LANGUAGE LEARNERS IN PENNSYLVANIA SCHOOLS: Legal Issues and Advocacy Opportunities <http://www.ellc-pa.org/pubs/downloads/english/ell-Current%20issues%20Nov%202006.pdf>

English Language Learners – What the Research *Does* and *Does Not* say
http://archive.aft.org/pubsreports/american_educator/issues/summer08/goldenberg.pdf

Websites

PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards.
http://www.portal.state.pa.us/portal/server.pt/community/measurements_standards_policies/7531/elps_for_ells/509513

www.tesol.org/assoc/k12standards/it/07.html - ESOL standards preK-3

<http://www.manythings.org/> Many interesting activities for students who are ELLs.

<http://www.colorincolorado.org/> A wonderful comprehensive bilingual site for families and educators of students who are ELLs. This site is filled with useful information, strategies, activities, and resources for ALL teachers of students who are ELLs.

<http://crede.berkeley.edu> Center for Research on Education, Diversity, and Excellence (CREDE)

www.ncele.gwu.edu National Clearinghouse for English Language Acquisition and Language Instruction Programs (NCELA) – includes online library; useful links to national, regional, and state educational resources and databases; lesson plans, and other practical classroom information

www.sdkrashen.com/SL_Acquisition_and_Learning/index.html - Stephan Krashen's webpage

www.iteachilearn.com/cummins/bicscalp.html - Jim Cummin's webpage

<http://rubistar.4teachers.org/index.php> - webpage for making rubrics

http://edhelper.com/teachers/graphic_organizers.htm - webpages for free graphic organizers

<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>

<http://a4esl.org/> - many activities for students who are ELLs (many different languages too!)

<http://www.readingrockets.org/article/c61/> - many great articles and ideas for teaching children who are ELLs