



New York Center for Teacher Development, Inc.

In affiliation with The University of Massachusetts Global

COURSE SYLLABUS

Course: EDZU 9959 Accommodating English Language Learners

Credit Hours: 3 Credits / 45 Hours

Instructors: Vanessa Pizzo & Marcella Biordi

Course Description:

Imagine being in a room where everyone is speaking a language completely unfamiliar to you. Many students in our schools face this problem on a daily basis. We will help prepare you to help children in all grades (K-12) to overcome language barriers and what to expect from students coming from different countries and educational backgrounds. You will develop a greater awareness of their needs in your multilingual/multicultural school district. We will provide you with strategies that you will find helpful to implement into your own lessons. We gear this class toward discussing the best practices for English Language Learners/Bilingual Learners. We will address co-teaching strategies and supports, and scaffolds that support ELLS/MLLs (Multilingual learners) in mastering core content. We will cover the identification process for ELLS/MLLs, Language Learning vs. Disability, and integrating language and content instruction for ELLs/MLLs. We will also address cultural responsiveness and cultural competency.

Course Objectives:

To Know

1. How ELLs are identified, tested, and screened
2. Different strategies that can be applied to the different levels of proficiency
3. Cultural Awareness
4. How to adjust their lessons to accommodate ELLs
5. How to collect progress data on your ELLs

To Understand

1. The challenges ELLs and teachers face (regressions/silent period/testing etc.)
2. Understand ELLs level of proficiencies & language acquisition
3. Various cultures and their customs
4. Student's home life
5. Co-teaching models and the role of the general education and ENL teacher in this setting

and To Be Able To

1. Develop culturally empathetic lessons
2. Use fun and innovative tools to engage learners
3. Create a community of diversity .
4. Implement differentiated strategies and interventions to support ELLs
5. Take away from the class a variety of printable documents and resources for lesson design, interventions, and other supportive resources for ELLs and other struggling students

Course Outline :

I. Introduction

Icebreaker: Tell us about you. Where you work, what you teach, your involvement/experience with ELLs.

- A. Post and comment on two other participant's discussion board
- B. Make them feel like ELLs- start the session by showing a video of instructor speaking in Spanish a test in Spanish with some/sight words in English. How did you feel?
- C. Show Moises in Math Class video (12 minute video)
- D. Discussion questions:
 - 1. Moises cares about school, but an observer might not know it, why?
 - 2. Moises cannot understand, read, or speak English, what types of behaviors could that lead to?
 - 3. What would happen to Moises if he is not given intervention services or support?
 - a) Have you ever experienced something like this? Tell us about your culture, something you've always wanted to know about English Language Learners.
 - b) Post and comment on two other participant's discussion board
 - c) Show picture of student's house and discuss how this could affect her inside the classroom.
 - d) What are some challenges you've seen your ELLs face/you predict ELLs would face?

e) Post and comment on two other participant's discussion board Exit sheet: Topics they would like to discuss in future sessions

II. Basic Facts

A. Choose 1 or 2 ELLs to observe throughout the course. Collect data on their progress, challenges, strengths, etc. (This information will be used for discussion at the end of the course) Do not provide names or other personal information about the student

1. Country of origin
2. Proficiency level
3. Prior education
4. Challenges seen
5. Strategies that worked for this student
 - a) Basic facts about ELLs Kahoot pre-game
 - b) Show demographics/the predicted demographics of the United States
 - c) Screening process of ELLs: How does your school screen? Similarities and differences
 - d) Post and comment on two other participant's discussion board
 - e) Moodle will include basic facts and videos of the students
 - f) Basic facts about ELLs Kahoot post-game
6. Pull-out VS push-in services
 - a) Different models of ENL instruction: stand-alone and co-teaching settings

- b) Co-teaching models
- c) Strategies to use in the classroom (real pictures from our classroom)
- d) Pictionary/Charades Games
- e) Pull-out VS push-in poll
- f) Post and comment on two other participant's discussion board
- g) Create a lesson plan that includes strategies and modifications for ELLs

Customs and Courtesies

- A. Cultural customs survey and discuss results
- B. Avoiding stereotypes while communicating video:
- C. 10 surprising ways to offend people in other countries video:
- D. Show a Glogster already completed (Vanessa's Glogster)
- E. Research of a country of your choice (3 hours)
- F. Complete their own PowerPoint/ Glogster- research a country of your choice. Discuss/show the cultural customs, education, important historical events, and other ^[1]_[SEP] information that is important for a teacher to know.
- G. Post your Glogster and comment on two other participant's discussion board

IV. Multicultural Awareness

- A. Discussing multicultural literature- the benefits
- B. Research books that are culturally empathetic
 - 1. Project 1: Provide a summary, grade-level, 3 pre-reading discussion questions, 3 during-reading and 3 post-reading discussion questions. Choose to create either a reading, writing, listening,

speaking, or multidisciplinary activities that relates to the book.

2. Project 2: Explain/create a multicultural event that has been or could be created in your school district. This event will promote cultural awareness, and a community of diversity.^[L]_[SEP]Post your projects and comment on two other participant's discussion board for each project

V. Present Student Observation

- A. Create a Glogster or PowerPoint sharing the summary of the student.
- B. Country of origin
- C. Proficiency level
- D. Prior education
- E. Challenges seen
- F. Strategies that worked for this student
- G. Goals for the student
- H. Add any additional strategies/assistance that you believe the student would benefit from
- I. Post your Glogster and comment on two other participant's discussion board
- J. Self-reflection post

Methods of Instruction

Teachers enrolled in this course will be prepared to help children in all grades (K-12) to overcome language barriers and learn what to expect from students coming from different countries and educational backgrounds. They will develop a greater awareness of their needs in their multilingual/multicultural school district. They will be provided with strategies that they will implement into their own lessons. The course is geared toward discussing the best practices for English Language Learners/Bilingual Learners such as co-teaching strategies, supports, and scaffolds that support ELLS/MLLs (Multilingual learners). The identification process for ELLS/MLLs, Language Learning vs. Disability, and integrating language and content instruction for ELLs/MLLs will be explained and researched. Cultural responsiveness and cultural competency will also be addressed. Through discussion boards educators will discuss and reflect with other educators to share their experiences working with ELLS/MLLS. They will complete assignments that can be implemented in their own districts and they will gain valuable access to strategies and technological web resources.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

In order to earn an A in our course, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and complete all of the practicum tasks.

In order to earn a B in our course, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and complete at least 4 out of 5 of the assignments.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

Assignment	Time (in hours)
<p>Introduction Icebreaker: Students will tell us about themselves. By posting on the discussion board, students will answer the following questions: Where you work, what you teach, your involvement/experience with ELLs.</p> <p>-Students will post and comment on two other participant's discussion board.</p>	0.50
<p>Putting yourselves in the shoes of English Language Learners: Students will watch a video created by the instructors. In the video, the students will be asked questions in another language. They will be given a 'test' in another language and asked to complete it. Students will respond on their answer sheet explaining how this activity made them feel.</p>	1.00
<p>Moises in Math Class: Show Moises in Math Class video (12 minute video)</p> <p>Discussion questions:</p> <ol style="list-style-type: none"> 1. Moises cares about school, but an observer might not know it, why? 2. Moises cannot understand, read, or speak English, what types of behaviors could that lead to? 3. What would happen to Moises if he is not given intervention services or support? 4. Have you ever experienced something like this? Tell us about your culture, something you've always wanted to know about English Language Learners. <p>-Students will post and comment on two other participant's discussion board.</p>	2.00
<p>Food for Thought (Student's House): The instructor will post a picture of an ELL's house and discuss how this could affect her inside the classroom.</p> <p>Students will create a discussion post answering the following questions: What are some challenges you've seen your ELLs face/you predict ELLs would face?</p> <p>-The students will post and comment on two other participant's discussion board.</p>	1.00
<p>Exit sheet: Students will post on the class Padlet any topics they would like to discuss/explore in the future.</p>	1.00
<p>Basic Facts: Students will choose 1 or 2 ELLs to observe throughout the course. Students will begin collecting data on their progress, challenges, strengths, etc. (This information will be used for discussion at the end of the course). Students will not provide names or other personal information about the student. The following information will be collected:</p> <ol style="list-style-type: none"> 1) Country of origin 2) Proficiency level 3) Prior education 4) Challenges seen 5) Strategies that worked for this student 	4.00
<p>Basic Facts Part 2: Students will begin this section of the course by completing the 'All About ELLs' Kahoot pre-game. Students will examine the demographics/the predicted demographics of the United States- percentages of languages spoken around the country. The instructors will explain the screening process of ELLs when they enroll in the school district. Students will explore different screening processes of ELLs. They will create a discussion post explaining the screening process in their district- similarities and differences.</p> <p>-The students will post and comment on two other participant's discussion board.</p>	1.00

<p>Basic Facts Part 3: The instructors will present basic/fast facts about ELLs including the different language proficiencies. The students will explore videos of ELLs at different proficiency levels. At the end of this section, the students will complete the 'All About ELLs' Kahoot post-game.</p>	2.00
<p>Pull-out VS push-in services: Students will explore different models of ENL instruction: stand-alone and co-teaching settings. The instructors will present various co-teaching models and strategies to use in the classroom to assist ELLs. The students will take a Pull-out VS Push-in poll selecting the learning environment they feel is best suited for ELLs. -The students will post their reasoning on the discussion board and comment on two other participant's response.</p>	1.00
<p>Pictionary/Charades Game- The students will participate in an Pictionary/charades game with the other participants.</p>	0.50
<p>SIOP (The Sheltered Instruction Observation Protocol) Lesson Plan: Students will create a lesson plan that includes strategies and modifications for ELLs. Students will provide the subject, grade-level, learning standards, content and language objectives, lesson sequence, and assessment.</p>	4.00
<p>Customs and Courtesies Part 1: Students will complete the cultural customs survey and discuss the results on their answer sheet. The students will watch a video. On their discussion board, students will respond to the following questions- Have you ever been a victim of a stereotype? What happened when the woman switched the questions on to the man? What was his reaction? -Students will post and comment on two other participant's response.</p>	1.00
<p>Customs and Courtesies Research Assignment: Students will explore various cultural values by exploring a video. Students will research a country of their choice- they will explore the cultural customs, educational values, important historical events, and other information that is important for a teacher to know.</p>	5.00
<p>Customs and Courtesies Research Assignment Cont.: Students will create their own PowerPoint/ Glogster that present the information they collected upon researching a country of their choice. Students will discuss/show the cultural customs, education, important historical events, and other information that is important for a teacher to know. -Students will post their completed PowerPoint or Glogster onto the discussion thread and comment on two other participant's discussion board.</p>	3.00

<p>Multicultural Awareness: Students will explore multicultural literature and discuss the benefits of it on ELLs language acquisition. Students will research books that are culturally empathetic.</p> <p>Project 1: Students will choose 2 multicultural literature of their choice. They will provide a summary, grade-level, 3 pre-reading discussion questions, 3 during-reading and 3 post- reading discussion questions. Choose to create either a reading, writing, listening, speaking, or multidisciplinary activities that relates to the book.</p> <p>-Students will post this project onto the discussion thread and respond to two other participant's post.</p>	5.00
<p>Multicultural Awareness Cont.: 5.00 Project 2: Students will explain/create a multicultural event that has been or could be created in your school district. This event will promote cultural awareness, and a community of diversity.</p> <p>-Students will post their projects and comment on two other participant's discussion board for each project.</p>	5.00
<p>Present Student Observation: Student will create a Glogster or PowerPoint sharing the summary of the student they have been collecting data on. Students will discuss/share the following information:</p> <ul style="list-style-type: none"> o Country of origin o Proficiency level o Prior education o Challenges seen o Strategies that worked for this student o Goals for the student o Add any additional strategies/assistance that you believe the student would benefit from <p>-Students will post their Glogster and comment on two other participant's discussion board</p>	8.00
<p>Reflection on course through Google Form</p>	
<p>Total Time</p>	<p>45.00</p>