COURSE/PROGRAM SYLLABUS

Practical Strategies for Teaching English Language Learners

Summer 2007

Geared towards K-12 school staff who are teaching linguistically and culturally diverse students in the school setting

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Location:  Sheboygan North High School, IMC
1042 School Avenue, Sheboygan, WI  53083-4099

ENROLLMENT OPTIONS:

<table>
<thead>
<tr>
<th>One Graduate Credit</th>
<th>Two Graduate Credits</th>
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<tr>
<td><strong>Course #</strong> ED &amp; HUD 795-6, 747 (#0345C)</td>
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<td><strong>Prerequisite:</strong> Graduate Standing (Must have earned a bachelor’s degree)</td>
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<td><strong>Schedule:</strong> Monday and Tuesday, August 13 and 14, 2007 (8:30 a.m.-4:30 p.m.)</td>
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Description:
Many teachers lack the resources and time to effectively plan for teaching English language learners. Additionally, the recent influx of immigrants, migrants, and refugees has left many teachers feeling unprepared to teach students who are not English proficient.

This course/program is for K-12 school staff teaching linguistically and culturally diverse students in the school setting. During this course, participants will learn practical information about how to meet the social, academic, and emotional needs of English language learners. Participants will leave with ready-to-use materials for teaching students of all English language proficiency levels.
Emphasis:
This course/program will emphasize curriculum and instruction techniques for teaching non-native English speaking students.

This course/program is based on research from the following:

- Bilingual and English as a second language theorists: Anna Uhl Chamot, Catherine Collier, Jim Cummins, Jana Echevarria, Steven Krashen, J. Michael O'Malley, Deborah J. Short, and Mary Ellen Vogt

Objectives:

1. The participants will learn second language acquisition theories that relate to English language learners in their classroom.
2. The participants will learn the legal requirements of teaching English language learners.
3. The participants will learn about culture shock and how it affects the students’ ability to learn academic material.
4. The participants will learn how to differentiate between social and academic English as it pertains to their classroom.
5. The participants will learn methods for teaching academic language to English language learners. **
6. The participants will learn how to teach Newcomers, even though they may not speak the native language of the Newcomers.**
7. The participants will learn how to create a school and classroom atmosphere where cultural diversity is valued. **
8. The participants will learn how to involve families in the education of their children. **

**These objectives will be examined more in-depth in the two-credit course. Participants will learn additional methods for teaching academic language to English language learners at all English proficiency levels and will be able to adapt their own lesson plans. Additionally, participants will take a survey and create a plan to increase cultural awareness and involve families in the education of their children.

Required Reading for ALL credit participants:

Also Required for Two-Credit participants (these readings will be made available to participants):


Requirement for ALL participants:

1. Attendance and active participation in all class sessions
2. In-class group assignments
3. Completion of reading assignments
4. Completion of written assignments

Evaluation and Assessment:

**One-Credit Students:**

1. Teaching Strategy Presentation 50%
2. Cultural Diversity Activities 30%
3. Self-Evaluation 20%
   - 100%

**Two-Credit Students:**

1. Teaching Strategy Presentation 40%
2. Cultural Diversity Activities 10%
3. Self-Evaluation 10%
4. Adaptation of Lesson Plans 20%
5. Classroom or school Plan of Action 20%
   - 100%
Description of Evaluation and Assessment:

**One and Two-Credit students:**

*Teaching Strategy Presentation:* Participants will give a demonstration or mini-lesson plan using one of the techniques for teaching English language learners, as found in the course book. The goal of this activity is to have the class participants leave the class with a number of usable teaching techniques.

*Diversity Activities:* Participants will complete a variety of diversity activities throughout the course. Participants will reflect upon these activities through small group and whole group discussion. Participants will discuss how they can use diversity activities in their classrooms to promote an understanding of cultural diversity.

*Self-Reflection:* Participants will complete a pre and post self-evaluation and discuss their findings in groups. Groups will report to the whole class about their discussion.

**Also Required for Two-Credit students:**

*Adaptation of Lesson Plan:* Participants will utilize the knowledge they have gained in the course to adapt one of their authentic classroom lesson plans for English language learners. This lesson plan adaptation will include information about language goals and content area goals for English language learners. Additionally, it will include appropriate strategies for teaching the content to English language learners.

*Classroom or school Plan of Action:* Participants will take a parent involvement survey and use the results to create a plan of action for improving cultural diversity and parent involvement in their classroom or school.

**SCHEDULE**

**Monday -- ALL Participants Meet**

1. Introductions
2. Syllabus Overview
3. Self Evaluation
4. Cultural Diversity Activity - Bingo
5. Second Language Acquisition Theories
   a. Silent Period – second language activity
   b. Affective Filter, Comprehensible Input (+1), BICS and CALP
6. Legal Requirements
   a. Federal & state laws pertaining to educating ELL
7. Culture Shock
   a. Definitions of Culture Shock
   b. Empathy building activity – books in jigsaw groups
8. Social English & Academic English
9. Teaching Techniques for Academic English
   a. Jigsaw Activities - Vocabulary, Background Knowledge, Main Idea, Cause & Effect, Sequence Events, Questioning Techniques
   b. Accommodations of textbooks & testing materials
10. Self Evaluation
Tuesday - ALL Participants Meet

1. Cultural Diversity Activity – Name Shield
2. Teaching Newcomers
   a. Total Physical Response
   b. Computer use
   c. Tips – Jigsaw Groups
3. Special Considerations
   a. Family Involvement
4. Teaching Strategies Presentations
5. Self-Evaluation
6. Course Evaluation for One-Credit participants

Wednesday – Two-Credit Participants Only

1. Cultural Diversity Activity – 1 AM
2. Oral Language Development (chapter 4, 50 Strategies)
   a. Wordless picture books
   b. Jazz chants
3. Reading Development (chapter 7)
   a. Directed-Reading Thinking Activity
   b. Language Experience Activity
   c. Story Mapping
4. Writing Development (chapter 6)
   a. Pattern Poems
   b. Journals
   c. Writing Process
5. Content Reading & Writing (Chapter 8 & 9, 50 Strategies)
   a. Pre-reading
   b. During Reading
   c. Post Reading
6. Assessment (Chapter 3 &10, Authentic Assessment)
   a. Reasons for assessment
   b. Types of assessments
   c. Reading assessments
   d. Authentic assessments
7. Adapt Content Area Lesson Plans (CALLA Handbook)
   a. Content and Language objectives
   b. Example lesson plan
   c. Adapt own content area lesson plans
8. Self Evaluation
Thursday – Two-Credit Participants Only

1. Cultural Diversity Activity - Matrix
2. Discuss / Share Adaptation of Lesson Plans
3. Cultural Awareness Tips for Classroom / School
4. Parental Involvement Survey
5. Classroom / School Plan of Action
   a. Increase cultural awareness
   b. Increase parental involvement
6. Discuss / Share Plan of Action
7. Self Evaluation
8. Course Evaluation

Wisconsin Standards for Teacher Development and Licensure

3. Teachers understand that children learn differently.
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. Teachers know how to teach.
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

5. Teachers know how to manage a classroom.
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Teachers communicate well.
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons.
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

9. Teachers are able to evaluate themselves.
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community.
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.
Wisconsin Standards for Administrator Development and Licensure

3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.