

EDU 5281 Syllabus
English Learner:
Methods and Studies in Education

This is in an introductory course to assist you in meeting the academic needs of English Language Learners (ELLs) in all classrooms. Competencies in teaching Ell students as a profession include the following:

WI DPI English as Second Language Educator Standards

The English as a Second Language will demonstrate knowledge of and skills in:

Language Competence

Teachers have a high degree of fluency in English, comprehend the linguistic and paralinguistic features of the English language, and recognize the processes through which languages are acquired in both formal and informal contexts.

Development, Social, Political, and Cultural Contexts

Teachers of English Language Learners address the developmental, social, political, and cultural contexts of their students' lives and education experiences. They comprehend how these relate to classroom performance and educational practice.

Curriculum, Instruction, and Assessment

Teachers employ effective curriculum, instruction, and assessment practices for English Language Learners and possess knowledge of the content taught in schools.

The School Environment

Teachers recognize the importance of situating support programs for English Language Learners within the context of the school and community to ensure their academic success.

Professional Development

Teachers are reflective practitioners who continually engage in ongoing professional development, networking, research, and innovation (See Standard 9, Wisconsin Teacher Standards). Teachers actively seek out opportunities to grow and contribute professionally.

Prerequisites:

Course Description:

This course will provide foundational knowledge and experiences in developing effective lessons and teaching strategies for working with students whose native language is not English. Students will become familiar with major theories, educational issues, and instructional methods that are related to working with this specific population of students across all grades levels, K-12. Students will develop authentic lesson plans that are designed to address the specific communication needs (reading, writing, speaking, listening skills) of the non-native English speaker. Class sessions will include small group discussions, individual research studies involving project based learning experiences, field experiences observing and supporting effective ELL teachers, and hands-on activities. All of these experiences will focus on developing teacher candidates and leaders that are responsive to the unique needs of these learners.

Students Needing Additional Support:

Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let Mrs. Schowalter know immediately so that you can privately discuss options with her. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu). If you already have accommodations, please share them with me during office hours or before/after class the first week. I'll be glad to support you in any way needed throughout the semester!

Course Materials:

Required:

Ariza, Eileen (2010). Not for ESOL Teachers, 3rd Edition. Pearson Inc.

Thorpe, Helen (2017). The Newcomers: Finding Refuge, Friendship, and Hope in an American Classroom, ISBN: 1501159097

Classroom ideas when working with ELLs:

@ColorinColorado.org

@iSLCollective

@TeachingEnglish.BritishCouncil

@voalearningenglish

@ICT4ELT (Technology in English language teaching)

<https://www.facebook.com/groups/43871536937411> (For secondary students.)

<http://ez.cal.org/what-we-do/projects/project-excell/the-go-to-strategies> (scaffolding strategies from CAL)

Articles/sources to use in class:

Chat n Chew Articles for homework and class discussion

<https://www.edutopia.org/blog/esl-ell-tips-ferlazzo-sypnieski>

SIOP (Sheltered Immersion Observation Protocol for Newcomers-Level 2.5) 99 Activities-
Uploaded in Schoology.

ESL National Teacher group postings to be shared in class

A Framework for Culturally Responsive Teaching

<http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>

Reflecting on my beliefs and cultural beliefs and expectations

http://resources.corwin.com/sites/default/files/figure_2.3_reflecting_on_my_cultural_beliefs_and_expectations.pdf

Wisconsin INTASC Standards

Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Study of cognitive theorists and application to modern day classroom with ELLS in mind)

Standard #2: Learning Differences- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Introduction to text and classroom discussion as well as scholarly research projects)

Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Class readings and text to generate class discussion, outside live links to journal and discuss in class).

Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Discussion and application of best teacher practices and application by discussing differentiated teaching strategies and how they pair with ELL (individual) learning needs).

Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Linking student interest and ELL abilities to differentiated teaching practices and resulting student “voice.”)

Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. (Text reading and application in sample lesson plans and research).

Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Text, research, and class discussion...application in lesson plans and parent/community outreach examples)

Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Text, live links, lesson plans, student interest, voice, and civic service opportunities)

Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Scholarly research, Class discussion regarding outreach and merits of teacher involvement professionally and interacting with the community).

Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Discuss examples of how to create these leadership opportunities and how it will assist teachers in being active role models in their schools and communities).

Course Objectives:

1. Students will demonstrate proficiency in knowledge of current issues related to teaching and/or working with English Language Learners (ELLs).
2. Students will learn about authentic materials and lesson plans that are designed to address the specific communication needs of the non-native English speakers.
3. Students will develop their personal theories of best practices for working with ELLs.
4. Students will become reflective practitioners.

Expectations:

I have high expectations for your attentiveness, attendance and participation in this class. Please don't have your laptops out unless it's pertinent to an assignment or research. If you rarely need to check your phone quickly, that's fine. If you are absent more than twice, it will impact your grade unless there's a specific reason that we've worked out. We only meet once a week so we have to make it count!

Grade Components:

Course Assignments 25% &

Participation/Attendance 10% (Midpoint and final grade)

Work is due, complete, in eLearning per the due date and time. (Unless otherwise indicated, submit ONE ongoing document for work due. Please plan on participating often in this course! Late work will entail *at least 5% will be deducted from your work due, on a daily basis, unless you have reached out to me and we have agreed otherwise.* See above about attendance and participation expectations!

Illness: Work is due in Schoology, or per arranged, on the assigned date (by beginning of class) unless you have made other arrangements with me in advance.

If you are excused for Carthage sports etc, your work is also due at the beginning of class on the due date assigned. Check with me about work missed during class which will be due the evening after class meets!

Critique of ELL Modified Lesson Plan and assessment: 25%

Toward the end of our course, as your final experience, you will critique existing ESL differentiated lesson plans provided by your instructor. You will review them and offer your feedback about what works well and what doesn't (based on what you've learned in our class)! A rubric will be provided!

ELL Research Presentation: 10%

Students will share a scholarly, relevant ELL article of their choice geared toward supporting the diverse needs of ELLs in the classroom. You will demonstrate how the approach is supporting of diverse student needs (e.g., example, strategy, resource). Access this link. Choose a topic and then a research article within. Your oral presentation must be at least 5 minutes at length and include highlights from the article and a share out of how you think this will be helpful to your own teaching practices. (Allow an additional 2-3 minutes for Q & A). <https://www.colorincolorado.org/ell-topics>

Book/Literature Circle Discussion and Reflections: 10%

We will be reading and reflecting upon *The Newcomers* by Helen Thorpe. By early March, each student will create a book talk/activity session based on our readings to engage us in class. I will show you examples in class and we will have a Google Doc sign up!

Clinical Experiences (5-8 hours)/ESL Guest Speaker Reflections (2-3 hours) (Pending COVID and ESL teacher availability) 20%

Locations and scheduling will be discussed the second week of class. These experiences will occur in a pre-assigned, partner schools. Due to COVID and the fact that you are all teaching, we will try to arrange for virtual sit-ins, and/or you observing (in person or remotely) at the school you serve. I'll also invite ESL guest speakers to join us to talk about their own teaching practices that will count toward at least 2 hours of your clinical experiences (if I can arrange it!) More information will follow when I have more details.

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