

Course Title: English Language Learners: Strategies for Elementary Teachers

Instructors: Hope Blecher-Sass, Sharon Russell-Fowler, Carol Mowen, Donna Walker Tileston

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Description:

This course provides daily instructional strategies for working with ELL's provided by a team of experts. Hope Blecher-Sass and Sharon Russell-Fowler provide a series of informational sessions and handouts that can be downloaded for classroom use. Dr. Donna Walker Tileston shifts her focus to language learning, particularly students who come to the classroom with languages other than English as their first language. She provides an overview of the stages of language development. She stresses the importance of recognizing the affects of native language literacy on the pace of a student's acquisition of English as a second language. Additionally, she offers a variety of strategies that teachers can use to help their English Language Learners acquire new vocabulary and develop proficiency with other aspects of language. Her discussions include insights derived from recent brain science on how language learning takes place. She concludes by considering strategies teachers can use to leverage the ways the brain works. Dr. Carol Mowen provides essential understanding for promoting literacy in today's diverse classroom.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand
 - a. strategies that are effective in helping ELL's acquire proficiency in English ,
 - b. the definition of ESL, ELL, and LEP, and
 - c. Idioms as reflecting language experiences and cultural understandings
2. Skills –after this course, a student will be able to develop
 - a. a variety of computer activities that can be used with ELL's,
 - b. visual tools for aiding student vocabulary and comprehension, and
 - c. sports and games that can be incorporated instructional plans.
3. Dispositions –after this course, a student will be able to appreciate
 - a. creating alliances with the speech teacher and special education teacher,
 - b. the expanding definition of literacy, and

- c. how to prepare lessons that involve diverse experiences.

Session Topics (8):

• Working With ELLs	Donna Walker Tileston
• The A to Z of ELLs: Part 1	Hope Blecher-Sass Sharon Russell-Fowler
• The A to Z of ELLs: Part 2	Hope Blecher-Sass Sharon Russell-Fowler
• The A to Z of ELLs: Part 3	Hope Blecher-Sass Sharon Russell-Fowler
• The A to Z of ELLs: Part 4	Hope Blecher-Sass Sharon Russell-Fowler
• The A to Z of ELLs: Part 5	Hope Blecher-Sass Sharon Russell-Fowler
• The A to Z of ELLs: Part 6	Hope Blecher-Sass Sharon Russell-Fowler
• The A to Z of ELLs: Part 7	Hope Blecher-Sass Sharon Russell-Fowler

Instructor Overview:

Hope Blecher-Sass has been teaching for more than two decades. She has a BA in Sociology, an MA in Early Childhood Education and is nearing completion of an Ed.D. program in Educational Leadership. She has taught special education, ELL and mainstream students from K-high school. Her work with adults includes co-presenting with Sharon Russell-Fowler at the NJEA Annual Teacher's Convention, as well as authoring 5 books and numerous articles that have appeared online, in newspapers and in journals. After receiving training from the state department of education as a reading coach, she is currently a literacy coach and a state registered professional development provider.

Sharon Russell-Fowler has been teaching for over three decades. She has a B.A. in Elementary Education and Psychology from Rowan University and a M.A. in Language Education from Rutgers University. She has continued her studies with additional courses at Thomas Edison College, Phoenix University, and Kean College. She has taught English as a Second Language for over fifteen years from Kindergarten through college level. She has presented numerous workshops throughout the state of New Jersey, including the NJEA Teacher's Convention, as well as being a co-author with Hope

Blecher-Sass. Sharon is presently teaching fifth grade as well as continuing to present additional workshops as a state registered professional development provider.

Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, *What Every Teacher Should Know* won the distinguished National Publishers Award in 2005. That series, as well as her book, *Ten Best Teaching Practices* have been on Corwin's best seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a "failing school" and to help lead it to win state wide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful.

Methods of Instruction:

Percentage of Course Credit

Methods of instruction will include

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| • Individual sections (8) (15 hours) | |
| • Pre assessments (8) | 5% |
| • Graded post assessments (8) | 20% |
| • Video lectures (8) | 35% |
| • Polling questions videos | Included in |
| • Study guides (8) (60 to100 pages) | |
| • Handouts | |
| • Projects | 40% |

Texts (included in program)

- Study guide provided in the program (200 pages)

Assignments

- Pre assignments (40)
- Post assignments (64)

Grading:

Grading Requirements include a Lesson Plan and a Guided Reflection.

Due dates of major assignments, projects, and examinations:

Online, self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course.

FINAL EXAM PROJECT: Develop a detailed Lesson Plan and Reflection Guide that assumes you have students at different levels of language acquisition. *Include the following components:

1. Select a standard of learning objective from a specific content area.
2. Develop one or more activities that you will use to activate student's prior knowledge.
3. Create one or more cooperative learning activities that can be used to address the standard or learning objective.
4. Incorporate activities that allow for students to perform tasks in both public and private discourse (i.e. journals, simulations, dramatic monologues, etc.)
5. Describe one or more assessment measures that you will use to check for understanding. Create a rubric to provide a common framework of stated lesson objectives and student understanding.

Incorporate anecdotal evidence and data to indicate that your lesson plan was successful or may need revision for future lessons. Discuss your experience in implementation of this lesson plan and the possible *pros and cons* of adapting the lesson for future classroom use.

*A KDS Lesson Plan and Reflection Guide are attached and should be followed to provide a comprehensive assessment of course objectives. *However, if you are unable to implement your Lesson Plan and Guided Reflection in an actual classroom, please project what anticipated outcomes would be.*