



## **Professional Development Institute**

### **Flex Course Syllabus**

## **Preparing English Language Learners (ELL/ESL/ENL) for Success (K-6)**

**PDI Course Number: 37T02**

**UCSD Course Number: EDUC40111**

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

### **Course Timeline**

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

### **Course Description**

Do you find yourself struggling for ways to better assist your English language learners? This online course is designed for teachers who want to dig deep into their own teaching practices and explore strategies and initiatives for incorporating students' cultural backgrounds and experiences so that the focus is on the whole child/student, including his/her cultural and linguistic identity. The course begins by building a solid understanding of language domains, types, and the levels of language acquisition. Information on ENL best practices and models for teaching ESL are shared as well as specific strategies for incorporating them into the teaching of reading, writing, speaking and listening, mathematics, science, and social studies. Teachers will gain a solid understanding of the various ESL models and how to grow their ELL students' vocabularies and comprehension by setting goals, using their home language and culture, and communicating with caregivers. Teachers will also learn appropriate ways to assess their ESL students. Finally, teachers will learn best practices for serving newcomers. By the end of this course, teachers will feel more confident and effective teaching their ENL/ESL/ELL students.

## Educational Outcomes

1. Teachers will get an introduction to the four language domains, as well as how they can be further divided into receptive and expressive sub-domains.
2. Teachers will learn how language can be classified into formal (CALP) and informal (BICS) language, and the important considerations for each.
3. Teachers will learn about the various stages of language acquisition.
4. Teachers will learn about “Can Do” Descriptors, and how to match them to various ELP levels.
5. Teachers will learn about growth mindset and how to build the concept with ELLs.
6. Teachers will understand the various models for teaching ELLs and the overall importance of collaboration.
7. Teachers will learn about the six main models for co-teaching, and specific strategies for successful co-teaching and collaboration.
8. Teachers will explore the standards-based instruction movement and how it can be used to meet the needs of English language learners.
9. Teachers will learn about the standards that impact English language learners.
10. Teachers will learn about social equity and how it differs from social equality.
11. Teachers will learn how to write effective learning targets as “I Can” statements.
12. Teachers will learn about best practices for meeting the needs of English language learners.
13. Teachers will learn how to incorporate specific ELL strategies into all content areas.
14. Teachers will learn how to select multicultural literature that is culturally relevant to their English language learners.
15. Teachers will be given an extensive multicultural literature guide to help them select appropriate multicultural literature.
16. Teachers will learn specific strategies to help ELL students grow in their reading, writing, speaking, and listening vocabularies.
17. Teachers will learn how to use goal setting in order to shift the ownership of learning directly to ELL students.
18. Teachers will learn how to use both formal and informal assessments to better guide and inform ESL instruction.
19. Teachers will learn different strategies to modify their content assessments in an effort to make English language learners more successful.
20. Teachers will understand how to progress monitor the various ELD levels in their classroom using CBM3D.
21. Teachers will be introduced to various strategies aimed at how to best address the special needs of their “newcomers,” or recent immigrants to the United States whose first language is not English.
22. Teachers will learn a variety of activities to specifically address the cultural diversity that exists within their classrooms.
23. Teachers will learn how the chronic achievement gap affects their English language learners.
24. Teachers will learn the difference between being culturally aware and being culturally responsive.

25. Teachers will learn about the principles of culturally responsive teaching.
26. Teachers will understand the effect that culture has on curriculum.
27. Teachers will understand how to incorporate two different models of teaching which uses their students' home language and culture in order to support their English language development and content learning.
28. Teachers will learn different strategies for opening the lines of communication between and among ELL students, their families, and the community.

## **Instructional Media**

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

## **Evaluation**

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Analyze a Student (20% of final grade)
- Culminating Practicum (20% of final grade)

## **Topical Outline**

### **Unit One**

- What is an English language learner?
- Language Domains, Types, and Considerations
- Levels of Language Acquisition
- **Assignment #1**  
*Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about teaching English language learners. Your autobiography should be a minimum of three paragraphs.*

- **Test #1**

## Unit Two

- Models for Teaching ESL
- Standards-Based Learning Objectives
- English Language Development Best Practices
- **Assignment #2**

*As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.*

- **Test #2**

## Unit Three

- Strategies for Reading
- Strategies for Writing
- Strategies for Speaking
- Strategies for Listening
- **Assignment # 3**

- *Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively teaching English language learners and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom*

- **Test #3**

## Unit Four

- Strategies for Math
- Strategies for Science
- Strategies for Social Studies
- **Test #4**

## Unit Five

- Vocabulary Growth
- Goal Setting to “Level Up”
- Assessment for Learning
- **Test #5**

## Unit Six

- Serving “Newcomers”
- Using Home Language & Culture to Support ELD and Content Learning
- Communicating with Caregivers
- **Assignment #4**

*Choose an English language learner currently in your class or who has been in your class in a previous school year. Describe this student and his/her level of language acquisition in detail. Choose three activities/accommodations you have learned from this course that can specifically help this student. Explain how you think the activities/accommodations will help the student be successful. Also, explain how you will assess at least one of the activities.*

*Your analysis should consist of five separate paragraphs, with each paragraph containing a minimum of five sentences. The first paragraph should focus on the description of the student. What are his/her deficits and specific level of language acquisition? What are some of his/her strengths that can help overcome these deficits? Three paragraphs should apply three separate activities/accommodations learned from the course (one activity/accommodation per paragraph), as well as an analysis of how they will best help this student. The final paragraph should describe the assessment plan for one of the activities. All paragraphs should be a minimum five sentences each and explained in enough detail so that someone else can follow your activities and/or accommodations.*
- **Assignment #5**

*The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.*

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