

Drake University, Extension Education
PD 360 Content Guide
3 Hours of Drake Extension Graduate Credit

Topic: English Language Learners

This document was developed as a sample to guide study groups/learning that wish to use PD 360 content. This guide is based on three hours of graduate credit from Drake University, Extension Education. The PD 360 library has a multitude of content (listed below) that can be retrieved and implemented.

This guide will help you identify the key pieces of content you may want to include when choosing to study the topic: English Language Learners.

Course Description

English Language Learners is a three-hour course which combines the content of the PD 360 video interface, Learning Team meetings, and independent study. Participants will view and respond to on-line video presentations, meet with their study groups, and complete activities chosen from the Facilitator's Guide found on-line, the Video Journal(s) for this subject area, and the books listed in the Introduction. This course offers participants the opportunity to tailor their learning to a specific interest area or one driven by local data from the building or district.

Study groups may select from the following two sets of content found in the PD 360 interface:

- Helping Students of Limited English Skills
- Every Teacher – A Teacher of English Language Learners

Course Competencies- Students will:

- Learn strategies for mainstreaming English language learning students into the classroom to help them acquire necessary language skills
- Acquire professional knowledge of second language acquisitions
- Develop empathy and acceptance for the ESL student
- Learn, instruct, and assess strategies for multilingual settings

Online videos at www.schoolimprovement.com:

- Helping Students of Limited English Skills
 - Mainstreaming*
 - Three Capacities of an Immersion Teacher*
 - Strategies*
 - Classroom Practices*
 - Assessment Strategies*
 - Collaboration*
- Every Teacher – A Teacher of English Language Learners
 - Introduction*
 - Foundation: Know the Student Part I*

Foundation: Know the Student Part II
Foundation: Know the Law
Newcomer Programs
Frameworks for Teacher Success
Second Language Acquisition
The Stages/Levels of Second Language Acquisition
The Stages/Levels of Second Language Acquisition
Comprehensible Input: Meaning, Fluency and Accuracy
Seeing the Big Picture
Using Virtual Tools
Differentiation Instruction for Student Needs
Building Literacy-Vocabulary Development
Building Literacy-Writing and Reading

- Books available through School Improvement Network:
 1. *Assessing English Language Learners* – Margo Gottlieb
 2. *Classroom Instruction that works with English Language Learners-*
Jane D. Hill and Kathleen M. Flynn
 3. *Succeeding With English Language Learners – A Guide for Beginning Teachers* – Thomas S. C. Farrell

Additional ELL books are available on the School Improvement Network website

The successful completion of “English Language Learners” requires:

- 80 to 90 hours of work, including reading, writing, viewing, and applying course content.
- A journal/notebook containing course requirements as specified by the Learning Team’s approved plan.
- Completing the activity choices listed in this outline.
- A final application assignment or project to demonstrate proficiency in the content.

Your study team should design a professional plan and evaluation method to demonstrate successful completion of the course “English Language Learners”. The plan may include the following suggested activities and should be geared to the team’s needs and interests. The team should also design a final application assignment or project to demonstrate proficiency in the content. Suggestions are listed below or the team can design its own. Each participant should complete the projects or assignments individually.

Suggested Sequence of Activities

1) The facilitator, with group input, should select which area will be the focus. This can be done by viewing the introductory pieces for each area on-line or by reviewing the Facilitator Guide, also found on-line. (This guide book is only available after an area is selected under ‘Explore the Content’ and a video segment is also selected.)

2) View the Video Presentations. The video clips may be jig-sawed by the study group or viewed independently to deepen learning. The facilitator may determine that only a

portion of the video clips will be viewed. (*Watch only 1-2 video segments with reflection during each session.*)

- 3) Explore related resources if applicable. (A list is found on the last page of each Facilitator's Guide.)
- 4) Discuss related issues/Links for Research (Share-a-Link) and/or assign readings from one or more of the books about this topic available from www.schoolimprovement.com listed in the *Introduction*.
- 5) Complete related closure activities. These are found at the end of the last segment for each area and are labeled; closing activity, closure/reflection, closing discussion and journal entry, plan a celebration, or final review.

Participants will choose from the following activities to demonstrate their understanding to fulfill the requirements for this course.

Suggested Activities:

A. Complete the following activities from the online Facilitator's Guide (Helping Students of Limited English Skills in the Regular Classroom):

1. Create the **Living Bulletin Board: The Co-Teaching Classroom**, (pg. 9 of the online Facilitator's Guide), using the buddy system. Share and explain each drawing with the entire group. Include the copy of your drawing and a summary of the meeting with your group.
2. Complete the pyramid titled **Three Capacities of an Immersion Teacher** (pg. 9 of the online Facilitator's Guide) in groups of three. Then share and explain each pyramid with the whole group. Include the copy of the pyramid and a summary of the meeting with your group.

B. Complete three of the following activities. (Your choice)

The Reflection Questions and Activities found in the Video Journal Implementation Guide for **Every Teacher-A Teacher of English Language Learners (AT-TELL)**

1. Analyze/apply the *Stages of Second Language Acquisition Summary* for your classroom. (available in the Implementation Guide for the Video Journal titled "**Every Teacher-A Teacher of English Language Learners**" (ET-ATELL) – pg. 9
2. Complete the **Student Level Organizer** for your classroom (ET-ATELL) pg. 11
3. Apply the **Tools and Strategies for English Language Learners** for your students (ET-ATELL) pg.15
4. Complete of the **Lesson Planning Guide** for increased achievement among English Language Learners (ET-ATELL) pg.17

5. Complete the **Application of Visual Tools** used in their classroom (ET-ATELL) pg. 19
 6. Complete the **Applied Differentiation Map** for their student(s) (ET-ATELL) pg.21
- C. There are three books listed below. It is suggested that you choose one of the books to read. Then complete the assignments for that book only. Or, you may choose to read more than one book and do the assignments listed for each book.

- **Succeeding With English Language Learners – A Guide for Beginning Teachers**
– **Thomas S. C. Farrell**

If you choose this book, it is suggested that you do a total of six assignments. You will choose one Exploratory Break assignment from each chapter to do:

Chapter Four – Exploratory Break 4.6 or 4.7 (choose one of these to do)

Chapter Five – Exploratory Break 5.8 or 5.9 (choose one of these to do)

Chapter Six – Exploratory Break 6.4 or 6.7 (choose one of these to do)

Chapter Seven – Exploratory Break 7.13 or 7.14 (choose one of these to do)

Chapter Eight - Exploratory Break 8.6 or 8.7 (choose one of these to do)

Chapter Nine - Exploratory Break 9.15 or 9.16 (choose one of these to do)

- **Classroom Instruction that works with English Language Learners-** *Jane D. Hill and Kathleen M. Flynn*

If you choose this book, it is suggested that you do all three of the following assignments.

1. Chapter 4 – Nonlinguistic Representations: On pages 37-39, it lists five recommendations for using nonlinguistic representations in the classroom. Choose one of these. Explain what it is. Tell why you chose to use it. Reflect on how it enhanced student learning.

2. Appendix A – Types of Graphic Organizers:

Choose one of the graphic organizers to use with your class. Then write about why you chose it for a particular lesson. List the lesson objectives. Reflect on how the students used it. Discuss what you think your students learned from using it.

3. Appendix B – Types of Summary Frames:

Choose one of the summary frames to use with your class. Then write about why you chose it for a particular lesson. List the lesson objectives. Reflect on how the students used it. Discuss what you think your students learned from using it.

Assessing English Language Learners – Margo Gottlieb

If you choose this book, it is suggested that you do all three of the following assignments:

1. On pages 17 and 18, there are two surveys. One is Appendix 1.3 and the other one is Appendix 1.4. Give both of these surveys to five ESL students either in your classroom or at your school. Then summarize your findings. (Include the surveys when you turn in your work.)
2. On page 59, is Appendix 3.1. There are seven pairs of oral language and Literacy activities listed. Write about how you can incorporate each one into your instruction and assessment.
3. On page 74, is Table 4.2. This is about organizing scientific inquiry for English Language Learners. For one of your ESL students, or an ESL student at your school, develop a science inquiry activity. Then, following the steps of Scientific Inquiry, ask the student the questions and record their responses. (Include your recording sheet with the questions when you turn in your work.)

Professional Paper or School-Based Project

Professional Paper

If you choose to do a professional paper, it should be typed or word processed and written according to the conventions of Standard English. The paper should include the following:

- Be at least 6 pages in length, using 10 point font and double spacing;
- Include responses to **six** of the following twelve questions/prompts, choosing three from the first three videos and three from the second three videos:

Responses to the online videos for Helping Students of Limited English Skills

The first three videos: Mainstreaming, Three Capacities of an Immersion Teacher, and Strategies

- #1. Reflect on the mainstreaming concept. Write about the advantages of students learning language in the context of learning subject content.
- #2. How can ESL teachers be utilized to prevent ESL students from sinking as they are immersed in a mainstream classroom?
- #3. How would you defend cooperative learning strategies as a helpful tool for ESL students to a doubting colleague?
- #4. A basic component of effective strategies is student communication and interaction. How can this be applied to the writing process?

#5. *As an ESL student feels acceptance and empathy from the teacher and classmates, the trust in those he/she must work with will emerge. Explain how you would go about creating an atmosphere where ESL students feel acceptance and empathy in your classroom.*

#6. *Cooperative learning strategies benefit ESL students and all learners. Kagan structures are simple cooperative learning strategies. Choose two from the video segment to try with your class. Then write about each one. Include: the name of the strategy, your objective(s), how it went, and whether or not you achieved your objectives. Explain how you know you did or did not meet your objectives.*

The second three videos: Classroom Strategies, Assessment Strategies, and Collaboration

#7. *Explain how you have used visuals and graphics in your instruction to enhance the learning of all of the students in your class.*

#8. *List two strategies you have employed in your classroom to foster interaction between ESL students and native speakers.*

#9. *Write about your experience using the buddy system to pair ESL students and native speakers. How did it go? Explain.*

#10. *Outline the benefits of the mainstream teacher and the ESL teacher planning together in a co-teaching format. Create an agenda for the planning meeting.*

#11. *Explain the following quote “Teachers need to tailor and adapt their instruction and assessment methods, not water down the curriculum for limited English proficient students”.*

#12. *How can the process of collaboration between the ESL teacher and the mainstream teacher improve in your school?*

School-Based Project

If you choose to do a School-Based Project instead of a Professional Paper, it should be designed by your team.

The decision about the project is open, according to your school’s needs and interests regarding ELL. There are many possibilities; however, a few suggestions may be:

- *A presentation for fellow colleagues about your application of the concepts learned in this course;*
- *A survey determining needs among the ELL students in your school with follow-up provided by you and your team; and*
- *A service-learning project for your school that will benefit ELL students.*