TheConnectingLink

Meeting the Needs of the English as a Second Language Learner:
Essential Knowledge for the Classroom Teacher
Online Participant Syllabus

Course Description

This course provides a survey into the major theories of language acquisition and their applications to the instruction and assessment of English language learners. Participants will learn strategies to support English language learners in regular education classrooms. Special emphasis will be given to differentiation of lesson plans and activities to promote vocabulary development and reading skills for the English language learner.

Course Prerequisites

Educators enrolled in the course are required to hold a baccalaureate degree.
No prerequisites for this course are required.

System Requirements

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

Text Books/Supplemental Reading

No textbook is required for this course. Critical reading of assigned articles and text is embedded throughout the course.

Global Goals of the Course

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of this course:

1. To develop an understanding of who English language learners are and the historical and political factors affecting English language development programs and instruction in the United States (NBPTS ENLS 1, 4; TESOL/NCATE 1; InTASC 9)
2. To analyze and apply brain-based and second language acquisition theoretical research to the education of English language learners. (NBPTS ENLS 1, 4; TESOL/NCATE 3; InTASC 1, 5)

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3. To comprehend the process of second language development and develop an awareness of what to expect from students at the various levels of English language and literacy development. (NBPTS ENLS 1, 2; TESOL/NCATE 1; InTASC 1, 2)

4. To understand and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ESLs. (NBPTS ENLS 1, 3; TESOL/NCATE 2, 5; InTASC 2)

5. To understand the nature of English language learners, including how to create a comfortable and productive environment for them and how to create strong and positive teacher-student relationships. (NBPTS ENLS 6, 8; TESOL/NCATE 2; InTASC 2, 3)

6. To internalize and apply effective strategies for literacy and content area instruction that regular education teachers may utilize with English language learners. (NBPTS ENLS 6, 7; TESOL/NCATE 3; InTASC 4, 5)

7. To understand the assessment process regarding English language learners. (NBPTS ENLS 9, 10; TESOL/NCATE 4; InTASC 6, 7)

8. To identify and implement resources, through technology, to enhance and engage student language learning experiences. (NBPTS ENLS 6, 7; TESOL/NCATE 3; InTASC 7, 8; ISTE 1, 2, 3)

Instructional Objectives

By the conclusion of the course, each participant should be able to do the following:

1. Characteristics of the English Language Learner and the Impact of Historical, Legislative, and Political Factors Affecting ESL Education:
    1.1   Define an ESL learner.
    1.2   Explore the characteristics of English language learners.
    1.3   Evaluate the impact of the historical, legal, and political factors affecting English language learners.

2. The Process of Second Language Development:
    2.1   Describe how theory-based considerations of native and second language developed.
    2.2   Examine and discuss cognitive factors affecting second language development.
    2.3   Evaluate how specific strategies that address the different cognitive learning styles support language learning in English language learners.

3. Best Practices for English Language Learners.
    3.1   Identify and compare the stages of learning a second language to the stages of learning a new skill.

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  3.2 Analyze "Can Do" descriptors for each state of language learning through the language domains of reading, writing, speaking, and listening.

  3.3 Review and prescribe effective teaching strategies that work best in each stage of language acquisition.

4. Culture and Learning English.

  4.1 Develop an understanding of the interrelationship between language, ethnicity, culture, and learning.

  4.2 Identify culturally biased instructional materials that enhance or deter from the learning experience.

  4.3 Design culturally diverse components for lesson plans to enhance the learning experience of an English language learner.

5. Getting to Know your English Language Learners and Establishing a Comfortable Classroom Environment.

  5.1 Demonstrate an understanding of affective factors involved in English as a second language development.

  5.2 Recognize how a teachers' and English language learners' personality type play a crucial role in learning a second language.

6. Reading and Writing Proficiency Development for English Language Learners.

  6.1 Discuss deliberate instruction of reading and writing through the content area.

  6.2 Illustrate an understanding for the critical role of sustained and explicit vocabulary instruction for English language development.

  6.3 Examine the unique features of lesson plan design that address the needs of English language learners.

7. Assessment of the English Language Learner.

  7.1 Develop an awareness of how cultural bias can affect the reliability of an assessment.

  7.2 Understand characteristics that limit assessment measurements for English language learners.

  7.3 Use the national and state ESL/ELD standards to support individual curriculum and assessment.

  7.4 Apply differentiation strategies appropriate for English language learners according to stage of language development.

8. Technology and Instruction of English Language Learners.

  8.1 Explore and categorize an abundance of technological resources that support English language learner instruction strategies.

  8.2 Address the gap between English language learner experience with technology and skills needed to build technical proficiency.

  8.3 Demonstrate an understanding of how technology can enhance interactivity in the development of literacy.

9. Professional Evaluation in Educating English Language Learners.

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9.1 Synthesize knowledge of the research and evolution of the field of ESL to make instructional decisions and conduct professional or classroom-based research.

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, Forum and Assessment completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, self-evaluations, instructor feedback, and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment.

Compliance with National Board of Professional Teaching Standards: English as a New Language

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development in the area of English as a New Language. There are 12 core principles (standards) which cover 12 aspects of professional educational practice: (1) Knowledge of Students, (2) Knowledge of Language and Language Development, (3) Knowledge of Culture and Diversity, (4) Knowledge of Subject Matter, (5) Meaningful Learning, (6) Multiple Paths to Knowledge, (7) Instructional Resources, (8) Learning Environment, (9) Assessment, (10) Reflective Practice, (11) Linkages with Families, (12) Professional Leadership

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Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards

The Interstate Teacher Assessment and Support Consortium's work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. All teachers should meet the following standards: (1) learner development, (2) learning differences, (3) learning environments, (4) content knowledge, (5) application of content, (6) assessment, (7) planning for instruction, (8) instructional strategies, (9) professional learning and ethical practices, and (10) leadership and collaboration.

TESOL/NCATE Program Standards

The Teachers of English to Speakers of Other Languages (TESOL) and National Council on the Accreditation of Teacher Education (NCATE) have partnered to create a nationally recognized framework for ESL teacher-preparation standards and evaluation tool. Graduates of programs that follow these standards are ready to begin meeting the challenges of educating the next generation of ELLs in American classrooms. The standards are organized around five domains: (1) Language, (2) Culture, (3) Instruction, (4) Assessment and the core, which is (5) Professionalism.

Final Projects

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants complete readings and tasks as outlined in the Task List. Forum Post Reflections are also required. However, participants will be exempt from completing the Formative and Summative Assessments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due and will be submitted to the instructor within 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

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Assessments and Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements;* is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessments	40%

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Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first class session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact their instructor and The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given. Failure to complete all work in the 12 week time frame may result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such polices include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.