

ELL-ED-112: Methods of Instruction for ELLs– Competency 1, Grades K-12

Dates & Times: Online: This 60-hour online, asynchronous course, divided into 20 modules.

COURSE DESCRIPTION:

Participants will understand and apply knowledge of the socio-cultural, socio-political, and psychological variables that constitute differentiated reading instruction for all students through all content areas. Through an understanding of the stages of language progression and proficiencies within the English language for ELLs, participants will learn how to apply leveled instruction to increase language proficiency among students. The factors that impede student reading, characteristics of language and cognitive development, and overall language proficiencies will be effectively differentiated using age and grade appropriate methods. Participants will select and use developmentally appropriate tools, materials, and resources to address sociocultural and linguistic differences as they import to planning and instruction. Participants will embed increased use of complex print and digital text sources into assessments, scaffolding techniques, and re-teaching opportunities for individual and small group instruction. Differentiation will include scaffolding reading instruction for struggling learners in all six of the reading components, as well as for English language learners at various levels of language proficiencies. Participants will be taught how to apply student progress monitoring and use of data to design, plan, and implement a differentiated curriculum that includes research-based approaches for comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, higher order thinking to further critical reading among students.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Create differentiated lessons through design and strategy focused on the language needs of ELLs.
- Design strategy for mixed-ability grouping and classroom environment.
- Use online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.
- Locate, develop and use the tools needed to effectively differentiate instruction for ELLs within the Literature Circle framework.
- Use the tools to successfully conduct literature circles that differentiate for ELLs.
- Use tools that determine text complexity.
- Become familiar and develop utility with resources that support content area reading and writing specific to ELLs.
- Understand genre as it applies to reading and writing specific to ELLs.
- Use new strategies to plan, differentiate, and scaffold reading and writing tasks for ELLs.
- Understand and plan with new strategies for teaching ELLs while facilitating grade-level language standards in reading, writing, listening and speaking.

- Understand and develop working knowledge of how to assess students using formative and summative assessments while using assessment data to close achievement gaps among ELLs.
- Understand the history and pedagogy of L2 teaching methods.
- Develop, through intentional design, best practices for second language learners in literacy development, grounded in sound research.
- Understand the laws and policies that govern ESL students to include models of sound ELL instruction.
- Design instruction geared to developing the reading, writing, listening, and speaking (oral language) abilities of ELL students at varying levels of proficiency.
- Research, practice with, and design curriculum and instruction that focuses on a variety of activities from sentence formation to expository writing and collaboration.
- Embed appropriate reading, listening, speaking, and writing activities into instruction, curriculum, and assessment.
- Embed appropriate and culturally responsive materials that are age-appropriate, non-bias, and linguistically accessible for a range of Ell proficiencies and cultural backgrounds.
- Become familiar with various technology resources with which to continue design of differentiated language and content area instruction at varying levels of ELL proficiency.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

- Abedi, J. (2008). Classification system for English language learners: Issues and recommendations. *Educational Measurement, Issues and Practice*, 27(3), 17-31. Retrieved August 28, 2009, from ProQuest Education Journals. (Document ID: 1559992711)
- Ariza, E. N. (2010). *What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- American Speech-Language-Hearing Association. (1983). Social dialects [Position Statement]. Retrieved from <http://www.asha.org/policy/PS1983-00115.htm>
- American Speech-Language-Hearing Association. (2004). Knowledge and skills needed by speech-language pathologists and audiologists to provide culturally and linguistically appropriate services [Knowledge and Skills]. Retrieved from <http://www.asha.org/policy/KS2004-00215/>
- Anderson, J. A. (1988). Cognitive styles and multicultural populations. *Journal of Teacher Education*, 24(1), 2-9.
- Banks, J. A., & Banks, C. A. (1993). *Multicultural education: Issues and perspectives* (2nd ed.). Boston, MA: Allyn and Bacon.
- Baruth, L. G., & Manning, M. L. (1992). *Multicultural education of children and adolescents*. Boston, MA: Allyn and Bacon.
- Carolan, J. (2007). Differentiation: Lessons from master teachers. *Educational Leadership*, 64(5), 44-47.

- Diaz, C. (1989). Hispanic cultures and cognitive styles: Implications for teachers. *Multicultural Leader*, 2(4), 1-4.
- Dodge, J. (2009). 25 quick formative assessments for a differentiated classroom. New York, NY: Scholastic, Inc.
- Greenstein, L. (2012). Beyond the core: Assessing authentic 21st century skills. *Principal Leadership*, 13(4), 36-42.
- Guskey, T. R. (Ed., 2009). Practical solutions for serious problems in standards-based grading. Thousand Oaks, CA: Corwin Press.
- Educational Testing Service. (2006). ETS guidelines for constructed-response and other performance assessments. Princeton, NJ: Author.
- Educational Testing Service. (2007). ETS international principles for fairness review of assessments. Princeton, NJ: Author.
- Hakuta, K., & Beatty, A. (Eds., 2000). Testing English language learners in U. S. schools: Report and workshop summary. Washington, DC: National Academy Press.
- Herrell, A. L., Jordan, M. (2015). 50 Strategies for Teaching English Language Learners. Upper Saddle River, NJ: Pearson.
- Kieffer, M., Lesaux, N., Rivera, M., & Francis, D. (2009). Accommodations for English language learners taking large-scale assessments: A meta-analysis on effectiveness and validity. *Review of Educational Research*, 79(3), 1168-1201. Retrieved December 3, 2009, from ProQuest Education Journals. (Document ID: 1872869281)
- Martiniello, M. (2008). Language and the performance of English language learners in math word problems. *Harvard Educational Review*, 78, 333-368.
- Rabinowitz, S. N., & Sato, E. (2006). The technical adequacy of assessments for alternate student populations: Guidelines for consumers and developers. San Francisco, CA: WestEd.
- Rivera, C., & Collum, E. (Eds.). (2008). State assessment policy and practice for English language learners: A national perspective. Mahwah, NJ: Erlbaum.
- Thurlow, M. L., Thompson, S. J., & Lazarus, S. S. (2006). Considerations for the administration of tests to special needs students: Accommodations, modifications, and more. In S. M. Downing & T. M. Haladyna (Eds.), *Handbook of test development* (pp. 653-673). Mahwah, NJ: Erlbaum.
- Young, J. W., Cho, Y., Ling, G., Cline, F., Steinberg, J., & Stone, E. (2008). Validity and fairness of state standards-based assessments for English language learners. *Educational Assessment*, 13, 170-192.
- Harry, B. & Klingner, J., (2006). Why are so many minority students in special education? Understanding race and disability in schools. New York, NY: Teachers College Press, Columbia University.
- Individuals with Disabilities Education Improvement Act of 2004, H.R.1350, 108th Congress (2004).
- Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.
- Servilio, K. L. (2009). You get to choose! Motivating students to read through differentiated instruction. *Teaching Exceptional Children Plus*, 5(5), 2-11.
- Tobin, R., & McInness, A. (2008). Accommodating differences: Variations in differentiated literacy instruction in grades 2/3 classrooms. *Literacy*, 2(1), 3-9.

- Tomlinson, C. A. (2003). Fulfilling the promise of the differentiated classroom. Alexandria, VA: Association for Supervision and Curriculum Development.
- McIntyre, T. (1993). Reflections on the impact of the proposed definition for emotional and behavioral disorders: Who will still fall through the cracks and why. Behavioral Disorders, 18(2), 148–160.
- Nydell, M. (1987). Understanding Arabs. Yarmouth, ME: Intercultural Press.
- Ogbu, J. (1988). Class stratification, racial stratification, and schooling. In L. Weiss (Ed.), Class, race, and gender in American education (p. 163). Albany, NY: State University of New York Press.
- Paradis, J. (2005). Grammatical morphology in children learning English as a second language: Implications of similarities with specific language impairment. Language, Speech, and Hearing Services in Schools, 36, 172-187.
- Ramirez, M., & Castaneda, A. (1974). Cultural democracy, bicognitive development, and education. New York, NY: Academic Press.
- Vogt, L. A., Jordan, C., & Tharp, R.G. (1987). Explaining school failure: Producing school success: Two cases. Anthropology and Education Quarterly, 18, 276–286.
- Wei, T. (1980). Vietnamese refugee students: A handbook for school personnel. Cambridge, MA: Lesley College (EDAC).
- Woo, J. (1985). The Chinese-speaking student: A composite profile. New York: Bilingual Education Multifunctional Support Center at Hunter College.
- Wolfe, P. (2001). Brain matters: Translating research into classroom practice. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wright, W. (2015). Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice, 2nd ed. Philadelphia, PA: Caslon Publishing.

In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.