*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request

Title of Course*:* Academic Vocabulary Infusion

Course Description: Standards four, five, and six in Vocabulary Acquisition and Use in the Next Generation Learning Standards focus on academic vocabulary and the needs for students to consistently build upon their vocabulary to access the complex texts that they will be charged with mastering in their various courses. This course will explore information on language acquisition and how it can help educators design more effective vocabulary instruction, the importance of academic vocabulary and its role in all content area classrooms, the development of numerous vocabulary activities that will be designed to support students as they acquire and use both general and content specific language, and the opportunity to develop vocabulary instruction that can be implemented and evaluated during our course or for use in the future.

Research shows that marginally underserved populations of students, particularly students of color, multilingual students, and students with disabilities, often have gaps in their personal vocabularies compared to those of their peers. This course provides support so that educators can appropriately design and implement vocabulary instruction that will result in an instructional approach that embraces the diversity present among students themselves while still adhering to NYS Standards and curriculum. An understanding of personal biases will enable educators to identify ways that they can modify their current practices to include terms that represent students' race, cultural, religion, political and social views, and abilities. Through this process, educators will be equally prepared to encourage their own students to participate as members of a brave learning environment where proper use of terminology, acknowledgement of diverse words, and teacher modeling that exemplifies vocabulary knowledge, use, and awareness will result in greater equity in their learning experiences.

Instructor Consultation and Interaction
The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion
LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.

Session I

Objectives	➢ Evaluate insights from self-assessment checklist to identify personal and institutional biases ➢ Identify their current philosophy towards vocabulary instruction to determine whether their focus is solely on content-specific terms, or academic vocabulary across all content areas, and/or a combination of both content-specific terms and those that apply across all content areas, and the inclusion of culturally diverse vocabulary that represents student populations ➢ Assess the impact of two factors on personal vocabulary instruction: time and the individuality of each child's learning to understand the importance of language acquisition and its role in designing effective materials ➢ evaluate Robert Marzano's suggested instructional vocabulary methods to improve personal best practices by implementing his ideas or modifying them, and explain if his six-step explicit instructional approach can support an improvement that decreases the gap of low socio-economic households ➢ Examine tier vocabulary words and create an activity that helps students recognize, retain, and use vocabulary accurately provide students with resources to access digital eBooks or audio versions to continue to support SSR digitally
Topics	➢ Personal introductions ➢ Self-assessment checklist to identify personal and institutional biases ➢ Pre-assessment of current philosophy on vocabulary instruction ➢ Identification of gaps among poor socio-economic groups and the direct influence on students' academics, especially their vocabularies ➢ Language acquisition: two critical considerations and the ways that students of color, multilingual students, and students with disabilities are impacted ➢ Dr. Robert Marzano's instructional approaches to improve vocabulary recognition, recall, and use ➢ Development of an activity to enhance academic vocabulary
Application to Instruction & Student Learning	This week will directly impact the ways that participants think about their own vocabulary instruction by considering whether or not their focus is on content-specific vocabulary and academic vocabulary or one of these two. Through this process of examining their own approach, they will be able to evaluate suggested instructional approaches by Dr. Robert Marzano and determine how to incorporate them into both current and future instruction. Participants will be able to view videos by Marzano that model the strategies and design an actual activity that supports students when they learn new concepts and terminology. Participants will also learn about the importance of language acquisition to help them think about ways that children learn and grasp new language and how these new insights can be integrated into their own planning. The lists of common core tier words will provide participants a guideline on words that should be added to their own instruction, which is critically important to prepare students for words that appear the content areas. This week highlights 1A and 1E of Domain One because participants are reflecting on their own current and/or past instructional approaches to vocabulary instruction to determine if they teach vocabulary in isolation or within context and whether or not they honestly design instruction that enhances their students' understanding of academic and content-specific vocabulary. By considering their own methods that are in place, participants will be prepared to complete this course with a focus in mind so that they are consistently incorporating vocabulary into daily lessons and providing instruction for students on how to recognize, recall, and use both academic and content-specific vocabulary terms accurately. Dr. Robert Marzano has proven

effective instructional techniques that participants can review and evaluate for the purpose of integrating them into their own instruction if they reflect their own needs as well as their students' individual needs. Participants will also be introduced to the ways that children learn language, which provides them a clear guideline on modifications that they should be making when designing their own coherent and effective instruction.

The very first academic assignment of this week requires participants to reflect on their current teaching practices regarding vocabulary instruction and choose a statement that best represents their own pedagogy. In completing this task, participants have the opportunity to consider the way that they approach planning vocabulary instruction and whether critically conscious and culturally aware terminology is taught in their classrooms. Without this reflection, participants may not even realize that they are adding to the common academic achievement gap and their own personal biases may be influencing their teaching practices. As a result of this assignment, participants will be more cognizant that they need to select words and language that accurately represent the diversity of their own students especially those who have historically been underserved and/or marginalized. This week's second assignment continues participant reflection on their own classroom practices to increase awareness to ensure that a culturally responsive education is provided for their students. It is based upon two websites that identify and explain that in order for children to acquire new language, they must have time to do so and this process must be individualized. In reading about these factors, participants are prompted to evaluate if their instructional decisions to plan and teach vocabulary are influenced by time and the direct impact this may have on which words are taught and in what ways. Unfortunately, because the backgrounds, cultures, and languages of all students are not always addressed equally in the classroom setting, a concern about time may cause participants to overlook the importance of integrating the rich language of all races, social classes, nationalities, and religions. Again, the opportunity to recognize that their students bring a myriad of insights and experiences that should directly influence the language that is being taught and used in the classroom will support participants in building strong connections and partnerships centered around a culturally responsive learning environment. The additional opportunity for addressing CR-SE encourages a participant to use the checklist to assess himself/herself and his/her school, and read resources that specifically address personal bias in the classroom. The purpose of these steps is for a participant to recognize how personal beliefs, norms, practices, and assumptions may hinder their equitable practices and use this information to develop an awareness of their own students' complex identities to move towards a learning environment and instruction that affirms diverse backgrounds and embraces opportunities to honor and respect all students.

Session II

Objectives	➢ Identify words that you teach students that can be classified into five categories: general academic words, subject specific words, context defined words, figurative language, and culturally diverse words in order for participants to utilize this method as a part of their own vocabulary instruction ➢ Design a lesson plan with a three-step approach to teach vocabulary that includes: introducing the word, the use of a non-linguistic representation of the word, and an opportunity for students to generalize the meaning ➢ Reflect on the benefits of using explicit instruction to specifically address gaps in vocabulary knowledge for students of color, multilingual students, and students with disabilities ➢ Evaluate the lesson plan to determine if this approach is one that participants believe will benefit students ➢ Discuss the negatives and positives of using a vocabulary word wall and whether or not this idea is plausible to enhance vocabulary in participant's content area AND consider using a word wall to address tolerance, acceptance, and diversity ➢ Assess the usefulness of two additional strategies to explain their benefits ➢ Research and share a new vocabulary strategy that reflects grade level and content area expectations ➢ Research remote resources for vocabulary instruction ➢ Identify ways to use this week's strategies to address vocabulary gaps for students of color, multilingual students, and students with disabilities ➢ Foster a brave classroom
Topics	➢ Classification of words into categories to improve vocabulary instruction

	➢ Three-step approach ➢ Use of explicit instruction to address gaps in vocabulary knowledge for students of color, multilingual students, and students with disabilities ➢ Reflection of lesson plan ➢ Word walls ➢ Vocabulary strategies ➢ Brave classrooms
Application to Instruction & Student Learning	This week includes the examination of very specific vocabulary instructional methods. The first one centers around the idea of classifying words before teaching them to students as a way to help students remember more vocabulary terms. The second one includes three-steps for teachers to implement which include introducing the word, creating a nonlinguistic representation of the word, and finally, allowing students to generate meaning for the word. This process is also designed to further enhance student understanding because as they move from one step to the next to learn the word, they are increasing their interaction with it and increasing their abilities to remember and recall each word's meaning. The last post is a choice assignment. The first choice is an opportunity for participants to choose a previously taught activity or lesson and modify it by incorporating one of the strategies to improve it. The second choice is a chance for participants to create a new activity or lesson that uses a researched strategy to enhance vocabulary instruction for students. Both options result in participants sharing an activity or lesson centered around an effective strategy to teach vocabulary that can be used again for future instruction. For individuals who are currently in the classroom, it is a perfect time to teach the activity or lesson that they designed and evaluate its effectiveness. The discussion about the use of a word wall will provide participants the opportunity to share their own experiences as well as the insights that they learned from this week's materials. A word wall is a highly effective way to keep a visual reference of key vocabulary words and their meanings for students. Depending on how it is used in each classroom, there are a variety of ways that it can further support students as a unit progresses or throughout the year. A word wall is also a valuable way to represent the cultural and racial diversity of students in the class and/or it can be used as a way to teach tolerance and acceptance. All of this week's instructional strategies provide concrete methods that can become a part of each participant's coherent instruction and at the same time, this week highlights current concepts that have been identified as useful for vocabulary instruction. The four academic assignments will result in participants having the opportunity to consider their own vocabulary instruction and where they can use the materials that they create this week in their own units that they teach. Clearly, these opportunities tie into both Domains 1a and 1e. This week's first assignment is based upon a professional development seminar presented by Elizabeth Coelho, who emphasizes the importance of carefully selecting the vocabulary to teach students, and she shares an instructional strategy on how to classify words to increase the effectiveness of this process. In addition to the four categories that Coelho identifies and explains, culturally diverse words have been added in order for course participants to ensure that they are including language in their instruction that reflects the cultural identities of underserved and marginally represented individuals. Designing vocabulary instruction based upon this approach, participants can also identify gaps in their own language instruction where their personal beliefs may be limiting them. Creating a truly cross-cultural classroom requires time for interactions and observations to get to know students and represent them successfully. This assignment can further support participants to identify and teach necessary vocabulary that enables students to share perspectives and have empathy for diverse ideas and experiences. As previously stated, a word wall is a versatile visual reference that can be utilized to provide students on-going support and encouragement to use a more varied vocabulary. It can be designed to include culturally diverse terms that tie into current content or it can be used to identify language that is hurtful and limiting for populations and words that are motivating and supportive to demonstrate for students the power and impact of their own word choices. It can be used to foster relationships where students learn how to speak respectfully to one another and still question social injustices using effective and appropriate language. The additional opportunity for CR-SE requires participants to reflect on ways that they can use this week's instructional strategies to teach students language that they need to learn and language that represents who they are as a means to cultivate a classroom setting that is built upon acceptance and respect in order for students to successfully work together to learn together. It's essential for participants to understand that they can teach students the words to express their own ideas, experiences, and perspectives; however, they also need to teach students how to use words that build strong relationships through acceptance and understanding to effectively communicate with one another and in the world around them.

Session III

Objectives	➢ Review the benefits of interdisciplinary and cross-curricular teaching to identify key terms for participants to teach students and further support culturally diverse students
	➢ Create an activity that supports students in learning academic vocabulary that appears across genres and content areas
	➢ Design an activity for all students based upon suggestions that are designed to close the gap for ENL students with their own understanding of academic vocabulary
	➢ Develop a vocabulary game for the purpose of increasing students' knowledge of vocabulary terms that they can recognize, recall, and use appropriately through traditional classroom setting and remote
	➢ Apply what they have learned to cultivate a racially and culturally affirming learning environment identify effective ways to use words to question social injustices
Topics	➢ Interdisciplinary/cross-curricular vocabulary terms
	➢ Academic vocabulary
	➢ ENL vocabulary strategies designed to support all students
	➢ Vocabulary games
	➢ A racially and culturally affirming learning environment
	➢ Using words to respectfully and effectively question social injustices
Application to Instruction & Student Learning	This week participants continue to have opportunities to design additional instructional materials that can be used with current and/or future students. In order to design coherent instruction that demonstrates knowledge of content and pedagogy, participants can use this week to examine suggestions and use each one as a model. It is imperative for students to realize that there are specific terms that are used across content areas and when they know these terms and have the ability to recognize them, recall their meanings, and use them correctly, they are better prepared to read more texts across all grade levels and content areas. Even though Kinsella highlights strategies that are designed to benefit ENL students "close the gap" in their knowledge about vocabulary terms, these suggestions are an example of yet another strategy that participants can include in their own best practices.
	Once again, participants will create and develop their own highly effective instructional materials that reflect Domains 1a and 1e. Without models and samples, it can be difficult for individuals to know how to use suggestions accurately and through videos and reading materials shared this week, they have access to even more concrete methods to ensure student success with vocabulary. For participants currently in a classroom, they continue to have multiple opportunities to apply what they are learning and share their insights and experiences through the class discussion forum.
	Assignments two and three are purposefully created so that participants have an opportunity to learn about specific strategies that have been proven to support ELL students with learning a new language; however, these strategies are also beneficial for other populations of students. Through the analysis of Kinsella's article and other resources, participants will be able to continue reflection on ways that they can use the strategies that address students' academic needs while using their background experiences, cultures, religions, and race to bring students together instead of divide them. The creation of an activity or lesson plan allows participants to utilize a variety of tasks and texts to engage their students by making real-life connections to their own personal identities and those represented fairly and unfairly in the world around them. The additional opportunities for CR-SE guide participants to think about how they can use what they are learning about language acquisition to teach their students how to question societal inequities and adopt a culturally responsive approach when engaging with others.

Session IV

Objectives	➢ Review ways to assess all students fairly and equitably
	➢ Evaluate whether they would consider allowing students to identify the vocabulary terms that they are interested in learning to increase student engagement and involvement in their learning
	➢ List at least ten content specific words that they believe students should learn to succeed in their grade level content area that reflect what they have learned during our course

	➢ Develop a lesson plan that reflects course learning and includes at least one vocabulary strategy to improve student understanding of new terms ➢ Identify specific ways that our course will directly impact their planning, instruction, and assessment with vocabulary instruction for current and future students reflect and evaluate ways that our course will support future development of vocabulary instruction using more equitable practices for all students
Topics	➢ Benefits of student-selected vocabulary words ➢ Content specific words based upon individual participant's content needs and students' needs ➢ Lesson plan that includes vocabulary strategies from course ➢ Reflection and evaluation
Application to Instruction & Student Learning	This final week continues to introduce new concepts for participants. The opportunity to consider the instructional approach where students are responsible for identifying vocabulary terms that they want to learn and/or think that they need to learn presents a new idea for many participants. When students are active participants in their own learning, they tend to be more interested and as a result, the learning has a greater value for them. In regards to vocabulary, students are selecting words that they want to know and therefore, they will be interested in defining them and using them correctly in the future. The development of a list of words for participants to teach students within a unit or within the school year prompts them to think about the value of various words and the ways that they decide on which words to teach with explicit instruction. The final lesson plan is a cumulative task to demonstrate what they have learned as well as include the strategies that will prove to the most useful for supporting students as they increase their vocabulary knowledge and learn and grow. The creation of this week's materials support Domains 1a and 1e. Participants are expected to develop activities and a lesson plan that reflect the inclusion of critical thinking skills as well as strategies that will enhance vocabulary instruction. The opportunity to share these materials within this forum will result in feedback from both peers and the instruction. This valuable process helps participants reflect on their own instructional choices and identify areas of strength and those that may need further development to result in greater professional growth. When participants have multiple examples of strategies, methods, and tools from which they can choose, their instruction can demonstrate their understanding of content and pedagogy and show how their procedures include students' needs and appropriately differentiated. This week's assignments embrace all they key ideas of promoting a culturally responsive learning environment. They also provide multiple opportunities for participants to analyze and evaluate their own identifies and thus resulting biases in order to effectively teach and model awareness and tolerance to their own students while still developing challenging tasks and assessments. When a participant can recognize his/her own inequitable practices, modifications can be made so that all students have the same opportunities for optimal success. Instead of avoiding the existence of cultural, racial, gender, and societal injustices, participants will learn how to teach their own students' ways to question them and use their individualities as a way to express their own insights, perspectives, and ideas.