



## LILIE, LLC Course Information

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

### **Title of Course:** BILINGUAL EDUCATION-FROM THEORY TO PRACTICE

**Course Description:** This course is designed to prepare bilingual, ESOL, and all mainstream teachers to successfully work with English Language Learners, in the context of bilingual/ENL programs. It includes the study of the historical, psychological, social, cultural, political, theoretical, and legal foundations of bilingual education programs in the United States. Participants will examine different bilingual program models and will explore and implement effective research-based strategies of instruction in the main content areas. Communication with parents and families, concerning students' academic and social outcomes will be highlighted. Technology integration and its instructional value for language acquisition and content learning will also be explored. Participants will also have the opportunity to reflect upon their own views and values put upon various cultural groups, religions, family traditions, various perspectives and more. This will allow educators to become more aware and also to identify and question beliefs that may lead to inequity in both the classroom environment and instructional practices. When we do this ourselves we can model for our students and encourage them to reflect upon their own complex identities. The mindset of critical consciousness will be discussed and connected with these topics. As educators we need to model this mindset for our students and engage them in discussion before we can expect them to display these characteristics.

### **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 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.



## Scope & Sequence/Weekly Topics and Objectives

### Session I

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Discuss the historical movements and legal foundations that have shaped bilingual education in the U.S.</li> <li>• Understand misconceptions related to English Language Learners and Multilingual Language Learners (ELLs/MLLs).</li> <li>• Understand the concept of Bilingualism and the benefits of being bilingual</li> <li>• Reflect upon how bilingualism can change the perspective of self and attitude toward others</li> <li>• Facilitate classroom discussion that promotes advantages of bilingualism along with multiculturalism</li> <li>• Reflect on the advantages and disadvantages of Bilingual Education today</li> <li>• Facilitate collaboration and discussions on self and attitudes toward bilingualism/multilingualism and bilingual education in break out groups in ZOOM for a remote or hybrid learning environment.</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Bilingualism and Bilingual Education</li> <li>• The Bilingual Brain</li> <li>• A Brief History of Bilingual Education</li> <li>• Legislation Governing Bilingual Education</li> <li>• Language Access, Justice, and English as a Dominant Language</li> <li>• Multilingual Learning</li> <li>• Assimilation</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>Understand the concept of Bilingualism, how the bilingual brain works, and how bilingual people acquire languages – this information supports planning and realistic goal setting</p> <p>Reflect and discuss on ways teachers can support newcomer integration and how these practices connect to culturally responsive teaching</p> <p>Classroom discussion on the various perspectives brought by bilingualism</p> <p>Reflect and discuss critically how political interests, cultural biases, and misinformation have shaped BE policy over the years</p> <p>Participants will be evaluated based on the quality of their written responses to the focus questions, and the connections they make to their own experience and practice in the classroom. Implementation of strategies and effective practices as well as student outcomes will be emphasized. Feedback will be given based on a variety of rubrics presented at the end of this document.</p>

### Session II

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the general characteristics of the various bilingual programs</li> <li>• Examine different Bilingual Education Programs and identify important elements that contribute to the effectiveness of a program.</li> <li>• Building cross-cultural competence and academic proficiency equal to that of English only speakers</li> <li>• Allowing opportunities for students to share and discuss about personal cultural experiences</li> <li>• Guide and facilitate classroom discussions and activities with high levels of student interactions</li> </ul>
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	<ul style="list-style-type: none"> <li>Analyze actions for academic language success</li> <li>Build cross-cultural competence in a virtual environment through collaborative tasks or research using interactive documents such as Hyperdocs/ Google Docs/Google slides.</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>Bilingual Education Programs in NYS</li> <li>Effective Bilingual Programming and Literacy Development</li> <li>Best Practices in Bilingual Education</li> <li>The Bilingual Classroom</li> <li>Translanguaging and what makes it a culturally responsive strategy</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>Participants will:</p> <p>Define trans-languaging and will discuss its value in easing the student-student and student-teacher interaction (social and academic) and promoting culturally responsive teaching practices</p> <p>Discuss their understanding of various BE Models and goals that each program has for either developing balanced bilinguals and biliterate students or transitioning students from their native language to English</p> <p>List factors that influence the effectiveness of a Bilingual Program</p> <p>Promote high levels of student interactions</p> <p>Reflect upon connections of the content and that of “real-world” experiences</p> <p>Analyze and reflect on essential actions that need to be implemented in order to meet the academic needs of all ELLs in the bilingual classroom.</p>

### Session III

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Understand the difference between content and language objectives and incorporate language objectives into daily lesson plans</li> <li>Introduce Cooperative Learning strategies</li> <li>Maximize student grouping to include a variety of levels, interests and cultural backgrounds</li> <li>Apply content area-specific strategies to everyday instruction (From Text to Graphic and Back Again, Inside-Outside Circles, Teach The Text Backwards)</li> <li>Encourage students to create questions that allow for multiple perspectives to be shared</li> <li>Understand Sheltered Instruction, its goals, and components</li> <li>Incorporate digital graphic organizers and interactive worksheets in the virtual learning environment – great for content-area strategies such as From Text to Graphics and Back Again, vocabulary development, and as scaffolds for reading comprehension.</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>Content Area Instruction for ELLs</li> <li>Language Objectives</li> <li>Sheltered Instruction</li> <li>Maximizing student groups</li> <li>Strategies for sheltering instruction in the content areas</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>Set content and linguistic goals aligned with the learning Next Generation Learning standards, Danielson Framework of Teaching, and critical consciousness.</p> <p>Design activities that are student- centered and needs driven</p> <p>Incorporate differentiated activities and strategies based on the various language competencies and student interests</p> <p>Frontload lessons with target academic vocabulary and use explicit vocabulary instruction</p> <p>Use instructional materials that are reflective of students’ cultural diversity and interest</p> <p>Incorporate questioning techniques that target critical thinking</p> <p>Engage students in learning through the use of cooperative leaning strategies to ensure simultaneous acquisition of language and content</p> <p>Use formative and summative assessments that demonstrate student learning and positive lesson outcomes</p>

**Session IV**

<b>Objectives</b>	<ul style="list-style-type: none"><li>• Discuss how technology supports instruction in the bilingual classroom, and connects students the global community of learners</li><li>• Elaborate on ways to prepare ELLs to be 21st Century Learners</li><li>• Discuss best strategies to involve parents and families of ELLs into school related activities</li><li>• Guide student into making clear personal and home to school connections with the content</li><li>• Understand the cultural, educational, and socio-economic differences that stifle parental involvement</li><li>• Infuse technology into daily instruction</li><li>• Use technology to bridge the communication between school, students, and their families.</li></ul>
<b>Topics</b>	<ul style="list-style-type: none"><li>• Technology integration</li><li>• Family Connections and Parental Involvement</li><li>• Technology and Culturally Responsive Teaching</li><li>• Critical Consciousness in the Dual Language classroom</li></ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>Participants will:</p> <p>Discuss cultural differences that affect parental involvement in the students' scholastic experience</p> <p>Share technology resources (internet sites, apps, learning platforms) that support and enhance learning and language development</p> <p>Encourage students to choose freely topics of interest and culturally diverse resources</p> <p>Guide students in making personal connections to the content and sharing those experiences</p> <p>Reflect upon student observations and outcomes to further engage learners in the student-centered classroom</p> <p>Bridge the communication between school, students, and their families through the use of technology</p> <p>Reflect on knowledge gains, effectiveness of strategies implemented, and goals for future instruction</p>