



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: Enriching the ENL Experience

Course Description: This course is focused on enriching the experience for both educators and students in their mainstream classes. The course is designed to promote educator understanding of their students' backgrounds, analyze research-based strategies to assist their learning, while creating a culturally-responsive classroom that enables ENL educational attainment. Participants will explore both federal and NYS legislation that has historically and currently impacted English Language Learner experiences. Participants will also analyze language proficiencies in order to develop strategies best geared to their classroom. Participants will incorporate academic and social language in lesson planning in order to increase student engagement of content and mastery of English.

Topics to be covered include:

- Federal and NYS ENL Legislation
- NYS ENL Demographics and the Achievement Gap
- Creating a Culturally-Responsive Classroom
- Language Proficiencies and Best Strategies in Content Areas
- Lesson Planning and Assessment
- Enhancing Comprehensible Input
- Making connections with student families

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

Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> • introduce themselves to the class and provide prior experiences with ENL students to fellow participants • analyze and reflect upon the impact of legislation on the ENL experience • integrate historical and contemporary resources to assess the impact of legislation on immigrants/English Language Learners • evaluate the value of strategies to enhance the learning environment for students • assess the impact of COVID on ENL students • discuss ways in which the critical period affects students in their classes • analyze the writing of immigrants' experiences in US schools in order to build both empathy and strategies to inequities that have existed
Topics	<ul style="list-style-type: none"> • Introducing our experience with ENL Students • Federal ENL Legislation • NYS ENL Demographics • English Language Learners and the Critical Period • NYS Legislation • COVID and Modern Issues
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Blended Learning: remote and on-site learning experiences are thoughtfully connected and aligned to create meaningful, fluid, and integrated learning experiences for students • Remote Learning: the intentional design of complementary synchronous and asynchronous online teaching and learning experiences, providing some student agency over time, path and/or place. <p>Educators will;</p> <ul style="list-style-type: none"> • introduce themselves to fellow course participants to learn from others' experiences • analyze the reasons for legislative changes at the state and federal level • evaluate how the critical period affects language development for ENL students • analyze primary source documents from ENL students and propose changes to better promote educational opportunities for their students

Session II

Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> • determine the merits of ENL and Bilingual Models of education • analyze and reflect upon the role of language proficiencies in the ENL classroom • assess the impact of the silent period on ENL students • propose strategies to assist students classified as SIFE • evaluate the impact of student backgrounds in shaping their educational experiences and identities • analyze the role of heterogeneous grouping in order to promote an empathetic learning environment
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	<ul style="list-style-type: none"> • evaluate the merits of strategies and assess why two strategies would be beneficial to their specific classroom
Topics	<ul style="list-style-type: none"> • ENL and Bilingual Models of Education • Language Proficiencies • Silent Period • Cultural Responsiveness and SIFE • Strategies and Grouping Proficiencies
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Blended Learning: remote and on-site learning experiences are thoughtfully connected and aligned to create meaningful, fluid, and integrated learning experiences for students • Remote Learning: the intentional design of complementary synchronous and asynchronous online teaching and learning experiences, providing some student agency over time, path and/or place. <p>Educators will:</p> <ul style="list-style-type: none"> • share their thoughts and analyses with one another to promote collaborative discussions • analyze the merits of ENL and Bilingual models in education • evaluate the role of proficiency-oriented language instruction • propose ways of facilitating cooperative learning between native English speakers and ENL students • analyze various strategies to increase comprehensible input for students

Session III

Objectives	<p>Participants will</p> <ul style="list-style-type: none"> • assess the impact of visuals in fostering comprehensible input for ENL students • analyze and reflect on the SIOP Sheltered Instruction Model to enhance literacy skills in the classroom • propose opportunities to enhance four language modalities while incorporating BICS and CALP • determine how assessments could be modified to assist ENL students with educational attainment • develop a lesson plan based on their understanding of key strategies, employing what they have learned to better • evaluate the differences between social and academic language and how that affects student growth and achievement • analyze the impact of social language in enhancing student comfort levels • evaluate different forms of assessment to best measure student educational achievement
Topics	<ul style="list-style-type: none"> • Comprehensible Input and Visuals • SIOP Sheltered Instruction Model • Literacy Skills • BICS vs. CALP • Assessments for ENL students • Lesson Plan
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Blended Learning: remote and on-site learning experiences are thoughtfully connected and aligned to create meaningful, fluid, and integrated learning experiences for students • Remote Learning: the intentional design of complementary synchronous and asynchronous online teaching and learning experiences, providing some student agency over time, path and/or place. <p>Educators will:</p> <ul style="list-style-type: none"> • share their thoughts and analyses with one another to promote collaborative discussions • analyze the benefits of visuals to enhance learning for ENL students • evaluate the merits of strategies within the SIOP Sheltered Instruction Model • propose opportunities to incorporate both language and content objectives to ensure students are participating in all four language modalities on a daily basis

	<ul style="list-style-type: none"> propose adjustments to assessments to better measure student educational achievement and attainment apply learning from our course to formulate their own lesson plans, building on their understanding of research-backed strategies to ensure they are modifying lessons to benefit ENL students
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Session IV

Objectives	Participants will: <ul style="list-style-type: none"> assess the impact of self-efficacy and socioemotional health on ENL student achievement analyze the impact of native language immersion on educating ENL students propose solutions to helping struggling ENL students evaluate their own experiences, struggles, and possible solutions in better enhancing the ENL experience explore further avenues to connect with student families, such as utilizing technology, brochures, and other strategies to bridge the gap with family members examine their experience in the course, proposing strategies and changes they can employ henceforth to advocate on behalf of their ENL students while enhancing their educational experience
Topics	<ul style="list-style-type: none"> Achievement Gap Native Language Immersion Personal Educator Experience Connecting with ENL Families Final paper
Application to Instruction & Student Learning	<ul style="list-style-type: none"> Blended Learning: remote and on-site learning experiences are thoughtfully connected and aligned to create meaningful, fluid, and integrated learning experiences for students Remote Learning: the intentional design of complementary synchronous and asynchronous online teaching and learning experiences, providing some student agency over time, path and/or place. Educators will: <ul style="list-style-type: none"> share their thoughts and analyses with one another to promote collaborative discussions analyze the achievement gap between ENL students and Native English speakers to determine opportunities to assist their students analyze how language barriers impact the socioemotional health of ENL students evaluate the benefits and drawbacks of utilizing a native-language immersion program to affect the learning environment share their thoughts and experiences in order to promote more collaborative approaches to responding to student needs determine how they can better reach out and form connections with family members to enrich the ENL experience elaborate regarding our course and how they will take what they have learned to promote a culturally-responsive classroom that embraces student diversity, how they hope to fulfill the educational goals for students, and how they will incorporate research-based strategies to promote a student-led learning environment.