



## 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:** Supporting English Language Learners

**Course Description:** This course is designed for educators who work with English Language Learners (ELLs) in their mainstream classes. The course provides an overview of ELLs' instructional needs, and offers a variety of research-based strategies and techniques that support their academic development and social integration. Participants will explore ways in which instruction and assessment can be adapted to not only benefit the ELLs but the class as a whole. They will develop activities that promote language development and acquisition and engage students socially and academically.

**Topics to be covered include:** ELL Governing Laws, ELL Programs, Stages of Language Acquisition, Culture and Acculturation, Literacy Instruction, Content Area Instruction, and Assessment.

### **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.



**Scope & Sequence/Weekly Topics and Objectives**

**Session I**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Explore English as a Second language (ESL) and Bilingual Education as essential instructional models for the English Language Learners (ELLs)</li> <li>• Explore the diversity of the ELL population in our schools, along with the social and academic challenges the ELLs face</li> <li>• Discuss challenges that mainstream teachers face when working with ELLs</li> <li>• Examine the ELL identification, placement, and linguistic proficiency assessment procedures</li> <li>• Identify state regulations governing the Bilingual and ENL Programs</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Bilingual/English as a Second Language (ESL) Instruction in NYS</li> <li>• ELL Identification and placement</li> <li>• State Regulations</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<ul style="list-style-type: none"> <li>• Assess participants’ understanding of the programs and placement procedures for ELLs - reflection</li> <li>• Assess participants’ level of empathy for the challenges ELLs face – video analysis</li> </ul>

**Session II**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Identify and examine the stages of Second Language Acquisition (SLA) and the factors that promote or hinder language development</li> <li>• Examine the student behaviors and implement teaching strategies appropriate for each stage</li> <li>• Reflect on simple modifications to begin supporting ELLs in the mainstream content area classes, and observe the impact on student learning</li> <li>• Identify and discuss the stages of Culture Shock, and how it affects the ELL socially, emotionally, and educationally</li> <li>• Develop sensitivity, empathy, and compassion to the multitude of challenges ELLs encounter which align with the principles of cultural responsiveness</li> <li>• Compare and contrast acculturation vs. assimilation and discuss ways in which school personnel can support it.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Create opportunities for group discussions related to experiences with oppression and social injustices that students experienced both in their native country and here in the U.S</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Stages of Second Language Acquisition and instructional modifications to support the ELLs in the classroom</li> <li>• Roadblocks to acquisition, and differences between social language proficiency and academic language (BICS vs. CALP) <ul style="list-style-type: none"> <li>• Culture and acculturation; the importance of knowing who our ELLs are</li> </ul> </li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<ul style="list-style-type: none"> <li>• Identify stages of Second Language Acquisition and learning strategies/activities that effectively facilitate SLA</li> <li>• Understand acculturation and discuss steps taken for a successful integration of a newcomer into the classroom/community, and reflect on the impact observed on student behavior and learning</li> <li>• Modify a lesson plan/activity to reflect knowledge of SLA, differentiating instruction for various stages of linguistic development</li> </ul>

**Session III**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the 6 Principles of ELL instruction</li> <li>• List and discuss strategies for developing academic vocabulary, building background knowledge, increasing comprehensible input for ELLs, increasing cooperation and the use of higher order thinking skills (HOTS)</li> <li>• Identify effective strategies for increasing access to and comprehension of content instruction</li> <li>• Understand how ELLs learn to read and write and how mainstream teachers can support literacy development</li> <li>• Plan instruction relevant to ELLs according to their developmental and linguistic needs within a content area</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• English Language Learner Literacy</li> <li>• Principles of ELL Instruction</li> <li>• Vocabulary Development</li> <li>• Writing and the ELL (graphic organizers)</li> <li>• Content area teaching that supports academic language and understanding of concepts</li> <li>• Tips and modification for mainstream teachers</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<ul style="list-style-type: none"> <li>• Participants will gain understanding of the five principles of instruction used to support ELLs (FLIPS: Focus on academic vocabulary; Link Background Knowledge; Increase Comprehensible Input; Promote Classroom Interactions; Stimulate HOTS).</li> <li>• Participants will make modifications in their lesson plans to increase the academic vocabulary, connections to background knowledge, comprehensible input, cooperation, and higher order thinking skills for the ELLs (They will use a modified version of the SIOP Model)</li> <li>• The lesson will target student-centered vocabulary development</li> </ul>

	<ul style="list-style-type: none"> <li>• Participants will encourage choice and freedom for students in regards to utilizing various and culturally diverse resources and topics of interest</li> <li>• Participants will reflect on how these changes benefit the class as a whole</li> </ul>
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**Session IV**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Discuss factors influencing the assessment of English language Learners</li> <li>• Discuss how alternative or informal assessments are used to measure student progress</li> <li>• Understand cultural bias and test validity for creating equitable assessments for ELLs</li> <li>• Develop a practical alternative assessment for content material</li> <li>• Evaluate and improve teacher-made tests</li> <li>• Exercise flexibility and responsiveness</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• <a href="#">Assessment</a></li> <li>• <a href="#">Keys to success for ELLs</a></li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<ul style="list-style-type: none"> <li>• Participants will experience a shift in the way they view assessing and grading ELLs</li> <li>• Participants will use alternative tools for evaluating the academic and linguistic progress of their students (cultural sensitivity, knowledge of testing accommodations, word choice, questioning, and multiple modes of expression will be considered)</li> <li>• Participants will be able to modify existing assessments to better meet the needs of the ELLs</li> </ul>