



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: Connected Classrooms: Well-Being, Language, and Technology for ELLs & Families

Course Description:

Teaching English Language Learners (ELLs) and Students with Interrupted/Incomplete Formal Education (SIFE) has its challenges, but is also an enriching and rewarding experience. These students come to our classrooms with a wide range of needs and prior experiences. Incorporating Social Emotional Learning (SEL) into your curriculum is critical for many of these students. It aids in their adjustment to a new setting, helps them become a part of the community, and is beneficial to their overall health and wellness. Once the affective filter is lowered, students can then make progress in learning English and academics. This course will focus on ways to incorporate SEL into your classroom as well as research-based strategies and tools to differentiate your lessons and meet the needs of ELLs, SIFE, and monolingual students as well. Creating a strong home-school connection with this historically underrepresented and marginalized population is also key to student success. Throughout this course, we will explore a variety of resources, technology, and outreach strategies to support ELLs and their families. The tools we examine will help you address the whole student as well as develop the speaking, listening, reading, and writing skills of all learners in your classroom. This course satisfies the New York State language acquisition CTLE requirement.

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

<p>Objectives</p>	<p>Participants will be able to</p> <ul style="list-style-type: none"> • Think deeply about and reflect upon their experiences in school and the positive or negative impacts it has on them as an educator • Discuss their district’s population by giving specific numbers of the diversity represented including languages spoken and number of SIFE • Note ways that their instruction will change moving forward given their new knowledge about the population they teach within • Understand what SEL is and why it is so important including health and wellness benefits • Reflect upon their current SEL practices and set goals for ways that they can improve it • Reflect upon their own experiences and think about ways they can foster a brave learning community in their classroom
<p>Topics</p>	<ul style="list-style-type: none"> • Personal introductions • What is it like to be in a place where you feel you don’t belong? • Supporting marginalized students • Learning about the cultural diversity of the community we teach within • What is SEL? How does it contribute to a brave learning community? • Benefits of SEL including health and wellness • SEL and ELLs
<p>Application to Instruction & Student Learning</p>	<p>In this session, educators will introduce themselves giving specifics about their professional careers and also include some anecdotal information about their upbringing. They will also discuss the impacts this has had on them as educators. We will then explore what it is like to be somewhere that isn’t “designed” for you and connect this to how our ELLs and SIFE may feel when they come to school each day. Strategies to support these marginalized students will be discussed as well. Educators will then work to find out specifics about their district including how many languages and which countries are represented there. Session 1 will conclude with the exploration of Social Emotional Learning with ELLs and SIFE. We will learn about the many positive impacts SEL has on students and staff including improved health and wellness and academic achievement. Additionally, everyone will have an opportunity to reflect upon a time they took a risk and comment on ways they can create a space of brave learning for their students.</p>

Session II

<p>Objectives</p>	<p>Participants will be able to</p> <ul style="list-style-type: none"> • Empathize with the potentially difficult experiences many of our ELLs and SIFE have had prior to their arrival • Understand the importance of building strong relationships with students and how to do so • Understand how to build a culturally competent classroom • Use a variety of strategies to connect with the families of ELLs and SIFE • Approach parents of ELLs and SIFE with an open mind, empathy and encourage brave learning • Advocate for ELL/SIFE and their families depending upon their needs
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Topics	<ul style="list-style-type: none"> • Difficult experiences many of our ELLs/SIFE went through prior to their arrival here • Building strong relationships with students and creating a classroom where brave learning can occur • Building culturally competent organizations • Building and strengthening the home-school connection with the families of ELLs and SIFE • The Proudest Blue—empathizing with and advocating for ELLs and their families
Application to Instruction & Student Learning	<p>In this session, educators will explore the hard truth of what many of our students experienced prior to their arrival in your classroom. We will also discuss the importance of fostering brave learning and building strong relationships with your students in order to support their academic success. Building culturally competent classrooms is a critical part of creating a strong classroom community in which everyone feels like they belong. We will then spend time exploring different ways that we can strengthen the home-school connection with the families of our ELLs/SIFE regardless of language barriers and other obstacles. The session will conclude as we read a picture book which will enable us to put ourselves in the shoes of a Muslim American family. This will provide insight and understanding of our students' experiences. This newfound insight and empathy can help educators advocate for their students and families.</p>

Session III

Objectives	<p>Participants will be able to</p> <ul style="list-style-type: none"> • Identify implicit biases they have and discover ways to challenge these biases • Reflect upon ways their own implicit biases impact their teaching and how brave learning can combat stereotypes • Implement community builders with their students that are inclusive of their ELL and SIFE population • Implement strategies to support Multilingual Learners • Reflect upon their own teaching and identify areas that can be improved in order to become more culturally sensitive • Understand what SIOP is and identify which components they want to implement into their classrooms • Identify issues in our school system that leave many diverse students at a disadvantage
Topics	<ul style="list-style-type: none"> • The Danger of a Single Story and Stereotypes • Implicit biases and brave learning • ELL/SIFE friendly community builders • Strategies for supporting Multilingual Learners • Becoming a Culturally Sensitive Educator • What is SIOP? • Educational equality
Application to Instruction & Student Learning	<p>In this session, the participants will learn about how dangerous stereotypes can be. We will also discuss our own implicit biases and discover ways to challenge them including brave learning. We will then learn about some community builders that are great for all students including ELLs and SIFE. Educators will learn strategies they can implement to support their ELLs and SIFE and how they themselves can become a more culturally sensitive educator. We will also learn about SIOP and the participants will discuss the components that they think are most useful. We will end this session discussing educational equality and issues that are present in our school systems.</p>

Session IV

Objectives	<p>Participants will be able to</p> <ul style="list-style-type: none"> • Understand what schema is and why it is important • Understand The Language Experience Approach and how it can be a helpful tool for teaching academic language use and writing
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	<ul style="list-style-type: none"> • Understand the importance of realia and utilize it in lessons • Understand the importance of visuals and utilize them in lessons • Implement a lesson using some of the ELL/SIFE friendly technology tools explored • Identify and implement strategies in order to create a brave learning community within their classroom • Purposefully and carefully select materials and literature using critical consciousness
Topics	<ul style="list-style-type: none"> • Research based tools and strategies that make content more accessible and improve literacy skills of ELLs and SIFE • Technology tools that make content engaging and comprehensible for ELLs and SIFE • Creating a brave learning community • Carefully and purposefully selecting materials and texts using critical consciousness
Application to Instruction & Student Learning	<p>In this session, participants will learn about research based tools and strategies that help make content comprehensible to diverse learners including ELLs and SIFE. These tools and strategies include, but are not limited to The Language Experience Approach, the use of realia/manipulatives, and the use of visuals. Educators will also have an opportunity to explore several technology tools including websites and programs that can be used to make content engaging and differentiate lessons to meet the needs of a range of learners. Many of these tools and strategies are helpful for developing students' literacy skills including building academic vocabulary and writing skills. The session will culminate with discussions about creating a brave learning community as well as using critical consciousness in order to select resources and literature for lessons.</p>