



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: Effective Strategies for the Dual Language and Bilingual Learner

Course Description:

This course is aimed at teachers working within a Bilingual, Dual Language, or English Language Learner classroom. This course will also significantly help those new to these types of programs or those looking to work with this population of students. In this course, participants will discuss the emerging need for Bilingual, Dual Language, and ELL classrooms and explore the various classroom models, which make these programs successful for all students. There will be an emphasis on how to promote literacy within this classroom setting and how to implement the most effective strategies for reading comprehension across all content areas. Participants will also learn specific formative assessments to drive instruction that are necessary to these types of learners such as a focus on communicative skills. There will also be implementation of effective summative assessments as well that will help learners become more successful. Participants will learn ways to increase both family and community involvement through community outreach, classroom activities and effective parent-teacher communication. In addition, students are required to read all the information presented and create lively discussions with their colleagues within the course and also conduct and share some of their own research and methods with the class. Assessments for the course, will be that students will develop lesson plans and thematic units that utilize the concepts and techniques learned throughout the course. Specific examples and outlines will be provided to students throughout the course via the discussion board and course homepage, specific lesson plans will include a lesson utilizing specific formative assessments discussed, and a differentiated / scaffolding lesson. Participants will also be required to create and share under guidance of the instructor specific examples of both summative and formative assessments and a reflection of the outcome after utilized in the classroom. Further, participants will also create a newsletter, flyer, activity, etc. to increase community and family involvement within these types of classrooms.

Overall Course Objective and Expectation(s):

In this course, participants will gain a full understanding of how the Bilingual, Dual Language classrooms function as the need increases with an emerging population. In learning about these types of classes, participants will learn the best teaching models and effective strategies to work with these students. In specific, the co-teaching model will be discussed in order to make all students successful within this setting. Participants will learn the important of encouraging and supporting communicative skills with these students and how they can design lessons that will promote this skill. Participants will also learn specific strategies and lesson on how to build reading comprehension and overall literacy skills. Activities discussed would be scaffolding lessons, activating prior knowledge, building vocabulary development, picture walks, and how to build writing skills. These skills would benefit across all content areas and beyond. Specific to this population of students, will be in depth study of formative and summative assessments that will help foster learning and to drive instruction. These assessments will vary in complexity and skills that they can assess. Participants will create and share a formative language assessment for their students with guidance from the instructor and materials read and discussed throughout the course, differentiation of this will also be offered through peer reflections and comments. In the final week of the course, participants will learn how to increase parental involvement through interactive activities in the community as well as ways in how to effectively communicate with parents and the

most effective ways to garner more parent support and build strong teacher to parent relationships. Participants will create and share a form of communication (newsletter, flyer, website, classroom activity) that will showcase strategies discussed to build these relationships. In an ever-increasing global world these skills will become a necessity for all educators.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

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 reflection 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

Week 1

Topic(s):

- Personal introductions
- Benefits of Bilingual and Dual Language classrooms for language acquisition
- Comparing traditional classroom setting to studies of students in successful Bilingual/DL classrooms
- Building and encouraging communicative skills amongst these learners
- Effective strategies and activities to implement communicative activities into the classroom for all learners

Objectives:

- Participants will understand the function of a Bilingual/ Dual Language classroom and how they promote successful language acquisition
- Participants will learn about the co-teaching model used for successful Bilingual/Dual Language and ELL classrooms
- Participants will know the goal of communicative skills for language learners and strategies to encourage and strengthen these skills
- Participants will create and implement speaking and listening activities to be utilized within the classroom setting

Impact on Classroom Instruction:

- Participants will know how to implement effective co-teaching strategies in the dual language and bilingual program.
- Participants will learn to craft effective co-teaching lesson plans
- Participants will learn how to establish an effective learning environment for all learners to be successful
- Participants will learn how to implement more communication activities within the classroom setting

Learner Outcomes:

- Participants will have a full understanding of the role of Bilingual and Dual Language classrooms
- Participants will know how to integrate the co-teaching model for classroom environment with language learners
- Participants will know the best strategies of language acquisition including the appropriate classroom environment and population
- Participants will understand the important of encouraging and supporting communicative skills within this classroom setting
- Participants will know how to create, implement and reflect upon communicative lessons and activities utilized within the classroom



Week II

Topic(s):

- Promoting literacy
- Encouraging literacy through writing
- Discussion of best reading comprehension teaching practices
- Benefits of promoting literacy to benefit all content areas

Objectives:

- Participants will discuss the important of promoting literacy in the Bilingual and Dual Language classrooms
- Participants will learn how to promote and encourage literacy with students through writing activities
- Participants will know the best strategies of incorporating literacy into their lessons that will help in all content areas
- Participants will know how to conduct a picture walk lesson with students
- Participants will learn strategies related to vocabulary development, activation of prior knowledge, scaffolding texts, and word study

Impact on Classroom Instruction:

- Participants will learn how to conduct a Picture Walk activity with students and share reflections after implementation for peer feedback and improvements
- Participants will create several vocabulary development activities within the classroom
- Participants will share and discuss best teaching practices for reading comprehension
- Participants will implement reading skills such as scaffolding, activation of prior knowledge, etc.

Learner Outcomes:

- Participants will know why teaching literacy is important in Bilingual classrooms in order to improve success in all content areas
- Participants will know how to improve literacy skills through writing activities
- Participants will know how to conduct a word study with their students and how it improves reading comprehension



Week III

Topic(s):

- Create formative language assessment – Midterm
- Share examples of how formative assessments were used in the classroom that were viewed/discussed in course
- Implement formative assessments specific to speaking and listening skills
- Use of performance based assessments as opposed to traditional testing and what it means to the bilingual population

Objectives:

- Participants will learn importance of formative and informal assessments as used with bilingual students
- Participants will conduct a formative language assessments of students as used to drive instruction and reflection of class – Midterm
- Participants will view various ideas of formative assessments to use for all content areas with bilingual learners and will share how a few were actually implemented in their classroom
- Participants will create formative assessments specific to speaking and listening for communicative purposes
- Participants will view performance assessments and why they are especially important in the Bilingual and Dual Language classroom

Impact on Classroom Instruction:

- Participants will learn how to use formative assessments to drive instruction
- Participants will learn specific formative assessments that gear towards communicative skills such as speaking and listening
- Participants will conduct a formative language assessment on students to assess and drive instruction, participants will share results with class for peer review and suggestions

Learner Outcomes:

- Participants will create and implement several quick formative assessments to use in class for various content areas
- Participants will know benefit of performance based assessments as compared with traditional testing methods and how it helps this specific population of students
- Participants will create a performance based assessments as learned in the course and will share reflections for peer review and suggestions



Week IV

Topic(s):

- Learn how to assess the needs of your students and families
- Build and increase parent relationships and participation in and outside of the classroom
- Increase community involvement through communication and classroom activities
- Learn ways to communicate effectively with non-English speaking parents via websites, flyers, newsletters, etc

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Objectives:

- Participants will learn how to build stronger connections with parents through effective communication
- Participants will learn ways to increase community involvement within the school setting in specific to the Bilingual and DL classrooms
- Participants will learn how to effectively communicate with non-English speaking parents and how it differs from English speaking families
- Participants will learn how to implement activities that will engage and inspire families to be involved in the education process
- Participants will assess their own population of students and parents in order to implement realistic activities and communications

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Impact on Classroom Instruction:

- Participants will learn how to conduct surveys and assessments of students their parents
- Participants will be able to identify the needs of students' and their families
- Participants will learn effective ways to communicate with non-English speaking parents

Learner Outcomes:

- Participants will implement activities in the classroom to engage parents and community members
- Participants will incorporate methods in the classroom to increase community involvement for students both in and outside of the classroom
- Participants understand the needs for increased parental and community member involvement for this particular population of students
- Participants will successfully create and use a form of communication to use with parents/community for example : newsletter, flyer, website, classroom activity, etc.