ELL ED 298: ESOL for Administration – Category IV, Grades K-12

Dates & Times: Online: This 60-hour online, asynchronous course, divided into 20 modules.

COURSE DESCRIPTION:

Participants will understand how to fulfill leadership responsibilities behind ESOL program development and maintenance, to include federal and state program and legal requirements, the role of culture and the community, cross-cultural communications, strategies for parental involvement, and support for classroom teachers.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:
- Summarize and articulate role of diversity and its role in, and affect on, the school community.
- Plan with, and apply, strategies for enlisting involvement of the home family.
- Develop utility with resources and materials that support student growth in language and overall academic achievement.
- Paraphrase and articulate the history and background of ESOL/ELL programs, the role of legislation behind them and what the mandates are in order to support them in the school community.
- Represent the legal interests of ELL students in the wider school community through hypothetical scenarios.
- Support the role government in ESOL programs through teacher professional development and parental support.
- Practice with strategies that aid paraprofessionals in supporting ESOL/ELL academic growth in all content areas.
- Outline and articulate second language acquisition (applied linguistics) theory and its applicability to the instructional process.
- Apply language acquisition and theory to instructional design.
- Design curriculum supports and use strategies that further language acquisition.
- Design action plans fro the lens of the school site administrator as the instructional leader representative in the school-based ELL Committee.
- Analyze and use data to further ESOL professional development, student intervention, and for programmatic decision-making.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:

- Ballantyne, K.G., Sanderman, A.R., Levy, J. (2008). *Educating English language learners: Building teacher capacity*. Washington, DC: National Clearinghouse for English Language Acquisition. Available at
- Cloud, N., Lakin, J., Leininger, E. & Maxwell, L. (2010). *Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School.*Diaz, C. (1989). Hispanic cultures and cognitive styles: Implications for teachers. *Multicultural Leader, 2*(4), 1–4.
- Tobin, R., & McInness, A. (2008). Accommodating differences: Variations in differentiated literacy instruction in grades 2/3 classrooms. *Literacy, 2*(1), 3-9.
- Ramirez, M., & Castaneda, A. (1974). *Cultural democracy, bicognitive development, and education*. New York, NY: Academic Press.
- Vogt, L. A., Jordan, C., & Tharp, R.G. (1987). Explaining school failure: Producing school success: Two cases. *Anthropology and Education Quarterly, 18*, 276–286.
- Walsh, J. A. (2011). *Thinking Through Quality Questioning*. Thousand Oaks, CA: Corwin Press.
- Walsh, J. A. (2010). *Leading Through Quality Questioning*. Thousand Oaks, CA: Corwin Press.
- Wilder, P. (2013). "I can only cognitively coach so much": heavy coaching efforts amidst disciplinary complexities in secondary school classrooms (Doctoral dissertation, University of Illinois at Urbana-Champaign).

Recommended Text:
- Danielson, C. (2013). *The framework for teaching evaluation instrument.* Princeton, NJ: The Danielson Group
- Greenstein, L. (2012). Beyond the core: Assessing authentic 21st century skills. *Principal Leadership*, *13*(4), 36-42.
- Guskey, T. R. (Ed., 2009). *Practical solutions for serious problems in standards-based grading.* Thousand Oaks, CA: Corwin Press.
- Educational Testing Service. (2006). *ETS guidelines for constructed-response and other performance assessments.* Princeton, NJ: Author.
- Young, J. W., Cho, Y., Ling, G., Cline, F., Steinberg, J., & Stone, E. (2008). Validity and fairness of state standards-based assessments for English language learners. *Educational Assessment, 13*, 170-192.
- Servilio, K. L. (2009). You get to choose! Motivating students to read through differentiated instruction. *Teaching Exceptional Children Plus*, *5*(5), 2-11.

COURSE REQUIREMENTS:

Students will have a designated number of weeks to complete each course (check the Instructions forum at the start of the course as it varies from district to district)**,** after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. The system will auto-check the course components when the requirements have been met.

Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:
- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

In order to receive a Passing grade, the participant must complete the following course requirements:
- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Discussion Forums, Scenario Responses	30%
Lessons and/or activities	20%
Lesson and/or unit Plans	50%

Grade Scale:
Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

CLASS SCHEDULE:

Module 1: The Role of Diversity and Its Effect on the School Community
1. Reading: Cultural Diversity in Our Classrooms
2. Reading: The Impact of Cultural Backgrounds on Education
3. Reading: School ESOL Culture Rubric
4. Discussion: Moving Students Into a New Culture
5. Video: Exploring Culture Through Art
6. Video: Teaching Culture Through Music
7. Video: Exploring Emigration: Cultural Identity
8. Discussion: Video Response
9. Assignment: Self-Assessment of School Culture: Section 3

Module 2: History and Background of ESOL/ELL Programs and Mandates
1. Reading: History of ESOL Programs and Current Mandates

2. Scenario Response No. 1

Module 3: Identifying Special Needs: Administrative Responsibilities and the Referral Process
1. Reading: The Referral Process
2. Reading: Identification of Learning Difficulties
3. Discussion: Identification and Referral Process
4. Case Study: A Tale of Two Leaders
5. Reading: Sample Home Language Survey

Module 4: Facilitating and Accommodating the Home School Connection
1. Reading: ELL Issues: Home, School, Community
2. Discussion: ELL and ESOL Programs
3. Reading: Florida Community Resource List for ESOL Families
4. Scenario No. 2
5. Reading: ELLs' Program Handbook, FL DOE

Module 5: Home, the Family, and Language Development
1. Reading: Home, the Family, and Language Development
2. Discussion: Home and Community

Module 6: Linguistic and Language Routines for all Content Areas
1. Reading: Classroom Linguistic routines
2. Reading: Marzano's 6 Steps for Teaching Academic Vocabulary
3. Scenario No. 3
4. Reading: Questioning
5. Assignment: Supporting Quality Questioning
6. Discussion: Rubric Sharing

Module 7: Support for ELL Academic Achievement in All Content Areas
1. Reading: ESOL Reading Strategies for Grades 6-12
2. Reading: ESOL Reading Strategies for Grades K-5
3. Reading: Structured Discussions: Best Practices
4. Scenario: Support for Effective Structured Discussions
5. Blog: Share a Literacy Resource For Teacher Support in Classrooms

Module 8: Resources and Materials for ELL Academic Achievement in All Content Areas
1. Reading: Digital Resources for ESOL Programs
2. Reading: Culturally Relevant Resources
3. Activity: ESOL Planning and Teacher Evaluation
4. Reading: 21st Century Resources
5. Resource Folder: Scaffolds
6. Additional Reading: various articles
7. Wiki Resource Share: ESOL and ELL Resources

Module 9: Supporting Teachers Through Professional Learning
1. Reading: Support for Teachers and Professional Learning Programs
2. Reading: Eyes on Students Protocol
3. Assignment: Comparing and Contrasting
4. Resource folder: Communication and Discussion Protocols/Resources
5. Video: The Value of Instructional Coaching
6. Reading: Guskeys 5 Critical Levels of Professional Learning and PD Evaluation

Module 10: Self-Assessment and Reflection
1. Self-Assessment and Reflection

Module 11: Theory of Applied Linguistics: Application to Instructional Programs
1. Reading: Language and Learning: Stages and Phases
2. Discussion: Theories of Language Learning
3. Video: Visual Cues
4. Video: Differentiating With Learning Menus
5. Video: Learning English Through Content
6. Discussion: Video Response

Module 12: Curriculum Support for Language Acquisition
1. Reading: Linguistics, Language Theory, and Classroom Instruction
2. Scenario Response No. 4

Module 13: Assessment Requirements: Federal, State
1. Reading: Language Proficiency Assessments: District, State, Federal
2. Discussion: State and Federal Assessment Mandates

Module 14: Assessment Modifications and Accommodations
1. Reading: Assessment Modifications and Accommodations for ELLs
2. Discussion: Assessments and Accommodations

Module 15: Support for All Learners: Gifted and Intervention Support for ESOL Programs
1. Reading: Gifted and LD ELLs and Programs That Help Them
2. Scenario Response No. 5
3. Video: English Language Learners and Learning Disabilities
4. Discussion: Video Response

Module 16: Running School-Based ELL Committees and PLCs: Roles and Responsibilities
1. Reading: Administrative Leadership of School-Based ELL Committees
2. Discussion: PLC Leadership
3. Reading: Collaboration and Communication
4. Discussion: Leadership and Support for Collaboration
5. Video: Norms for Leadership and Learning
6. Discussion: Video Response
7. Reading: PLC Rubric: How functioning is your PLC?
8. Assignment: How Functioning is Your PLC?
9. Resource Folder: Communication Protocols

Module 17: Monitoring the Progress of ELLs
1. Reading: ELL Progress Monitoring
2. Discussion: Progress Monitoring

Module 18: Using Data to Make Informed Decisions
1. Reading: Using Data to Inform ESOL Programs
2. Reading: Data-Driven Instructional Systems
3. Scenario No. 6
4. Video: Data Carousels
5. Video: Data Walls

Module 19: Resources for On-going Knowledge and Professional Growth
1. Reading: Resources and Ideas for On-going Professional Growth

2. Discussion: Relevance of Resources
3. Reading: 21st Century Resources
4. Reading: List of FL Community Resources

Module 20: Final Quiz, Reflection, Culminating Project

1. Final Quiz: 10 questions m/c, t/f
2. Assignment 3: Final Project – complete planning, embed instructor feedback