

# 2018/2019 Course Catalog

## Literacy Solutions/Hendry County



### ESOL

**Cross-Cultural Communications and Understanding** – Category I,  
Competency 5

**Applied Linguistics** – Category I, Competency 2

**ESOL Curriculum and Materials** – Category I, Competency 3

**Methods of Instruction for ELLs** – Categories I and II, Competency 1

**Testing and Evaluation for English Language Learners** – Category I,  
Competency 4

**ESOL for Administration** – Category IV

### Clinical Education

**Clinical Educator Training: Teacher Support Specialist**

## **Cross-Cultural Communications and Understanding – 60 hours**

No. ELL-ED-260 Grades K-12

### **Category I | Competency 5**

Aligned to: Danielson Domain 2, Marzano Domain 4. Organizing and maintaining multi-cultural classroom environments are the high strategies, while facilitating collaboration, respect and rapport among students. Active participation will further learning about students' while aiding in the development of assignments and activities that are the outgrowth of high expectations for all students, with a focus on ELLs. Classroom management and effective language strategies will further group work, student engagement, and peaceful transitions between and among activities through culturally relevant practices and sensitivity training. Participants will use, share, research, plan and apply multiple methods of effective classroom design as they align to curriculum and ELL instructional needs. Looking at and analyzing exemplars will teach participants how to identify specific best practices in action, and what makes them best as a strategy, to include applied linguistics, accessing materials for applied linguistics, evaluating and analyzing materials and resources, technologies, and embedding effective practices in projects. Looking at the actions behind them will be catalysts to building a foundation with which to differentiate. After a broad introduction to multiple resources and the research behind their success, participants will research and identify the practices most pertinent to the grade and discipline they teach, and then work them into assignments that scaffold into a final project. Gaining knowledge and awareness of multiple cultures, cultural sensitivity, and language bias participants will develop the working knowledge to operate with awareness and sensitivity through best ELL practices grounded in research.

#### **Course Outcomes:**

- Analyze lesson components to identify embedded best practices that support the diverse language needs of their ELL students.
- Glean and apply new best practices to work them into unit and lesson plans presently being taught.
- Practice and reflect upon best practice strategies taught, giving and receiving peer feedback in discussion forums.
- Align best practices with pertinent lesson components as they apply specifically to ELLs.
- Align management strategy with content goals based on industry best practices for inclusive grade-level settings focused on ELL growth.
- Create, scaffold, and differentiate lessons and lesson supports for ELLs.
- Differentiate and scaffold for ELL struggling readers.
- Take an active role in learning about their students in order to establish a successful multi-cultural classroom environment.
- Develop working knowledge of behavior management strategies and organization of physical space that contributes to an effective classroom environment.
- Study and practice with successful attributes of student peer review that leads to organized and peaceful transitions and student collaboration.

- Understand the classroom conditions necessary for 21st century ELL learners to be motivated and engaged.
- Take an active role in learning about their students in order to establish a successful multi-cultural classroom environment.
- Understand and design culturally relevant curriculum, with access to culturally relevant resources and materials.
- Apply working knowledge of cultural competence, with an understanding of cultural identity that affects learning, student academic achievement, and overall K-12 pedagogy.
- Understand racism, stereotyping, and cultural discrimination in teaching, learning and assessment of learning.
- Understand the relationships among language, bias, and culture in students from diverse backgrounds and at various levels of English language proficiency.

### **Applied Linguistics – 60 hours**

No. ELL-ED-138 Grades K-12

#### **Category I | Competency 2**

The concepts of applied linguistics will be explored, and include phonology, principles of English language in reading, writing, speaking and listening; sociolinguistics, language acquisition, and second language acquisition. Consistent use of reading and writing strategy across all content areas continues to turn around the language skills of English language learners, particularly those who struggle. Participants will finish this course with a compendium of strategies, resources, and tools to aid ELLs and struggling learners with, using researched and field-tested implementation materials. In addition, they will practice with application of these strategies in their classrooms, to return and reflect on them in learning forums. Planning and preparation will involve comprehensive lesson and unit development.

#### **Course Outcomes:**

- Demonstrate competency in language and understanding of language as a sequential and organized system of communication.
- Use common, grade appropriate strategy ideas across all content areas to leverage ELL student success with.
- Glen and apply multiple strategies to aid in the successful literacy effort of struggling learners and ELLs.
- Collaborate among multiple disciplines in order to better accommodate the needs of struggling learners.
- Develop working knowledge of the research behind effective strategies that teach language conventions.
- Develop and practice with strategies that teach language conventions.
- Apply, through design and redesign of curriculum, knowledge of phonology, morphology, pragmatics, syntax in support of reading, writing, listening, and speaking.
- Use knowledge of rhetorical and discourse structures to develop language and literacy skills among ELLs.

- Apply knowledge of sociocultural, sociopolitical, and psychological variables that facilitate academic achievement among ELLs.
- Consider and plan with understanding of the role and relevance of ELLs' home languages, and use this understanding to differentiate with.
- Become knowledgeable of, and apply, theories of second language reading and writing development at varying levels of proficiency.
- Distinguish among L1 and L2 literacy and language development.
- Develop working knowledge of the principles behind phonology, morphology, semantics, syntax, and discourse in literacy development.

## **ESOL Curriculum and Materials - 60 hours**

No. ELL-ED-131 **Grades K-12**

### **Category I | Competency 3**

Learning environments conducive to ELL growth is best achieved when the right standards-based materials are selected, resourced, and designed. Participants in this e-course will become knowledgeable about accessing research-based resources, while selecting and adapting standards-based curriculum, materials, and digital resources. Effective reading comprehension combined with teacher modeling, guided practice, independent application, chunking and other approaches will be used across grade and content areas as they apply. Under this umbrella, participants will learn to teach reading, writing, listening, and speaking geared specifically for the needs of ELLs, through effective and differentiated strategy that builds student capacity. Visual representation, vocabulary, questioning, note-taking, close reading and summarizing are some of the approaches that participants will use to develop units and lessons with. Field-tested, research-based and as appropriate evidence-based strategies with accompanying print and digital tools for implementation will be taught to scaffold and differentiate with. Participants will be introduced to sound and scientific research as it promotes literacy across all content areas to help ELL students build foundational skills across reading, writing, speaking and listening. They'll learn and work with the scaffolds behind them that aid students in the important transition process across all content areas. Intentional, consistent, and rigorous teaching of reading and writing strategy that improves student achievement will engage the 90/90/90 principled approach. Participants completing this course will take away field-tested implementation tools that include: graphic organizers, semantic maps, thinking aids, checklists, rubrics and more.

#### **Course Outcomes:**

- Acquire the skills needed to effectively teach reading comprehension in primary grades for ELLs.
- Apply new strategy that builds student capacity through teacher modeling, guided practice.
- Use balanced literacy components and leverage them for ELLs.
- Use reading, writing, listening and speaking strategies to effectively scaffold ELL language learning.

- Develop the skill and ability to leverage online and off-site resources to teach using balanced literacy strategies and techniques.
- Become familiar with, and further develop, intervention strategies focused on effective reading interventions (and writing as they support reading comprehension) for struggling ELLs.
- Design, differentiate and scaffold materials and curriculum for ELL struggling readers.
- Move scientific theory into classroom literacy strategy across specific content areas for ELL students.
- Design, differentiate and scaffold ELL curriculum focused specifically on, and informed by, student progress along a rigorous strategy continuum.
- Import research-based literacy strategy into lessons for rigorous application and implementation for their ELL students.
- Glean and apply new strategies for rigor in reading and writing across all subject areas for ELLs.
- Use new strategies for motivating successful reading and writing effort.
- Plan and become familiar with multiple online and print resources that lead to reading and writing success.
- Plan and prepare rigorous units and lessons using newly acquired research-based strategies and methods.
- Create student-friendly classroom environments that are language and culturally sensitive, with language sensitive instruction.
- Embed formative assessment that scaffolds for individuals and small groups in response to focused learning targets
- Select and adapt L1 and L2 resources specifically for ELL development.

## **Methods of Instruction for ELLs – 60 hours**

### **Category I and Category II | Competency 1**

No. ELL-ED-112 **Grades K-12**

The core principles of instruction include differentiation through applied strategy, design, re-design, and flexible teaching that uses student data: content, process, and product. Participants in this e-course will reinvent lessons using research-based, effective methods for differentiation geared specifically for ELLs. They'll have opportunities to re-purpose lesson plans, understand readiness versus ability, and capitalize on brain plasticity to engage students through intellect and creativity. Learning profiles, interest surveys, cognitive-friendly learning environments, tiered questioning and student "hooks" for rigorous learning application are some of the takeaways to this e-course. In addition, this course will take participants into deep realms of content area literacy methods and strategies to include text analysis in literary, non-fiction and technical text, reading comprehension, critical literacy, questioning strategies, and leveling of resources to differentiate for standards and second language learners' needs. Participants will learn about, become familiar and practice with the resources that determine text complexity and level libraries. Participants will learn to use running records and anecdotal data to analyze, evaluate, and plan for student needs. With a focus on expository writing geared for

ELLs, participants will cull the writing and language standards for applicability to content-specific reading and writing in ELL instruction.

**Course Outcomes:**

- Create differentiated lessons through design and strategy focused on the language needs of ELLs.
- Design strategy for mixed-ability grouping and classroom environment.
- Use online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.
- Locate, develop and use the tools needed to effectively differentiate instruction for ELLs within the Literature Circle framework.
- Use the tools to successfully conduct literature circles that differentiate for ELLs.
- Use tools that determine text complexity.
- Become familiar and develop utility with resources that support content area reading and writing specific to ELLs.
- Understand genre as it applies to reading and writing specific to ELLs.
- Use new strategies to plan, differentiate, and scaffold reading and writing tasks for ELLs.
- Understand and plan with new strategies for teaching ELLs while facilitating grade-level language standards in reading, writing, listening and speaking.
- Understand and develop working knowledge of how to assess students using formative and summative assessments while using assessment data to close achievement gaps among ELLs.
- Understand the history and pedagogy of L2 teaching methods.
- Develop, through intentional design, best practices for second language learners in literacy development, grounded in sound research.
- Understand the laws and policies that govern ESL students to include models of sound ELL instruction.
- Design instruction geared to developing the reading, writing, listening, and speaking (oral language) abilities of ELL students at varying levels of proficiency.
- Research, practice with, and design curriculum and instruction that focuses on a variety of activities from sentence formation to expository writing and collaboration.
- Embed appropriate reading, listening, speaking, and writing activities into instruction, curriculum, and assessment.
- Embed appropriate and culturally responsive materials that are age-appropriate, non-bias, and linguistically accessible for a range of ELL proficiencies and cultural backgrounds.
- Become familiar with various technology resources with which to continue design of differentiated language and content area instruction at varying levels of ELL proficiency.

## **ESOL Testing and Evaluation – 60 hours**

### **Category I | Competency 4**

No. ELL-ED-172 **Grades K-12**

Assessment of learning or *for* learning? Balanced, summative, interim and formative assessments will be used to evaluate for application to the needs of English language learners. Participants will understand how to effectively monitor and evaluate for ELL student learning and language needs, and use the data to plan for effective instruction with. After an introduction to multiple types of assessment and methods of using data, teachers will learn to teach to support a rapid turnaround of language results among their ELLs. Participants will identify the affects of assessment and assessment behaviors among ELL students, to include linguistic bias, assessment accommodations, data analysis, and federal and state assessment policies. The use of formative and summative assessment criteria to plan and prepare with also requires the use of reliable data. Teachers that are actively and systematically use this data can understand the academic performance of their students to include ELLs and other struggling learners, thus leverage for effective progress monitoring. Participants will be introduced to multiple assessment types that include formative, summative, microdata, macrodata, feedback and other assessment vehicles to produce data that lead to responsive instructional decisions. Participants will learn to find and use this data effectively to meet the unique needs of their English language learners.

#### **Course Outcomes:**

- Plan and practice with various assessment types, tools, and resources appropriate for ELLs with diverse backgrounds and levels of proficiency to further teaching and learning among English language learners.
- Match grade-level assessment criteria to standards-aligned curriculum and instruction.
- Monitor student learning to move up individual student performance, focusing primarily among ELLs.
- Glen and apply valuable information about student performance from data, focusing on ELLs.
- Distinguish among ELLs with learning disabilities, giftedness, Tiers 1, 2, and 3, and struggling learners in need of intervention.
- Use data for planning and preparation to teach English language learners effectively.
- Evaluate the needs of ELL students to align best instructional strategy to those needs.
- Develop working knowledge and understanding of the purposes for ESOL assessment and the role of cultural diversity at multiple levels of proficiency.
- Become familiar with, and develop working knowledge of, a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying levels of English proficiency.
- Explore and practice with scenarios that include accommodations and allowances for ELLS at various levels of proficiency.

- Use performance-based assessment tools and make decisions with them about curriculum in order to measure the progress of ELLs and their literacy development.
- Distinguish among criterion-referenced assessments and norm-referenced; bias in test development and design.
- Develop strategies for teaching and developing appropriate test-taking skills to ELLs.
- Use authentic assessments with real life application to develop the language and literacy skills in ELLs.
- Evaluate and monitor work against assessment criteria.
- Use assessment criteria against performance standards and use this information to reflect on practices to improve teaching focused primarily at ELLs.
- Effectively communicate strategy to articulate learning and instructional goals to ELL students, while demonstrating flexibility and responsiveness to their needs.
- Use the tools of tiered evaluation and instruction to close achievement gaps for their ELL students.

### **ESOL for Administration**

No. ELL-ED-298

#### **Category IV**

**60 hours**

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.

#### **Course Outcomes:**

- Understand the role of diversity, and its role in, and affect on, the school community.
- Learn about and apply strategies for enlisting involvement of the home family.
- Develop working knowledge of, and utility with, resources and materials that support student growth in language and overall academic achievement.
- Understand 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.
- Understand how to represent the legal interests of ELL students in the wider school community.
- Understand the role of state and federal government in ESOL programs and how to support their academic achievement through teacher professional development and parental support.
- Develop and practice with strategies that aid paraprofessionals in supporting ESOL/ELL academic growth in all content areas.



- Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
- Understand and apply language acquisition and theory.
- Design curriculum supports and use strategies that further language acquisition.
- Understand how to support ESOL participation in gifted programs, academic intervention programs.
- Understand how to identify special education needs in ELL students, and learn the referral process when indicators are recognized.
- Demonstrate knowledge of the school site administrator's role and responsibilities 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.

### **Clinical Educator Training: Teacher Support Specialist**

#### **60 hours**

This 60-hour course will develop effective mentoring and coaching competencies while demonstrating how to collect and analyze multiple data to develop a systematic approach for aiding teachers in more effectively addressing student needs. Feedback and communication protocols will develop professional performance and will include training in basic interpersonal communications. Systematic conference procedures to be applied in supervising, mentoring, and coaching roles will be of primary importance. This course is the online framework for field-based interactions designed to apply feedback protocols, data collection and analysis methods, and add to skills in evaluating professional development plans to assure they are implemented with fidelity and effectiveness. A case scenario and practice exercises will culminate the clinical experience.

#### **Course Outcomes:**

- Understand how to support new teachers, teachers new to districts, and teachers at-risk through research-based methods and resources.
- Develop strategies for effective data collection methods.
- Develop strategies for effective feedback, conferring, and overall communication.
- Practice the art of mentoring and cognitive coaching with student achievement as the focus.
- Understand and practice with effective feedback strategies, refine them, and develop resulting action plans.
- Set and meet milestones for success through a case scenario and practice exercises embedding newly acquired supervisory, mentor, and coaching skills.