EDU 6185: English Language Learners in General Education Classroom
Winter 2018

Tuesdays: 5:50 – 8:50 pm

Required Text(s)/Software/Tools:


Recommended:


All other articles, lesson plan template and other resource materials will be posted on Blackboard

These sites will be used throughout the class:

www.wida.us. The WIDA Download Library offers resources and materials for ELL educators, including standards, guiding principles, sample items, and CAN DO descriptors

www.wida.us/membership/states/Massachusetts.aspx, provides information about WIDA in Massachusetts, including contact information, test administration dates and policies, professional development opportunities, and training and certification information for prospective ACCESS for ELLs test administrators.


Course Prerequisites
EDU 6104: Child and Adolescent Development and Learning and EDU 6107: Inclusion, Equity and Diversity

Course Description
The course is designed to introduce K-12 general educators to skills that enable them to work effectively with English language learners in their classrooms. Students will explore the history of bilingual education in the United States and other programs used to teach English language learners. Students will be introduced to the structural levels of language and to principles, theories and processes of language acquisition. The course offers participants the skills to develop sheltered English instructional strategies and to teach reading, writing, speaking and listening skills in the content area to enable ELLs and all students to participate in the curriculum specified in the Common Core State Standards. Participants will scaffold lessons that can be used in any classroom setting where English language learners are present and plan lessons using sheltered instructional protocols in their specific content areas.

Course Outcomes

- Recognize, understand and explain key terms and varied approaches to the instruction of English language learners.
- Identify stages of language acquisition and the impact on fluency, communication and proficiency
- Design and deliver meaningful and culturally responsive lessons that integrate the four domains of language, include content and languageobjectives, incorporate appropriate strategies and techniques for ELLs to access content, and reflect the World-Class Instructional Design and Assessment (WIDA) standards
- Create a learning environment that promotes the equity and learning of all students;
- Effectively communicate and engage parents in instructional goal setting and planning;
- Select, analyze and reflect on materials and assignments appropriate for diverse English Language Learners at different ages and with different English Language Development (ELD) levels;
• Apply principles of sheltered English instruction as they relate to Common Core State Standards, Massachusetts Curriculum Frameworks, and WIDA English Language Development standards
• Access and validate children’s prior knowledge in their native language and build upon that knowledge;
• Analyze and/or develop content-area specific curricular materials intended to promote literacy.
• Plan and deliver lessons that are characterized by student interaction, student questions, cooperative learning, and appropriate group work;
• Select appropriate classroom assessments that allow students at different levels of English proficiency to demonstrate what they know and are able to do.

The purpose of this course is to prepare teacher candidates with the knowledge and skills to effectively shelter content instruction for the English Language Learner student population. This course is designed with the understanding that all students deserve quality instruction and access to the curriculum. Creating a respectful, inclusive environment for all learners with an appreciation of cultural, linguistic and learning differences is the responsibility of all teachers and schools. **This graduate level endorsement course is offered for a full term in a hybrid format.** A hybrid format means both an on-ground and online component, with responsibility for active participation by the student in each format. This course will be divided into three modules:

**Module 1: Historical and Cultural Context of SEI (Week 1-4)**
Demographics, history, laws and regulations, socio-cultural context of ELLs, working with families and communities, theoretical framework for second language acquisition

**Module 2: Language and Literacy Function and Development (Weeks 5-8)**
Language teaching: affective filter, comprehension, interaction, methodology for vocabulary, reading, writing development across the content areas; building background knowledge and academic language

**Module 3: Incorporating WIDA standards and Assessment (Weeks 9-12)**
Scaffolding ELLs: curriculum and lesson planning, literacy competencies within common core standards, formative and summative assessments, WIDA framework for proficiency.

**Methodology**
This is a twelve-week course that is designed for interaction online and on-ground. Course materials will be posted online throughout the course. Your responsibility is to follow the menu for the week, including reading/viewing all materials under Course Materials. You then proceed to the Discussion Board where you will see a prompt for a threaded discussion. The prompt will be posted by Saturday each week. You are expected to participate in the discussion by responding to the prompt by the following Thursday at midnight. Your participation includes reading your classmates’ responses and continuing the conversation by posting another response by Sunday at midnight.
Assignments and Grading
You will have the opportunity to demonstrate your knowledge and application through multiple assessments. Grading rubrics will be posted our Blackboard site.

Participants will be responsible for submitting the following evidence of their learning:

1. Discussion Board (weekly)
Weekly prompts with active discussion will be required to reflect and analyze assumptions and learning. (20%)

2. Understanding Our Students: Synthesis and Analysis
Interview, synthesis, and analysis of an English Language Learner. (10%)

3. Text Analysis:
Paper analyzing selection of informational text typically used in your classroom for linguistic demand and identifying challenges for comprehension. Students will be required to give three examples of how to modify the text for more comprehensible input. (10%)

4. Strategies Demonstration: One on-ground class will include presentations by learning teams with members demonstrating and critiquing instructional strategies. (10%)

5. Sheltered Content Lesson Plans/Unit: Teacher candidates will adapt a minimum of one lesson plan and create a content area unit that will differentiate instruction and provide scaffolding for ELLs. Addressing SIOP, WIDA standards, and Common Core State Standards and/or Massachusetts Curriculum Frameworks are required. (25%)

6. On Ground Participation: Participation in On Ground Sessions. (15%)

7. Final Reflection: Reflection on course materials, resources and how teacher candidates envision their effective teaching in a culturally responsive classroom. (10%)

8. ePortfolio: A demonstration lesson plan with reflection will be posted on teacher candidate’s ePortfolio

8. Early Field Work: Students enrolled in Northeastern University’s MAT program are expected to complete assignments and observation hours before they enter student teaching. Early Field Work is required by the Massachusetts DESE for pre-services
teachers, and it is also an integral component of candidate preparation from a programmatic perspective.

The goal of early field work is to prepare MAT students for student teaching, exposing them to the workings of a real classroom and to help hone their skills as practitioners through observing expert teaching. Teacher candidates are not limited to a passive role in the classroom and may assist, work in small groups, provide one-on-one assistance to deepen their observation, understanding and experience, if that is supported and approved by the Supervising Practitioner.

**This course requires 10 practicum hours.** Depending on a candidate’s schedule, this requirement may be met in a variety of ways. Candidates interview an English language learner (may happen outside of formal placement) and complete observations in the content area to support the development of lesson plans in the SIOP model within the candidate’s content area. Observation may be in a variety of settings, with a variety of age groups, and/or a variety of English learners. A short teacher interview is required. Please see the course Blackboard and/or the MAT Resource Center for further details and a Field Work Hours Log that must be completed and submitted.

**Submission of Work**
In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback clicking on Tools, View Grades from the Northeastern Online Campus tab.

**COMMUNICATION WITH THE PROFESSOR**
You will receive frequent assignments and updates through your Northeastern University email. You are responsible for checking e-mail daily and having daily access to the course. Any technical difficulties that may impact your ability to complete your work must be immediately reported, documented, and logged with Northeastern’s support staff. Contact your professor immediately, as well.

**Professor Participation in Weekly Discussions:** The weekly discussions are intended to create a conversation among students, not a back-and-forth between the professor and students. I believe in your capacity for taking the discussion in interesting and productive directions. Therefore I will not respond to each message. Please know that I’m “listening” intently.

**Messages and Announcements:** I regularly post announcements with observations and questions designed to spur, focus, or deepen the whole group’s discussion. I’ll also send logistical updates as needed. I typically post a Blackboard announcement that is also forwarded to your Northeastern email. This redundancy ensures that everyone in the course sees the communication.

**“Class Café” Discussion Area for General Questions:** In addition to topic-specific discussions that are part of in each week’s work, there is a Forum included in the Discussions area entitled Class Café. Use this forum is a place to post requests for clarification on content or assignments. If you have a question, others are probably wondering about it, too. This discussion allows the whole class to benefit from your query. *Note:* Some of your questions
might be specific to your own work, and these should be communicated via email and/or during a scheduled phone appointment.

**Office Hours:** Flexibility of location is one of the benefits of online learning. Students access this class from a wide range of time zones. Use the course email tool to request a meeting and we will find a time that works for both of us. We can talk over the phone or face-to-face using Skype.

**Getting Help:** The best place to go for help depends on the specifics of your concern or question. As noted above, please post *course-related questions and concerns* to the "Ask the Instructor" discussion. It's also a good idea to check this discussion regularly to stay in the loop on questions and clarifications. Tip: the discussion “subscribe” option forwards messages directly to your email, making it easier to monitor.

If you have **technical questions or concerns**, please visit or call Northeastern’s Online Support Center at [http://nuonlinebbsupport.neu.edu](http://nuonlinebbsupport.neu.edu) to access tutorials and live chat support, or call the Center at 855-836-3520.

**Attendance and Participation**
Participation in class is essential to success whether the course is conducted in a traditional classroom setting, in a blended format, or as an online class. Students are expected to arrive on time and be present and active class participants. Each week will include an opportunity to demonstrate your understanding of the material. **Attendance is expected at every class.** If you must be absent, please follow the following procedure:

1. Email instructor prior to class, if at all possible.
2. Read the class agenda and materials posted on Blackboard.
3. Contact a fellow student. Although I am happy to meet with all students for discussion or clarification, I am not able to have individual appointments “to make up what I missed in class.”
4. Unexplained absence from regularly scheduled classes or failure to participate online will impact students’ academic standing. Do not postpone contacting your instructor immediately. Documentation of illness, etc. may be requested. **Unexcused absences will result in a 5 point deduction from the final grade per class missed.** Alternatives for missed class presentations may (at the discretion of the instructor) be offered for up to a maximum partial credit of only
70% of the assigned project points. Please be on time to class.

**General Assignment Notes**

Extensions of deadlines are given under only the extenuating circumstances with prior communication at the discretion of the instructor. Students must notify the instructor, in advance, if you cannot complete an assignment by the published submission deadline.

The instructor reserves the right to make no exceptions for late work. If late work is accepted, it will be at a minimum deduction of 5 points per each 24 hour period or portion thereof after the due date/time. All formal written assignments should be typed, double-spaced with 12-point font, references APA style and submitted via TURNITIN. All work (reflections, online discussions, in class discussions) must be grounded in relevant readings and theory. You will be expected to know from where your information came in writing AND in discussion. APA format and citations are required for ALL work – including Discussion Board posts. APA format is used in the fields of education, psychology, and linguistics.

**Academic Honesty**

Plagiarism and cheating are not allowed under penalty of failure. These acts will be dealt with in accordance with University policies described in the Student Handbook. If you have any questions about citing references in your work or using information developed by other individuals regardless of whether this information has been previously published, it is always a good idea to ask before submitting your original work. Northeastern University is the commitment to the principles of Intellectual honesty and integrity. Assignments must demonstrate the student’s own work efforts. For more information, please refer to the following hyperlink:
http://www.coe.neu.edu/~jaisaacs/honesty.html

**Accommodations for Students with Disabilities**

Students with disabilities, including “invisible” disabilities, such as chronic diseases and learning disabilities, are encouraged to discuss accommodations that might be helpful for them. On campus, the Disabilities Resource Center (20 Dodge Hall; 617-373-2765) can provide you with information and other assistance. Northeastern University and your instructors have a legal and ethical responsibility to ensure that students with disabilities have “an equal opportunity to work and to learn and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services. The course is designed to offer choices to demonstrate your learning and participation. You also may request other options/accommodations. Please talk to your instructor about your learning needs.

Changes to the syllabus and schedule may be made during the course at the discretion of the instructor.
Learning Objectives
By the end of the week, you will have the opportunity to:

- Identify concerns general education teachers have about teaching English language learners (ELLs).
- Recognize levels of language proficiency and explain the language characteristics of language learners.
- Identify the technical terms and numerous acronyms associated with English Language Learners.
- Consider and examine the difficulties and frustration around communicating as a second language learner.
- Explain the demographics of ELLs and the changing classroom.
- Describe core beliefs about effective instruction for ELLs.
- Identify state and federal laws and the responsibilities for teachers pertaining to ELLs.
- Navigate the WIDA ELD Proficiency levels.
- Describe the principles of first language acquisition and become familiar with various linguistic theories.
- Describe fundamental theories related to SLA, including Cummins Common Underlying Proficiency, Basic Interpersonal Communications Skills (BICS) and Cognitive Academic Language Proficiency, Krashen’s Five Hypotheses, language competence v performance.
- Differentiate between social and academic language.
- Discuss the significance of various key factors (age, prior schooling, school culture, metalinguistic/metacognitive awareness, motivation, personality) on second language acquisition.
- Demonstrate knowledge of sociocultural, political and ideological factors that can affect second language development.
- Differentiate among bilingual school program models and tell when each is appropriate.
- Describe how the principles of second language acquisition can be used in the general education classroom to facilitate language development of ELL students.
- Explain Sheltered Instruction Observation Protocol (SIOP) and its components.
- Distinguish between content objectives and English language objectives and identify effective examples of each.
- Analyze elements of Sheltered Instruction Framework (SIOP Protocol) and SEI Endorsement Lesson Plan template.

Readings
After careful review of the syllabus and discussion board guidelines, read the following:
Text: Echevarria and Graves, Chapter 1 & 2

What is RETELL and why was it implemented?  
[http://www.doe.mass.edu/boe/docs/2012-05/item3.html](http://www.doe.mass.edu/boe/docs/2012-05/item3.html)

How have things in the state changed as a result of RETELL?  
[http://www.doe.mass.edu/retell/2012-1207SEIendorse.html](http://www.doe.mass.edu/retell/2012-1207SEIendorse.html)

National ELL graduation Rates: [http://matsolnews.wordpress.com/](http://matsolnews.wordpress.com/)

Be prepared to discuss WIDA proficiency levels.


Text: Echevarria and Graves, Chapter 3


Assignment

1. Interview an ELL student. Prepare thoughtful questions about their interest, experiences, family, culture, goals, and how the student feels about learning and school. Observe the student’s socialization, discourse with peers and other teachers, and cultural differences. Write a paper describing the student and cultural background, what challenges the student may face, and what you have learned about creating a safe, inclusive and accessible environment? If you cannot interview a student, please create a profile for a hypothetical ELL student that you might encounter. Use the same criteria as mentioned for student interview.

2. Analyze a lesson you have designed and compare the SEI Endorsement Lesson Plan template.

Reflect, respond and discuss:

1. Introduce yourself and consider the following. This course is about delivering content to English language learners. On the surface the focus seems to be language and teaching language learners English. However, the main focus of this course is the delivering of content. Do you have a content specialty? If you are looking to be a primary school teacher what specific content area appeals to you? How will specific content knowledge make you a better teacher of English language learners? Describe a content-area teacher who inspired you to learn. Why did that teacher stand out as an effective teacher? Based on what you have learned in your formation as a teacher for all students, describe how these qualities would be beneficial to ELLs.

2. Does the service model at your school (or student teaching site) have any bearing on any of Krashen’s theories on second language acquisition, specifically around the Affective Filter and providing Comprehensible Input? What are the cultural implications of the service model? Are there other ways you believe would better serve the needs of English Language Learners and their families?

3. Both form and content are needed for academic achievement. How do we distinguish them and plan for developing both. Share your ideas and challenges.

Weeks 3 and 4 - Language Teaching in a Culturally Responsive Classroom: Affective Filter, and Sheltered English in the Content Areas

Learning Objectives
By the end of the week, you will have the opportunity to:

- Describe the "affective filter" and common fears and frustrations of English learners.
• Identify ways to promote emotional and intellectual fairness and security.
• Discuss how aspects of a classroom environment, teaching practice, or interpersonal interactions with students and families can impact an ELL's affective filter.
• Recognize that culture shapes our views and heavily influences the strengths and needs of ELLs in the school environment.
• Recognize and identify the complex processes involved in developing academic literacy.
• Explain fluency, how long it takes to proficiency and how socio-culture, political, ideological factors and effective instruction impact second language learning.
• Explain elements of culturally responsive practice in classrooms and how teachers can promote a culture of access and inclusion.
• Create schools and classroom environments that reduce the environmental “affective filter”.

Readings:
Echevarria & Graves, Chapters 3 & 5

Coleman, R and C. Goldenberg. 2010. What does research say about effective practices for ELLs? Kappa Delta Pi Record 45 (2) 60-65.


Watch and reflect on the following videos: The AFFECTIVE FILTER
http://www.youtube.com/watch?v=FHBFN-xyrDE&feature=player

Student Voices
https://www.youtube.com/watch?v=l01ruuRys7Y

Video: Cross Cultural Communication Skills
Jeannie Oakes argues that teachers need to develop the capabilities to engage in cross-race interactions with families, some of whom may feel uneasy about their relations with schools.
http://tolerance.org/tdsi/asset/enhancing-teachers-cross-cultural-commun


Assignments:
Continue reading and posting on Discussion Board. Interview, Observation and Analyze: ELL students (see syllabus/Assignment/rubric)

Reflect, respond and discuss
1. Using the case studies about linguistically diverse students from Nieto (2012) and discuss how students’ linguistic and literacy development are impacted by the home, community, and school. What can we learn and apply as teachers to enhance the learning environment for our SEI students? How can we keep our Affective filter low?

2. Share what you learned and how your thoughts or feelings have changed (or stayed the same) regarding the education and/or life of an ELL student. Did anything surprise you? Will you do anything different in your practice?

Weeks 5 and 6 - Making Content Comprehensible (Input), and Methods of Language Teaching

Learning Objectives:
By the end of the week, you will have the opportunity to:

- Describe the SEI program and instructional components for ELLs
- Explain the difficulties that language learners will encounter in reading and writing content material.
- Label and analyze how different language proficiency levels will affect how to deliver content material.
- Recognize and identify the complex processes involved in developing academic literacy.

- Explain how varying reading abilities in language learners’ first language will assist in the process of acquiring English.
- Identify effective strategies for making content comprehensible
- Analyze a common text for linguistic demand and potential areas of comprehension challenges for ELLs
- Research the components of various methods and approaches to language teaching.
- Highlight important instructional strategies of various methods.
- Compare and contrast strengths and weaknesses of various language teaching methods and approaches.
- Distinguish between content objectives and English Language objectives.
- Explain the benefits of direct instruction in vocabulary, reading writing, listening and speaking
Readings:
Echevarria and Graves. Chapters 4, 6, & 7


Jigsaw:
Framing Main Ideas and Pacing Speech
Vocabulary Development
Graphic Organizers
Modification of Academic Text
Listening Guides
Check for Understanding
Contextualization
Text: Echevarria, J and A. Graves. Chapter 6

Assignments: Text Analysis
1. Using an informational text typically used in your classroom (student teaching and/or field experience), write a two – three page paper including (but not limited to) the following questions:
   • Which may present reading comprehension challenges for your ELL students?
   • What would make these parts of the text challenging?
   • What instructional strategies might you employ to make this text more accessible?

2. In class activity: Presentations & jigsaw on program alternatives for linguistically diverse students. Be prepared to chalk-talk explaining your section of the CREDE jigsaw on program alternatives for linguistically diverse students. Read your assigned section (choices: sheltered instruction, newcomer programs, transitional bilingual programs, developmental bilingual education, foreign/second language immersion, and two-way immersion), plus the “Making Choices” section on pp. 40-43. Available online at www.cal.org/crede/pdfs/epr1.pdf

Reflect, respond and discuss
1. Considering that every content discipline requires writing, including math and science, what type of writing assignments does your content area require? How do you teach or how would picture teaching students to use academic vocabulary words in their writing? How might you approach the teaching of vocabulary in your content area alongside the teaching of the academic vocabulary? How will you incorporate comprehension strategies and self-monitoring?

2. Considering your content area and in particular the reading load required in your content area, what kind of language instruction can you deliver in your classroom? It would be hard to expect you to be able to do the level of language instruction that they describe in the articles but are there language features described in the articles that you would like to be able to incorporate into your practice? Are there other language parts of language instruction that you feel you should teach as part of your teaching? We have talked extensively on questioning and developing topics through questions, describe how your article views the approach to asking questions and do you agree with this methodology.
**Weeks 7 and 8 - Vocabulary Development for ELLs, and Creating Opportunities for Adjusting Discourse to Enhance Learning**

**Learning Objectives:**
By the end of the week, you will have the opportunity to:

- Analyze the demands of content area text, students’ background knowledge, and proficiency levels on student academic literacy development
- Identify the importance of oral language development for developing literacy competency
- Explain the relationship of vocabulary to SEI.
- Practice teaching new vocabulary using instructional protocol and distinguish three tiers of vocabulary.
- Discuss features of academic language in WIDA’s Standards and Proficiency levels.
- Utilize WIDA tools, such as CAN DO descriptors, rubrics, Model Performance Indicators)
- Explain why interaction is important and necessary for all students, especially ELLs.
- Explain how traditional classroom talk does not produce sufficient output time for students.
- Use language modeling to increase students’ opportunities for output.
- How to start an Academic Conversation
- Make text comprehensible by using graphic organizers
- Make classroom talk comprehensible by using listening guides.

**Readings**

Heller, R & C. Greenleaf. 2007. Rethinking the role of literacy in the content areas. In Literacy instruction in the content areas: Getting to the core of middle and high school improvement (pp. 7 -14). Washington, DC: Alliance of Excellent Education.


Echevarria & Graves, Chapters 8

Assignments:
1. Using two of your current lessons plans, modify two lesson plans to meet the needs of ELLs. Review and provide feedback to your assigned partner.
2. Continue developing your Unit plan.

Reflect, respond and discuss
1. What strategies do you currently employ, or plan to employ to teach vocabulary? Discuss features of academic language in WIDA’s Standards and Proficiency levels. Describe how you might group your students for the reading and vocabulary activities you employ, or would like to employ, for your content area.

2. What are the current views of literacy acquisition and best approaches to literacy for English language learners (ELLs) and speakers of different English dialects? What are the current views of literacy acquisition and best approaches to literacy instruction? How can assessments eliminate bias based on language instruction? How can assessments eliminate bias based on language?

Weeks 9 and 10 - Understanding WIDA and writing literacy, and Standardized Assessments for ELL

Learning Objectives:
By the end of the week, you will have the opportunity to:
• Utilize WIDA tools to support ELLs at different proficiency levels to meet Common Core State Standards.
• Explain the relationship of writing to: four language domains; essential shifts relating to literacy and Common Core standards; WIDA Functional Components of Academic Language, SEI theory and practice
• Plan and model instruction that explicitly teaches writing strategies
• Analyze students writing samples
• Plan writing lessons for EL at grade and proficiency levels
• Describe the characteristics of the WIDA ACCESS for ELLs assessment.
• Compare and contrast strengths and weaknesses of various standardized assessments.
• Discuss how other standardized assessments compare to the WIDA ACCESS for ELLs.

Readings:


Assignment:

1. In class analysis of Sheltered Content Lesson Plans.
2. Continue working on lesson/unit plan. Complete online short assessment on comparing WIDEA ACCESS for ELLs to other standardized assessments.

Reflect, respond and discuss

1. Explore the shifts in literacy and Common Core Standards and its impact on practice.
2. How can we make standardized testing more accessible to ELLs? Discuss your experience and your learning about strengths and challenges of standardized testing.

Weeks 11 and 12 - Putting it Together in a Classroom, and Review, Reflect and Resources: Diversity and Context

Learning Objectives:

By the end of the week, you will have the opportunity to:

• Modify a lesson for an ELL at ELD proficiency 1, 2, or 3
• Modify a lesson for an ELL at ELD proficiency 4 or 5
• Implement strategies to create comprehensible input.
• Implement pair/grouping strategies to produce output.
• Use language modeling to increase students’ opportunities for output.
• Evaluate text complexity for linguistic demand and identify potential areas of challenge for ELLs.
• Identify academic language in texts and contextualize teaching vocabulary.
• Describe characteristics of a broad range of ELLs: gifted, special needs,
• Recognize and affirm that English proficiency is not an indicator of cognitive ability and that ELLs may possess strong cognitive, creative, and social skills and abilities at all stages of English proficiency.
• Discuss challenges of English learners with specific learning needs including SIFE students, ELLs with disabilities, and gifted ELLs.
• Model and critique practices for ELs in a general education classroom
• Develop a compendium of resources from collaborative work with colleagues
• Reflect on assumptions, dispositions and practice.

**Assignment:**
1. Demonstration from learning teams; provide critical feedback to presenters; complete unit development and SIOP Protocol.
2. Completion of all assignments, including Final Reflection