

Teaching the English Language Learner™ Online

3 GRADUATE CREDIT HOURS

Improve your skills with an online graduate class from PLS 3rd Learning. Discover practical, research-based strategies that impact student learning. Grow with frequent, practical coaching from an experienced instructor. Collaborate with colleagues from around the globe. **Register today at PLSClasses.com.**

Course Description:

Design academic content to guide English language learners toward linguistic proficiency.

Key Outcomes:

- Describe language, language acquisition, language development, and second language learning.
- Design and deliver instruction for standards-based English language teaching.
 - Address language and content learning for second language learners in an effective learning environment.
- Summarize the daily issues of assessing and evaluating language learners.
- Consider the social and intercultural aspects of language development.

Sample Assessments:

Assessment 7-B-1: Assessment Plan

1. Use the criteria detailed in “Key Information” to develop an assessment plan for ELL and mainstream students.
2. Post your assessment plan to the “Discussion” tool.
3. Review and post your response to at least one peer’s assessment plan.

Assessment 8-D-1: Final Mini Case Study

1. Write a finalized version of the mini case study you have developed throughout the modules of this course. Include the following:
 - a. All feedback you received from your instructor and classmates.
 - b. The person’s name and the suggestion given.
2. Headings to the specific parts of the case study.
3. Information from the course you submitted (copied and pasted).
4. Evidence of what you have gained from this course as a whole.
5. A connection between the research and readings in the course to your case study.
 - a. Properly cite evidence and resources.
6. A thorough reflection encompassing your opinion throughout this process and any changes you would make if/when you were to do it again.

Alignment to Standards:

This course aligns to INTASC, NBPTS, and Charlotte Danielson’s *Framework for Teaching* components 1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 3A, 3B, 3C, 3D, 3E, 4A, 4C, 4E, and 4F.

Available at PLSClasses.com:

- ↪ Class Schedules
- ↪ Course Syllabi
- ↪ Instructor Profiles
- ↪ FAQs

Deposit required. Visit PLSClasses.com for details.

Please be aware that each state and educational district has its own guidelines and rules. It is your responsibility to make sure that our courses fulfill your school’s requirements for professional certification.

To learn more about our online classes or to register,
visit PLSClasses.com or call 866.757.2527.

Dear Educator,

PLS 3rd Learning has been committed to the educational community since 1969. Dedicated to supporting teacher effectiveness in K-12 schools, we have impacted the daily practice of more than a half million educators to date. Our graduate level and professional development courses—which are designed and delivered by experienced educators—are rooted in research-based practices, vigorous coursework, and relevant technologies.

Courses are robust, well-researched, and structured.

Our reference library features resources from well over 100 experts in education, and our courses cite a wide variety of published works in educational theory and design. Individual courses have specific time requirements, durations, assignments, threaded discussion posts, and other forms of participation due by the end of each module. Most classwork is asynchronous, allowing flexibility for online students. Maintaining a routine schedule enriches discussion and interaction.

Each course is led by an experienced educator.

Our course instructors have firsthand experience working with superintendents, administrators, teachers, and students. As qualified content experts and course facilitators for online community and collaboration, each instructor oversees the entire learning experience; connects with participants through class discussions, private messages, and synchronous chats; provides timely, meaningful feedback after each assignment; and is required to be present and active at least once every 24 hours (although most are online often throughout the day).

Assignments revolve around a community of learners.

Typical assignments include small and large group class discussions, collaborative projects, and job-embedded activities. In most instances, assignments require participants to make meaningful contributions to the online class community. Instructors read every discussion and response, adding questions and comments to guide participants toward deeper insights and awareness. Other learning activities are submitted privately to the facilitator for further feedback and grading.

Today's K-12 educators face unprecedented pressure from politicians, taxpayers, and parents to boost student performance with fewer resources. PLS 3rd Learning understands this pressure and is well-prepared to support your team with time-tested, research-based, and highly engaging professional development and graduate courses. We would welcome the opportunity to learn how we might contribute to your continued success.

For more information, please visit PLSClasses.com.

Yours in education,

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