Teaching the English Language Learner™ Online

Course Description

Teaching the English Language Learner™ Online provides educators with the knowledge, skills, attitudes, insights, and resources to service English language learners (ELL) in their journey to becoming linguistically proficient while acquiring academic content to compete with native speakers in a consistently competitive global and information-driven society.

Because accessing information is vital for all learners, teachers must be prepared to help second language learners in the classroom become self-directed, enabling them to confidently use English in listening, speaking, reading, and writing for social and academic purposes. Participants will become acquainted with the English language learner as well as with the most popular theories and best practices based on a strong body of research that guides second language instruction.

The foundation of this course rests on the current Teachers of English to Speakers of Other Languages (TESOL) standards, which are included in the National Council for Accreditation of Teacher Education (NCATE) national standards for teacher education. These standards target five domains: language, culture, planning, assessment, and professionalism. TESOL standards aid teachers in constructing learning environments that support second language learning and literacy development as well as content area achievement. Other topics that are explored focus on oral language development, content reading and writing in English, and classroom and standardized assessment in ELL. Literacy instruction and assessment are targeted, as they serve to set the foundation for future academic achievement across the curriculum.

Professional development and performance in the field round out this course by examining research in continuing education for ELL instructors, the history of second language acquisition in the United States, the perusal of grant opportunities for program support, and the legal dimensions governing service for second language learners in today's classroom.

Course Alignments

This PLS 3rd Learning course is aligned to Charlotte Danielson's **Framework for Teaching:**

Domain 1 – 1A, 1B, 1C, 1D, 1E, and 1F
Domain 2 – 2A and 2B
Domain 3 – 3A, 3B, 3C, 3D, and 3E
Domain 4 – 4A, 4C, 4E, and 4F

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Describe language, language acquisition, language development, and second language learning.
2. Recognize the value of students' native languages and cultures as the foundation for developing academic language proficiency.
3. Relate language to the core curriculum content areas such as language arts, mathematics, science, and social studies.
4. Utilize the performance definitions of the Five Levels of English Language Proficiency as per current TESOL standards for Pre-K through 12.
5. Explain the importance of culture and the diversity of learners today, cultural groups, and cultural identity as it influences learners in the classroom.
6. Consider the social and intercultural aspects of language development.
7. Design and deliver appropriate instruction for standards-based English language teaching that addresses language and content learning for second language learners and an effective learning environment.
8. Access a variety of valuable resources and tools for instructional support, materials design, and overall creation and maintenance of a nurturing, effective classroom.
9. Summarize the issues of assessing and evaluating language learners daily in the classroom.
10. Access a wide range of instruments and methods used to test for language-level proficiency and content-area progress.
11. Recall historical data and research that supports English instruction and its development as it is integrated into content areas.
12. Construct partnerships, grant opportunities, and networks to advocate for the field of English as a second language.
13. Pursue continuing professional education in order to develop state-of-the-art skills and strategies to consistently and effectively meet the needs of English language learners.
14. Explain the need for an infrastructure that is aligned with United States federal legislation as it relates to the education of minority language students and their rights to fair education.

Required Texts

Gottlieb, M., Carnuccio, L., Ernst-Slavit, G., & Katz, A. (Eds.). (2006). *PreK–12 English language proficiency standards*. Alexandria, VA: TESOL.

Instructors and learners will also use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

Topical Outline	List of Concepts
Introduction to English as a Second Language: Linguistic and Cultural Issues	Overview of English language learners; conceptual framework for TESOL standards; organization of TESOL standards
Second Language Acquisition: Theory and Practice	Second language acquisition; language acquisition theories and Krashen's 5 Hypotheses; processes and factors of learning a second language in school
Instruction and Methodology: Classroom Practices for English Learning Instruction	Ways to implement TESOL standards; classroom practices for English learner instruction; methods of sheltered English for English language learners
Instruction and Methodology: Oral Language Development in Second Language Acquisition	Oral language development in second language acquisition
Instruction and Methodology: Content Reading and Writing	Content reading and writing in English language learning

Assessment: Classroom and Standardized Assessment in English Language Learning	Classroom and standardized assessment in English language learning
Assessment: Reading Assessment and Instruction in English Language Learning	Reading assessment and instruction in English language learning
Professionalism in ESL	Research in the following areas: continuing education opportunities for English-as-a-second-language teachers, history of second language acquisition in the United States; grant opportunities, legal dimensions of servicing second language learners

Course Assessments and Links to Institutional Outcomes and Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple grade activities to be completed throughout the term. Additional learning activities include whole-group and small-group discussions and assessments for a total of 953 points.

Modules	Topics of Modules	Points	Correlations With Course Outcomes
Module 1:	Introduction to English as a Second Language: Linguistic and Cultural Issues	123	2, 4, 5
Module 2:	Second Language Acquisition: Theory and Practice	120	1, 3, 6
Module 3:	Instruction and Methodology: Classroom Practices for English Learner Instruction	99	7, 8
Module 4:	Instruction and Methodology: Oral Language Development in Second Language Acquisition	84	7, 8
Module 5:	Instruction and Methodology: Content Reading and Writing in English Language Learning	70	7, 8
Module 6:	Assessment: Classroom and Standardized Assessment in English Language Learning	77	9, 10
Module 7:	Assessment: Reading Assessment and Instruction in English Language Learning	86	9, 10
Module 8:	Professionalism in ESL	149	11, 12, 13, 14
All:	Course Project	145	9, 12, 13
	Total	**953**	

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant's individual grade level, subject area(s), and classroom.

Grading Scale

The course facilitator will post the college-specific grading scale.

PLS 3rd Learning's Late Policy

There will be a 10% deduction of points per day for all posts and submitted assignments that are late. Replies posted after the due date will earn no points. In rare cases, partially or poorly completed assignments may be resubmitted for partial credit at the discretion of the instructor. The following exceptions apply:

- If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed module before leaving.
- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

PLS 3rd Learning's Participant Drop Policy

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the $50 deposit.

PLS 3rd Learning's Academic Integrity Policy

PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

Identity Authentication

The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the student's computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

Course Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

Alignments to Charlotte Danielson's *Framework for Teaching*

Each PLS 3rd Learning course is aligned to the components in Charlotte Danielson's *Framework for Teaching.* The alignments for this course are listed below.

DOMAIN 1: PLANNING AND PREPARATION
1A. Demonstrating Knowledge of Content and Pedagogy
1B. Demonstrating Knowledge of Students
1C. Setting Instructional Outcomes
1D. Demonstrating Knowledge of Resources
1E. Designing Coherent Instruction
1F. Designing Student Assessments

DOMAIN 2: THE CLASSROOM ENVIRONMENT
2A. Creating an Environment of Respect and Rapport
2B. Establishing a Culture for Learning

DOMAIN 3: INSTRUCTION
3A. Communicating with Students
3B. Using Questioning and Discussion Techniques
3C. Engaging Students in Learning
3D. Using Assessment in Instruction
3E. Demonstrating Flexibility and Responsiveness

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
4A. Reflecting on Teaching
4C. Communicating with Families
4E. Growing and Developing Professionally
4F. Showing Professionalism

Course Outcome Correlations With Model Core Teaching Standards (InTASC)

Course Outcomes

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

1, 2, 3, 4, 5, 6,7, 8, 9, 10

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

8, 9, 10

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

11, 12, 13, 14

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

12, 13, 14

Course Outcome Correlations With National Board for Professional Teaching Standards (NBPTS) Five Core Propositions

Proposition 1: Teachers are Committed to Students and Their Learning.	Course Outcomes
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	**1, 2, 7, 11**
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	**1, 2, 3, 5, 6, 7, 9, 10**
NBCTs understand how students develop and learn.	**1, 4**
They respect the cultural and family differences students bring to their classroom.	**2, 5, 6**
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	**2, 5, 6**
NBCTs are also concerned with the development of character and civic responsibility.	**2, 5, 6**

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	**1, 3, 5, 6, 7, 10, 11, 14**
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	**1, 2, 3, 4, 5, 6, 7, 10**
They are able to use diverse instructional strategies to teach for understanding.	**1, 2, 3, 7, 8, 10**

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	**3, 4, 6, 7, 8, 9, 10**
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	**1, 2, 3, 4, 7, 8, 9, 10, 12**

| NBCTs know how to assess the progress of individual students as well as the class as a whole. | **3, 7, 8, 9, 10** |

| They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents. | **1, 2, 3, 7, 8, 9, 10, 12** |

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

| NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. | **8, 10, 11, 12, 13, 14** |

| They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. | **12, 13, 14** |

| They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice. | **12, 13, 14** |

Proposition 5: Teachers are Members of Learning Communities.

| NBCTs collaborate with others to improve student learning. | **2, 5, 6, 12, 13** |

| They are leaders and actively know how to seek and build partnerships with community groups and businesses. | **12, 13** |

| They work with other professionals on instructional policy, curriculum development and staff development. | **12, 13** |

| They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. | **12, 13, 14** |

| They know how to work collaboratively with parents to engage them productively in the work of the school. | **12, 13** |

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