Course: CTEL Preparation: Teaching English Learners across the Curriculum, SDAI, ELD, and Culturally Responsive Instruction

Presenters: Elizabeth Jiménez

Hours: 45

*Los Angeles Unified School District employees should contact KDS at 1-800-728-0032 or support@kdsi.org as* there is different a version of this course designed specifically for and approved by LAUSD.

Course Overview
This course is designed to give you the information and skills necessary to master the CTEL Competencies and to pass CTEL Exams 1, 2, and 3. It is strongly suggested that you take advantage of all of the practice, homework, and resources to ensure that you have the knowledge necessary to pass the CTEL exam. This course provides content knowledge of all of the CTEL competencies and will prepare teachers for the CTEL Exam.

How can academic content be delivered in the classroom so that English language learners succeed in all subjects? This course provides participants with model instructional and assessment practices that enhance English language learners’ understanding and achievement across all content areas. Participants first learn the foundations of language development and language acquisition, which prepares them to design and modify activities for their ELL’s different English proficiency levels. Presenter Elizabeth Jiménez demonstrates strategies for assessing student knowledge, identifying language learning objectives, and developing differentiated instructional lessons. She introduces research-based pedagogical practices that promote comprehension, such as background building; frontloading vocabulary; using graphic organizers to enhance higher order thinking; leveraging the primary language to facilitate learning; using culturally responsive materials; and employing media, technology and other visual supports to enhance learning. Participants learn how to preview their textbooks for idiomatic expressions and multiple meaning words and to plan lessons that incorporate academic language development and utilize primary language cognates.

Jiménez shifts her focus to sheltered instruction (or SDAIE). Participants observe several classrooms where English language learners are engaged in content-based ELD/ESL lessons, with Jiménez commenting on how to plan for and address task difficulty through sheltered instruction techniques. She surveys a number of ELD/ESL techniques and presents the benefits of various instructional supports, such as team teaching, peer tutoring, educational technology, and working with bilingual paraprofessionals to support student learning. Participants explore the importance of students’ culture, how to organize lessons around meaningful themes, how to communicate effectively with families, and how to engage families and communities in student learning. Through demonstrations, classroom observations, anecdotal examples, and interviews with students and educators, participants learn to apply ELL strategies to their own classrooms in all four domains of language: reading, writing, speaking, and listening.
Course Objectives
After completing this course, educators will know:

- The processes and stages of language acquisition
- The factors that influence second language development
- The characteristics of culturally responsive instruction
- How to communicate with and engage families and the community
- BICS and CALP
- Issues of validity and reliability in assessment of English language learners
- How to use scaffolding in ELD/ESL instruction
- How to organize ELD/ESL instruction around meaningful concepts and themes
- How to use team teaching, peer tutoring, educational technology, and working with bilingual paraprofessionals to support student learning
- How to select and use culturally responsive, age-appropriate, and linguistically accessible materials suitable for English learners
- How to select primary language materials and bilingual resources
- How to plan and implement a quality SDAIE/sheltered instruction lesson

Student Learning Outcomes
After completing this course, educators will apply the following skills:

- Evaluate second language levels of English proficiency
- Write lesson objectives in content classes to meet ELD/ESL standards and content standards
- Organize ELD/ESL instruction around meaningful concepts and themes
- Select and use culturally responsive, age-appropriate, and linguistically accessible materials suitable for English language learners.
- Use strategies for facilitating English learners' listening comprehension and speaking skills across the curriculum
- Utilize state-mandated standardized assessments to design, monitor, and refine ELL instruction and to identify, place, redesignate, or reclassify ELLs
- Avoid assessment issues related to reliability, validity, and test bias
- Apply strategies for ensuring that differentiated, standards-based assessment and instruction address the needs of English language learners
- Use formative and summative assessment to design and implement differentiated, standards-based instruction
- Embrace the concept of “Universal Access”
- Read and align to the English language development standards and English language arts standards
- Use Wiggins and McTighe’s backward lesson planning, curriculum calibration, and curriculum mapping
- Respect cultural differences and organize learning around those differences
- Use strategies for providing authentic opportunities for English language learners to use the English language for communicative purposes
- Minimize activities that adversely impact affective factors
- Analyze the content area textbook in order to plan sheltered lessons
- Plan and implement components of a quality SDAIE/sheltered instruction lesson

Units
1. Introduction to Teaching English Language Learners and Foundations of Language Acquisition
   Understanding how and in what stages children acquire language can significantly affect how educators teach English language learners. In the context of various language acquisition theories, presenter Elizabeth Jiménez explores how students’ develop—and can be helped to develop further—both their social and academic language. She outlines critical strategies that make language learning easier, including using cognates and designing context-embedded instruction.
2. Who Are Our English Language Learners – Data and Case Studies
What do the changing demographics of English learners in US schools mean to teachers trying to meet the needs of the English learners in their classrooms? To begin to make decisions about instruction design, participants examine the similarities and differences of the needs of newcomers, students with high levels of formal education, students with little educational background, students with interrupted formal education (SIFE), and long-term English learners. Participants view video of students at varying levels of language proficiency that illustrate differences in vocabulary, syntax, fluency and pronunciation. Participants also learn what a culturally responsive classroom should include, how to develop culturally responsive teaching techniques, and what can be done within the school and classroom to build bridges between home and school, as well as between academic abstractions and socio-cultural realities.

3. Theories, Models, and Processes of Second Language Acquisition
One of the great challenges to teachers is that English learners arrive in classrooms at different levels of proficiency in English. Presenter Elizabeth Jiménez explores this diversity in the context of the four domains of language—listening, speaking, reading, and writing—and the predictable characteristics of second language acquisition. Participants examine Dr. Jim Cummins’ work and Dr. Stephen Krashen’s five hypotheses of second language acquisition, while building a repertoire of ways to apply these thinkers’ principles in the classroom.

4. Linguistic Foundations: Receptive (Listening and Reading) Language Structure and Use
In this session, Elizabeth Jiménez demonstrates for educators how knowing some basics linguistics can help target instruction to English learners and accelerate student learning. Educators construct a contrastive analysis of English and Spanish to better understand why some sounds and grammatical structures are more difficult to learn than others and how this impacts speaking and writing in English. Jiménez leads participants through a series of activities designed to deepen understanding of transferable and non-transferable skills. Finally, participants review relevant research and best practices in the field of linguistics and language acquisition in order to better meet the educational needs of English language learners.

5. Linguistic Foundations: Expressive (Speaking and Writing) Language Structure and Use
Classroom practitioners know that even English learners who are more advanced may have difficulty with common, idiomatic expressions and multi-meaning words used in English language textbooks and class lectures. In this session, Elizabeth Jiménez demonstrates the pragmatic features of oral and written language that influence or convey meaning: use of formal or informal registers; idiomatic expressions; and gestures, eye contact, and physical proximity. Jiménez leads participants through an activity using an actual English learner’s writing sample to diagnose writing proficiency and plan the next steps for instruction.

6. Contrastive Analysis – Why Some elements of English are so Difficult and How to Help English Language Learners Overcome Them
Language is dynamic, which presents general difficulties when learning a new one. Learning English is further complicated by certain rules, patterns, and evolutions in the language. Jimenez explores with participants what constitutes language (e.g., phonology, morphology, syntax, semantics, and pragmatics), in order to address decisions teachers must make about instruction and assessment.

7. Contextual Factors in Second Language Acquisition
Why some English learners succeed in academic pursuits (especially in acquiring English quickly) and others seem to languish is a complex issue. In this session, participants view contextual factors that affect language learning, such as motivation, peer pressure, family values, and L-1 proficiency from three angles – the language, the learner, and the learning process. They then study essential strategies for developing instruction that addresses these contextual factors. In an interview Sal Flores, a young Latino who recently earned a GED, offers some advice for teachers about reaching disaffected students and others struggling with academic achievement.
8. Legal Foundations and Political Factors Affecting Language Development – Key Laws, Court Cases, and Policy Directions
Deciphering the major legislation, policies, landmark court decisions, and ballot initiatives regarding English learners in the United States can be a considerable task. This session provides an overview of the most essential and current relevant issues. Most importantly, presenter Elizabeth Jiménez discusses how these impact the classroom teacher in designing daily lessons and the school administrator in designing academically sound instructional programs that comply with the law.

9. Assessment of English Language Learners – Roles, Purposes, and Types of Assessment
Presenter Elizabeth Jiménez actively engages educators in the critical tasks of discussing the implications of creating test instruments that are valid and reliable for English learners and of learning to spot culture bias in tests. She examines the process of identification of English learners through multiple stages to their eventual reclassification of Fluent English Proficient. Educators also participate in an activity to understand what the report from one test of English language proficiency means.

10. Foundations of Programs for English Language Learners – Content Instruction
In this session, presenter Elizabeth Jiménez provides practical examples of classroom activities essential for English learners students’ language development. Participants learn how to differentiate and scaffold instruction based on students’ English proficiency and then how to check for understanding. Jiménez leads participants through an analysis of textbooks in order to illustrate how to plan sheltered instruction lessons. Lastly, Jiménez guides participants through the crucial processes of developing and differentiating assessment.

11. Foundations of Programs for English Language Learners – English Language Literacy
In this session, presenter Elizabeth Jiménez examines the crucial role of an English learner’s primary language in learning to read in English. This topic features an interview with Dr. Gil Garcia, editor of English Learners: Reaching the Highest Level of English Literacy, who discusses pedagogical practices such as background building, frontloading vocabulary and language functions, and using graphic organizers to enhance higher order thinking. Participants will participate in a demonstration of the language experience approach for English learners that they can use in their own classrooms.

12. Principles of Standards-Based Assessment and Instruction
In this session, participants examine the commonalities and differences between English language arts standards and English language development standards. In the context of considering how to provide universal access for students, participants watch a practitioner at work, assessing how he teaches to both sets of standards. Participants also explore the teaching of speech functions.

13. Instructional Planning and Organization for ELD and SDAIE
In this session, presenter Elizabeth Jiménez walks participants through the details of a number of model lessons in different subject areas. She looks at content area instruction and demonstrates how to plan for and address task difficulty while considering English learners’ varied levels of English proficiency. Participants sketch out their own plans based on the principles and learn how organize ELD/ESL instruction around meaningful concepts and themes. Discussion also covers the use of team teaching, peer tutoring, educational technology, and collaboration with bilingual paraprofessionals to support student learning. Finally, this session examines the research and strategies for involving families and the community and for establishing connections between the school and home to promote student achievement.

14. Components of Effective Instructional Delivery in ELD and SDAIE
In the context of a range of diverse lessons, presenter Elizabeth Jiménez demonstrates and engages participants in scaffolding techniques such as modifying language without simplification of content; activating students’ prior knowledge; using the student’s primary language to facilitate learning;
contextualizing language; using media, technology resources and other visual supports; and using formative and summative assessment to determine any need for re-teaching. Participants visit a middle school mathematics classroom to observe a teacher engage English learners by using culturally relevant examples and scaffolding strategies to teach grade level concepts.

15. The Importance of Culturally and Linguistically Appropriate Instructional Materials
In this session, participants work with Elizabeth Jiménez to define culturally and linguistically appropriate instructional materials for English learners. The presenter models the use of culturally appropriate realia, visual aids, and multicultural books to bridge and broaden student understanding. Educators learn to select and use culturally responsive, age-appropriate, and linguistically accessible materials suitable for English learners; participants also engage in versions of the activities the presenter proposes they use in the classroom, scrutinize model lessons, and critique checklists. Jiménez discusses the essential qualities to look for when selecting primary language materials and bilingual resources.

16. What is English Language Development – Research and Practice of ELD
This session focuses on learning strategies for facilitating English learners’ listening comprehension and speaking skills across the curriculum. Presenter Elizabeth Jiménez tours such methods as frontloading key vocabulary and language functions, pre-teaching, preview-review, KWL, cooperative learning, and role-playing. Educators make a virtual classroom visit to see an ELD/ESL teacher enhance the learning of all students, including English learners, by employing a variety of content-based ELD/ESL strategies. Participants also engage in versions of a number of activities translatable to their own classrooms and analyze their own language-learning experiences.

17. Understanding the Critical Relationship Between ESL and ELA
In this session, educators collaborate to develop a description of English language arts and ELD by creating a Venn diagram focused on the intersection of English language arts and English language development. Participants will study, discuss, and demonstrate a conceptual understanding and applied knowledge of strategies for promoting students’ reading knowledge, skills, and abilities including word analysis, fluency, vocabulary development, reading comprehension, and literary response and analysis. The session explores ways to assist the English learner in using his or her higher-level thinking skills in literature and history classes conducted in English.

18. What is SDAIE – Developing Academic Language while Teaching Content
Presenter Elizabeth Jiménez uses sheltered instructional techniques on a model social studies lesson—in a language other than English—to highlight how much comprehension can be achieved with this system. She walks participants through all key stages of planning and implementation of a quality SDAIE/sheltered instruction lesson, including establishing language objectives and grade level content objectives, analyzing the lesson for necessary scaffolding, accessing prior knowledge, building background, developing cognitively engaging input with contextual support, modeling, and creating cooperative learning groups. Her model presents a number of activities transferable to participants’ own classrooms. Detailed checklists to apply to teachers’ planning and delivery are also of considerable practical use.

19. Culturally Relevant Instruction – When Teachers and Students Bring Different Cultural Experiences to the Classroom
Culture is the central theme of this important session. Presenter Elizabeth Jiménez subjects the word “culture” to careful scrutiny, asserting that too often culture in the classroom is focused on ethnic foods, holidays, heroes, and folkloric dances. This session focuses on the deeper notion of culture as the lens through which educators and students and their families see the world, including the world of school. Participants discuss the importance of understanding their own cultures and the culture of the community in order to be a bridge to success in this new environment. Jiménez presents a long and practical survey of strategies for enhancing the learning experience of students in a multicultural
classroom. Participants learn methodologies that promote student engagement, bridge cultural differences, share responsibility for facilitation, engage families, and reshape curriculum.

20. Characteristics of Universal Access
This session focuses on strategies to acquire comprehensive knowledge of English learners’ home cultures and cultural experiences by such methods as observation, using community resources, making home visits, conducting interviews, engaging in informal conversations, and taking written and oral histories. Educators explore the importance of and ways of communicating effectively with families across languages and cultures; they learn to plan for engaging families and communities in student learning and to examine how a teacher’s own cultural beliefs, values, attitudes, and assumptions influence student learning. Jiménez’ practical strategies are readily translatable into participants’ own classrooms and schools.

Presenter Bio
Elizabeth Jiménez is the CEO of GEMAS, a consulting and advocacy firm dedicated to improving the education of English language learners. Jiménez earned an MBA from the Peter F. Drucker Graduate Management Center at Claremont Graduate University and a BA in Spanish from California State University, Fullerton. She holds a California teaching credential and a bilingual/cross-cultural credential and has taught elementary grades for nine years. Jiménez cut her teeth in politics working in the California State Legislature on pioneering legislation for English language learners. She has served as the statewide lead trainer for the California’s English Language Development Test and has conducted two extensive teacher credentialing projects for the California Commission on Teacher Credentialing. She has written over 25 textbooks for Pre-K-12 English language learners and conducts training in Puerto Rico and throughout the United States. Currently, she is the trainer and coach for Torch Middle School in Southern California which has been designated a School to Watch.

Methods of Instruction
- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations and eBook content)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students’ work through the lens of what they have learned)
- CTEL Practice Essay Questions (Participants will comprehensively answer each of the four CTEL practice essay questions provided in this course. They will then compare their answers to the “A Strong Response™ examples, and rewrite their answers to gain the practice needed for the test)
  - CTEL 1 practice question should be answered after completion of Unit 7 - Contextual Factors in Second Language Acquisition
  - CTEL 2 practice essay questions #1 and #2 should be answered after Unit 17 - Understanding the Critical Relationship Between ELD and ELA
  - CTEL 3 practice essay question should be answered after Unit 20 - Characteristics of Universal Access
Additional Activities for CTEL Exam Preparation:
Select some of the following activities from the choices below for each topic: The following options are provided in order to help you master the content. It is suggested that you spend time with the options that will best help you master the content for the test.

- Readings from Reference Slide in each PowerPoint: Please read one of the articles referenced in the PowerPoint slide at the end of each unit
- Visit [www.colorincolorado.org](http://www.colorincolorado.org) for additional information and resources
- Write a Summary of Understandings that reflect knowledge mastery of each of the CTEL competencies

All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.

Plagiarism Policy
KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

KDS Rubric for Letter Grade Courses: 3 Credits
Percentage of Course Credit
- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points
B: 80 - 89 points
C: 70 - 79 points
F: Fewer than 70 points

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**Requirements of Assignment:**
- The assignment is substantially incomplete

- Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric

- Participant has fulfilled all the requirements of the assignment

- Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness

**Form:**
- Plentiful grammatical mistakes
- Confusing content
- Missing documentation of sources

- Distracting grammatical errors
- Confusing content
- Inconsistent or missing documentation of sources

- Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style

- No grammatical errors
- Eloquent expression
- Proper citation of sources

**Content:**
- No main idea and/or main idea is irrelevant to the assignment
- No apparent paragraph organization
- No supporting evidence for supporting ideas
- No evidence in the lesson plan—in objectives, activities, or assessments—that the learner

- The main idea is not clear in the opening paragraph
- Relevance to main idea of supporting paragraphs is not always clear
- Supporting ideas are only minimally illustrated by examples or quotes
- The lesson plan does not show enough evidence

- Essay is organized around a thesis or main idea
- Paragraphs are organized around ideas relevant to the main idea
- Supporting ideas are evident, and usually include illustrating examples and/or quotes

- Essay is organized around a thesis or main idea
- Paragraphs are organized around ideas relevant to the main idea
- Supporting points are illustrated with examples and/or quotes
- Lesson plan shows evidence of a deep
| comprehends the course content | that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content | -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments | understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned |

**KDS Pass/Fail Option: 3 credits**

Passing Requirements
- Grade of “C” or higher.