

COURSE SYLLABUS

Course: Teaching ELLs across the Curriculum: Sheltered Instruction, ESL, and Culturally Responsive Instruction, Part 2

Presenters: Elizabeth Jiménez

Hours: 45

Course Overview

In part 2 of this course, Jiménez shifts her focus to sheltered instruction (or SDAIE). Participants observe several classrooms where English language learners are engaged in content-based ESL lessons, with Jiménez commenting on how to plan for and address task difficulty through sheltered instruction techniques. She surveys a number of 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.

Presenters' Bios

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.

Objectives

After completing this course, educators will know:

- How to use scaffolding in ESL instruction
- How to organize 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 sheltered instruction lesson



Student Learning Outcomes

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

- 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 sheltered instruction lesson

Unit 1: 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.

Unit 2: 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.

Unit 3: Instructional Planning and Organization for ESL and Sheltered Instruction

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 to 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.

Unit 4: Components of Effective Instructional Delivery in ESL and Sheltered Instruction

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.

Unit 5: 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.

Unit 6: What is English Language Development – Research and Practice of ESL

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.

Unit 7: 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.



Unit 8: What is Sheltered Instruction – 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.

Unit 9: 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.

Unit 10: 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.

Methods of Instruction

- Videos with PowerPoint presentations (teacher workshops and additional resources)
- Reflection questions (open-ended questions at intervals throughout the videos where educators 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)



Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the 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 (including lesson plans and rubrics), 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.

Passing Requirements:

In order to complete the requirements of the course, the participant must complete all course work. We do not award partial credit.

- Quizzes 40% of total grade
- Reflection Questions 60% of total grade

KDS Self-Assessment Rubric:

	Distinguished	Proficient	Basic	Unsatisfactory
Quizzes	100% Correct	80% Correct	60% Correct	0-40% Correct
Reflection Questions	Participant provides rich detail from the content of the course in his or her responses Participant makes his or her responses to the questions personally meaningful	Participant includes appropriate content from the course in his or her responses Participant makes thoughtful comments in direct response to the questions	Participant includes some content from the course, usually appropriate, in his or her responses Participant answers the questions directly, not always fully	Participant includes no content from the course in his or her responses Participant does not address the questions posed