Course Overview

In this highly informative and pragmatic course, David Noyes, a coach in English language development and sheltered instruction, introduces participants to concepts and strategies that will help them meet the unique needs of English language learners in today’s classrooms.

Participants study the stages of language acquisition and language development, styles of communication, the public and private voices of language, and their implications for classroom instruction. Noyes presents discourse patterns in academic and social language.

In addition, he explores methods for engaging students in cooperative learning, using instructional strategies that appeal to multiple intelligences and applying language in formal and social context. Next, he tackles strategies in vocabulary building and leveraging prior and background knowledge to improve comprehension and create opportunities for interactive learning.

Participants discover how to adapt difficult texts and assess for understanding. They learn how to apply these strategies and instructional practices in the classroom to help English language learners develop proficiency in all the domains of language development: listening, speaking, reading, and writing, all skills required for achieving academic success.

Course Objectives

After completing this course, educators will know:

- The stages of language acquisition and development
- The four domains of language
- Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
- Public and private voice and their implications for instruction
- The role of cooperative learning for ELLs
- The role of contextualizing language in instruction
- Strategies for:
Student Learning Outcomes

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

- Develop instruction consistent with patterns in language acquisition and development
- Teach the public and private voice
- Develop students’ academic and social language
- Employ cooperative group strategies in the classroom
- Enhance their instruction by contextualizing language
- Build students’ vocabulary
- Leverage prior and background knowledge
- Promote interactive learning
- Adapt difficult texts
- Assess students for understanding

Units

Unit 1: Stages of Language Acquisition

To open the course, the presenter provides an overview of English language learners in the United States while carefully considering cultural differences, the components of language acquisition, and language behaviors demonstrated by English language learners.

Participants are given opportunities to apply, analyze, and synthesize the information by participating in multiple activities that will demonstrate their learning.

Unit Objectives

After completing this unit, educators will know:

- The four domains of language
- How language is acquired
- Sociolinguistic rules governing language use
- Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
Student Learning Outcomes:

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

- Identify and plan for English language learners
- Evaluate literacy levels in English language learners
- Create classroom activities to inspire English language learners' participation

Unit 2: Making Connections: Prior and Background Knowledge

In this unit, David Noyes carefully identifies and differentiates between prior knowledge and background knowledge by looking at cultural and geographical differences as they relate to English language learners. Participants also explore strategies and activities that can be used in the classroom to activate prior knowledge and build background knowledge.

Unit Objectives

After completing this unit, educators will know:

- The differences between prior knowledge and background knowledge in English language learners
- The role that prior knowledge plays in learning English
- The importance of building background knowledge for students learning English

Student Learning Outcomes:

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

- Use schema theory to determine cultural, emotional, and geographic background of students
- Implement strategies and activities to assess students’ prior knowledge
- Use activities and strategies to activate prior knowledge and background knowledge
- Employ strategies and activities to build students’ background knowledge

Unit 3: Cooperative Learning and English Language Learners

In this unit, participants explore the key components and the rationale for cooperative learning as it relates to English language learners. Cooperative learning can help to accelerate language acquisition by allowing students to use language functionally. Participants learn the teaching
standards associated with cooperative learning. The presenter introduces and discusses activities that promote cooperative learning in the classroom.

**Unit Objectives**

After completing this unit, educators will know:

- The differences between group and cooperative learning
- The key components of cooperative learning
- How cooperative learning benefits English learners

**Student Learning Outcomes**

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

- Plan and employ cooperative learning activities in the classroom
- Detail the components of cooperative learning (APLE)
- Manage a classroom which employs strategies of cooperative learning

---

**Unit 4: Vocabulary and English Language Learners**

David Noyes gives participants an opportunity to review current research in vocabulary development for English language learners. Participants learn the four types of vocabulary instruction as well as how indirect and direct vocabulary learning differ. The research presented includes how vocabulary is learned, how it is chosen, and what strategies and activities can be utilized in the classroom.

**Unit Objectives**

After completing this unit, educators will know:

- Current scientific research on vocabulary instruction
- How to assess and use students’ prior knowledge and background knowledge in vocabulary instruction
- How to determine which vocabulary words are important to teach

**Student Learning Outcomes**

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

- Employ effective practices in vocabulary instruction
• Plan and implement a variety of specific activities for teaching vocabulary to language learners at all levels
• Use activities in the classroom to motivate students to enjoy vocabulary learning

Unit 5: Interactive Learning and Text Adaption for English Learner

In unit five, Mr. Noyes presents to participants key strategies and resources for creating a more interactive learning environment for English language learners. In addition, participants review the current research on parts of the brain and discuss which are responsible for the different aspects of information retention. Participants learn instructional techniques that target the most efficient retention of language and content.

Mr. Noyes identifies how modifying difficult text can allow English language learners to have equal access to the curriculum. He demonstrates specific classroom strategies for use of graphic depictions, alternative resources, and teaching practices that will enhance language learning students’ access to vocabulary and content.

Unit Objectives

After completing this unit, educators will know:

• Rationales for interactive learning techniques
• The importance of using interactive learning techniques
• Current research on the parts of the brain as they relate to learning and retention of information

Student Learning Outcomes

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

• Employ strategies, activities, and techniques to adapt text for new language learners
• Implement multiple interactive teaching strategies in classrooms with English language learners.
• Design multi-sensory instructional approaches for lessons

Unit 6: Multiple Intelligences

In this unit, David Noyes explores multiple intelligences through identification, differentiation, and application in the classroom. Participants learn the history of the concept of human intelligences as well as the unique characteristics of the eight intelligences as defined by
Howard Gardner in his book, *Frames of Mind*. In addition, Noyes demonstrates activities that integrate multiple intelligences with the special needs of English language learners.

### Unit Objectives

After completing this unit, educators will know:

- The history behind multiple intelligences
- The characteristics of the intelligences
- The importance of differentiating instruction and assessment to accommodate multiple intelligences

### Student Learning Objectives

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

- Identify and assess students’ multiple intelligences
- Implement strategies for teaching multiple intelligences in the classroom
- Apply suggested activities to specific intelligences in the classroom

### Unit 7: The Application of Formal Language and Social Context for English Language Learners

In this unit, Noyes identifies and explores information about formal and informal language that is used by students both inside and outside of the classroom. Participants learn the five language discourse registers and how they are used. Noyes presents research that underlines the importance of new language learners accessing different language styles in order to succeed in the classroom. Careful consideration of how to "bridge the gap" between these language functions will help participants to strengthen instruction in the classroom.

### Unit Objectives

After completing this unit, educators will know:

- The differences between formal language and public voice
- When to use social language or private voice
- The different styles in which we communicate

### Student Learning Outcomes

After completing this unit, educators will apply the following skills:
• Implement teaching strategies which will bridge the gap between formal and social language
• Explicitly teach the language registers using a variety of activities and classroom strategies

Unit 8: English Language Development

In this unit, David Noyes introduces the key components of an effective, explicit, and systematic English Language Development (ELD) program. He provides a rationale for participants to develop these types of programs in their districts, schools, and classrooms.

In addition, Noyes also includes a description and explanation for why the English language is so difficult to teach and to learn, describing the elements of the language that are unique and difficult for students to grasp, such as contractions, grammatical structures, homophones, homographs, and unpredictable spelling rules. Mr. Noyes explains strategies for direct instruction as it applies to a variety of student language proficiencies.

Unit Objectives

After completing this unit, educators will know:

• The importance of explicit, systematic, and consistent ELD instruction
• The key components of an ELD program

Student Learning Outcomes

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

• Teach suggested vocabulary and concepts for beginning and early intermediate English language learners
• Create a "safe" classroom environment for new English speakers
• Implement oral language activity observation and oral interviews

Unit 9: Assessment for English Language Learners

In this final unit, Mr. Noyes provides an overview of assessment practices specific to English language learners as well as English speaking students. In addition, Mr. Noyes presents the variety of purposes for assessment: for placement of new language learners and for assessing their learning needs and styles. Participants learn methods of assessment for ELL in school
districts, individual schools, and individual classrooms. They will learn to distinguish between
formal and informal assessments and how each can inform teaching methods and practices.

Mr. Noyes illustrates a variety of graphic organizers that teachers can use to help them progress
in language acquisition as well as academic content and to periodically assess their progress.
The presenter concludes with a focused discussion of strategies and activities to use in the
classroom.

Unit Objectives

After completing this unit, educators will know:

- Why and how to assess English language learners
- How to distinguish between language proficiency and academic standards

Student Learning Outcomes

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

- Implement strategies for differentiated assessment for ELL as well as English speaking
  students
- Employ active participation activities to use with English learners and English speakers
  that access all four elements of language; listening, speaking, reading, and writing
- Create and utilize graphic organizers to aid all students in understanding of language
  and content

Presenter Bio

David Noyes is a coach in English language development and sheltered instruction for the Long
Beach Unified School District. The author of Astronomy Made Fun and Oceans Made Fun—both
English learner support resources—Noyes is also a writer for McGraw Hill’s Open Court English
Learner Support Guide. He has an M.A. in early childhood education and curriculum; writes
children’s songs and poetry; and earned a 2005 Parents’ CD Choice award for Oceans Made
Fun. Noyes has presented for California Elementary Education Association/Staff Development
Resources and been awarded 2006 Outstanding Teacher of the Year by Long Beach Unified and
the Los Angeles County Office of Education, for meeting the needs of English language learners.
Methods of Instruction:

- Videos (presentations consisting of lecture/discussions, and classroom practice coaching)
- 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/or experiences, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Optional discussion forums (a place to meet with colleagues to discuss the ideas presented in the course)
- Final (a sustained reflection on an overarching final question)

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: 1 Credit

<table>
<thead>
<tr>
<th>Percentage of Course Credit</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection questions</td>
<td>30%</td>
</tr>
<tr>
<td>Final</td>
<td>60%</td>
</tr>
</tbody>
</table>

A: 90 - 100 points
B: 80 - 89 points
C: 70 - 79 points
F: Fewer than 70 points
<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>Quizzes:</td>
<td>Quizzes:</td>
<td>Quizzes:</td>
<td>Quizzes:</td>
</tr>
<tr>
<td></td>
<td>(4 points)</td>
<td>(6 points)</td>
<td>(8 points)</td>
<td>(10 points)</td>
</tr>
<tr>
<td>Reflection questions</td>
<td>Reflection questions:</td>
<td>Reflection questions:</td>
<td>Reflection questions:</td>
<td>Reflection questions:</td>
</tr>
<tr>
<td></td>
<td>(10 points)</td>
<td>(20 points)</td>
<td>(25 points)</td>
<td>(30 points)</td>
</tr>
<tr>
<td></td>
<td>-Participant includes no content from the course in his or her responses</td>
<td>-Participant includes some content from the course, usually appropriate, in his or her responses</td>
<td>-Participant includes appropriate content from the course in his or her responses</td>
<td>-Participant provides rich detail from the content of the course in his or her responses</td>
</tr>
<tr>
<td></td>
<td>-Participant does not address the questions posed</td>
<td>-Participant answers the questions directly, not always fully</td>
<td>-Participant makes thoughtful comments in direct response to the questions</td>
<td>-Participant makes his or her responses to the questions personally meaningful</td>
</tr>
<tr>
<td>Final</td>
<td>Unsatisfactory</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
</tr>
<tr>
<td></td>
<td>(30 points)</td>
<td>(40 points)</td>
<td>(50 points)</td>
<td>(60 points)</td>
</tr>
<tr>
<td>Requirements of Assignment:</td>
<td>-The assignment is substantially incomplete</td>
<td>-Many requirements met, but a few pieces are missing, while</td>
<td>-Participant has fulfilled all the requirements of the assignment</td>
<td>-Participant has fulfilled all the requirements of the assignment with marked</td>
</tr>
<tr>
<td>Form:</td>
<td>Content:</td>
<td>Form:</td>
<td>Content:</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>- Plentiful grammatical mistakes</td>
<td>- No main idea and/or main idea is irrelevant to the assignment</td>
<td>- Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style</td>
<td>- Essay is organized around a thesis or main idea</td>
<td></td>
</tr>
<tr>
<td>- Confusing content</td>
<td>- No apparent paragraph organization</td>
<td>- The main idea is not clear in the opening paragraph</td>
<td>- Paragraphs are organized around ideas relevant to the main idea</td>
<td></td>
</tr>
<tr>
<td>- Missing documentation of sources</td>
<td>- No supporting evidence for supporting ideas</td>
<td>- Relevance to main idea of supporting paragraphs is not always clear</td>
<td>- Supporting ideas are evident, and usually include illustrating examples and/or quotes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the main idea</td>
<td>- Supporting ideas are only minimally illustrated by examples or quotes</td>
<td>- The lesson plan shows evidence of understanding of supporting ideas</td>
<td></td>
</tr>
</tbody>
</table>

Others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric
| course content       | enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content | the course content in its objectives, activities, and/or assessments | course content and participant uses that understanding to create opportunities for students to authentically show what they have learned |

**KDS Rubric for Pass/Fail Option: 1 Credit**

Passing Requirements: 70 points or higher