English for the Non Native Speaker
(ESOL) in Schools
Online Graduate Course

Course Description

The goal of this course is to take a comprehensive look at research, policy, and evidence grounded effective practices in U.S. schools for students who are from culturally and linguistically diverse backgrounds. ESOL practitioners as well as K-12 content area educators will participate in assignments that reinforce the concepts and strategies found within the text, must see websites, and course modules. This includes the application of strategies through the development of lesson plans, parent outreach, and final project addressing the keys to success for integrating ESOL in a collaborative teaching environment.

Required Text

The required textbook for this course is *Making Content Comprehensible For English Learners by Jana Echevarria, MaryEllen Vogt, and Deborah J. Short.* Case studies, rubrics and lesson plans are included in the online format and distributed in the face to face format.

Hardware & Computer Skills Requirements

Computer & Internet access required. Students must have regular access to a computer and be able to use computer skills to successfully complete this course. Many problems instructors and students run into stem from mis-configured browsers, incorrect software versions, pop-up blockers, and other issues. Most of these issues can be prevented by performing the browser tune up before the course or once a problem arises. Often students find it easier to use *Mozilla Firefox*, *Google Chrome*, or *Safari* rather than Internet Explorer; for some applications Internet *Explorer* may work well.

Learner Outcomes
Students will:

- identify the major models of bilingual education and ESOL programs.
- analyze the criteria considered in selecting and developing a program model.
- compare major research findings of bilingual and ESOL programs.
- identify types of language minority students
- reflect upon linguistically diverse students and their backgrounds
- examine local and state level public education policies that mandate the identification, screening, placement, and instruction of English for speakers of other languages.

- Examine the historical background and overview of court decisions and legislation as they pertain to English Language Learners and the Office of Civil Rights
- Review the significance of No Child Left Behind (NCLB) and how it has helped ELLs
- Explore national goals and standards for ELLs
- Analyze effective instructional planning and assessment integrating state level language proficiency standards and academic standards.
- Examine uses of telecommunications to support oral language development
- Explore the role of video to document student growth
- Examine computers' roles in reimagining learning in the 21st century
- Examine the principles for technology use
- Use the guiding principles for choosing technology to evaluate esol resource materials
- Integrate music and multiple intelligence theory to support instruction for ells
- Explore technology-based resources that can be used to support instruction in esol
- Reflect on activities for teaching language arts in a bilingual Classroom
- Consider methods of teaching ELLs language across the curriculum
- Investigate how ELLs' cultural communication styles and learning styles affect the learning process
- Explore and develop strategies and tools in which bilingual and ESOL teachers can dialogue and collaborate with content teachers to provide ELLS with a positive and supportive environment for high achievement
- Facilitate the growth of culturally responsive educators
- Examine the importance of academic achievement of language minority students in mathematics and science
- Research reform of standards in math and science
- Examine current standards of math and science
- Describe the importance of academic language development in the math and science classrooms
- Explore how cultural issues affect ells academic achievement in math and science
- Integrate theme based integrated social studies units with model performance indicators
- Identify issues related to ells and the types of assessment
- Examine school-based assessment
- Explore classroom-based assessment
- Examine the importance of linking assessment to instruction
- Explore the foundations of Bilingual Special Education (BILSPED)
- Examine the needs of ELLs with disabilities in a response to instruction and interventions framework
- Explore ways to develop partnerships with community organizations that could provide support services for ESOL students
- Investigate resources that can support ESOL students and their families

Course Requirements

In the online format this is a sixty-hour, three credit graduate level course completed over a thirteen-week period. Modules One through Nine will be completed weekly over the first eleven weeks of the course. Two weeks are given to complete Module Ten and course culminating activities.

Student Requirements

1. Reading assignments: Complete all readings, reflections, and assignments.
2. Students will be required to complete a final project at the end of the course.

Grading Criteria

Assignment	Points	Grading Scale	
Module Reflections	50	85 – 93	**A**
Talking Point Assignments	21	77 – 85	**B**
Comprehensive Plan	20	70 - 77	**C**
Total Points	91		

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.

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Course Outline

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Module One: Introduction to one another and to ESOL
Content:
1. Brief Historical Overview of English Language Learners in Mass Education in U.S.
2. Evolution of Bilingual Education and ESOL in US Schools
3. Types of Language Minority Students in U.S. Public Education Today
4. ESOL and Bilingual Education Program Models Presently used in US Schools
5. English Language Learner Policies used in Respective Schools/ States
6. Reflection Questions
7. Assignments

Module Two: Policy and Programs
Content:
1. Historical Background and Overview of ESOL Court Decisions
2. Politics and Issues of Bilingual Education
3. Bilingualism Implications for Educators
4. Major National ESOL Organizations
5. Reflection Questions
6. Assignments

Module Three: Teaching
Content:
1. National, State Goals and Standards for ESOL
2. Bilingual/ESOL Program Types
3. Critical Pedagogy in ESOL
4. Comprehensible Input for ELLs
5. Paradigm Shift: Traditional vs 21st Century Classroom
6. English Language Proficiency
7. Instructional Considerations for ELLs
8. Reflection Questions
9. Assignments

Module Four: Language
Content:
1. Guiding Principles for Second Language Development
2. Second Language Acquisition vs Language Learning
3. Interdependence of First and Second languages
4. Stages of Language Acquisition
5. The Difference Between Social and Academic Language
6. Effective Literacy Programs for ELLs
7. Creating Conditions for ELL Success
8. English Language Development Standards for ESOL
9. Reflections
10. Assignments

Module Five: Culture
Content:
1. Issues and perspectives on culture in the American public school system
2. Stages of acculturation
3. Visible vs deep culture
4. Multicultural literature in ESOL
5. Concepts and issues for building a positive school climate for ELLs
6. Cultural Proficiency Continuum and its implications for ELL friendly schools
7. Reflection Questions

8. Assignments

Module Six: Mathematics and Science
Content:
1. Importance of mathematics and science academic achievement for ELLs in U.S. schools
2. ELL components of current math and science standards as per The National Governors Association and The National Science Teachers Association
3. Effective ELL mathematics instruction through the MELL (Mathematics for English Learners)
4. The WIDA Can Do Descriptors as an ELL overlay to content math and science instruction. WIDA (World Class Instructional Design and Assessment
5. ELL academic language development in the math and science content area classroom
6. Reflection Questions
7. Assignments

Module Seven: Social Studies
Content:
1. Language/cultural challenges for ELL social studies instruction in U.S. schools
2. Effective teaching strategies/models/websites that help ELLs learn social studies in U.S. schools
3. Academic Language development for ELLs in Social Studies content
4. Reflection Questions
5. Assignments

Module Eight: Assessment
Content:
1. Types of Assessment and Issues for ELLs
2. School-Based ESOL Assessments
3. Classroom-Based ESOL Assessments
4. Issues Related to High Stakes ESOL Assessments
5. Linking ESOL Assessment to ESOL Instruction
6. Assessment Of ELL Writing
7. Grading Guidelines for ESOL
8. Reflection Questions
9. Assignments

Module Nine: Bilingual Special Education
Content:
1. Foundations of Bilingual Special Education
2. Federal and State guidelines for Special Education Processes and ELLs

3. Inappropriate referrals of Language Minority Students to Special Education Programs
4. Dual Language Assessments for ELLs
5. Response to Instruction Intervention (RTII) for ELLs
6. Individual Education Plans (IEP)s for ELLs
7. Reflection Questions
8. Assignments

Module Ten: School and Community
Content:
1. Historical Context of Language Minority Communities in the U.S.
2. Developing Partnerships with Community Organizations to support ELLs
3. ELL Parent Outreach
4. Reflection Questions
5. Assignments/Final Project