



"Not unto ourselves alone are we born"

Willamette University School of Education

Course Title: EDUC 565 Methods and Strategies for English Language Learners

Semester: Spring 2009

Cohort: Aspire

Instructor Name: Ron Gray

Phone: 503-351-7707

Email: regray@willamette.edu

Course Description:

Introduces English-language proficiency standards. Examines the literate identities of English Language Learners within sheltered second language learning instruction. Identifies teaching methods to value and honor diverse language and cultural perspectives; Emphasizes first and second language-learning relationships and potential. Content appropriate by grade authorization of candidates.

Required Textbooks or Readings:

Herrell, A.L. and Jordan, M. (2008). *50 Strategies for Teaching English Language Learners* (3rd Ed.). Upper Saddle River, NJ: Pearson.

Echevarria, J., Vogt, M.E., and Short, D.J. (2008). *Making Content Comprehensible for English Learners: The SIOP Model* (3rd Ed.). Boston: Pearson.

Relation to Conceptual Framework:



The Conceptual Framework for the School of Education is represented by the concepts of content knowledge, reflective learning, cultural competence, collaboration and leadership. In this course, the emphasis on cultural competence is evident. It is important for the candidate to develop an understanding of the ELL children in his/her classroom and to provide literacy and learning strategies to assist them in becoming successful learners within the school curriculum.

Standards and Assessments:

The standards used to guide the development and teaching of this course include: Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, and TSPC (Teacher Standards and Practices Commission).

INTASC Principle/indicators	TSPC standard	Course Assignment	Assessment Tool	Critical Assessment (in this course) (Y/N)
3.14 The candidate understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, economic conditions, and community values (knowledge).	#1 Curriculum planning: Plan instruction that supports student progress in learning and is appropriate for the developmental level.	Lesson plan and unit reflection	Rubric	Y
3.21 The candidate believes that all students can learn and persists in helping all students achieve success (disposition).	#1 Curriculum planning: Plan instruction that supports student progress in learning and is appropriate for the developmental level.	Unit Reflection	Rubric	N
3.31 The candidate identifies and designs instruction using multiple strategies appropriate to the student's stage of development, learning styles, multi-intelligence, strengths, and particular learning differences and needs (skill). (IRA-II-2)	#1 Curriculum planning: Plan instruction that supports student progress in learning and is appropriate for the developmental level.	Lesson plan and unit reflection	Rubric	Y
4.33 The candidate constantly monitors and adjusts strategies	#3. Instruction. Engage students in planned learning	Lesson plan and unit reflection	Rubric	Y

in response to learner feedback.	activities. Apply organizational structures appropriate to the developmental level of students, including individual and group activities.			
6.11 The candidate understands communication theory, language development, and the roles that differences in language, culture, and gender have in learning (knowledge). (IRA-II-3)		Lesson plan and unit reflection	Rubric	N
6.24 The candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among students, peers, and teachers (disposition).		Lesson plan and unit reflection	Rubric	N
7.33 The candidate creates differentiated instruction to meet the developmental and individual needs of all learners (skill).	#3. Instruction: Engage students in planned learning activities. #3-A: Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished.	Lesson plan and unit reflection	Rubric	Y
8.11 The candidate understands the characteristics, uses, advantages, and limitations of different	#4. Assessment: Evaluate, act upon, and report student progress in learning.	Lesson plan and unit reflection	Rubric	Y

types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development (knowledge). (IRA-III-3)				
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IRA Standard II. Candidate:

2. Uses a wide range of instructional practices, approaches and methods including technology based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.
3. Uses a wide range of curriculum materials in effective reading instruction for learners of different stages of reading and writing development and from different cultural and linguistic backgrounds.

IRA Standard III. Candidate:

3. Uses assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those who are at different development states and those from different cultural and linguistic backgrounds;

TSPC Standards. The candidate will:

#1 Curriculum planning: Plan instruction that supports student progress in learning and is appropriate for the developmental level.

#3. Instruction: Engage students in planned learning activities.

#3-A: Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished.

#4. Assessment: Evaluate, act upon, and report student progress in learning.

INTASC Principles:

3.14 The candidate understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, economic conditions, and community values (knowledge). TSPC 1. Part of Critical Assessment Rubric.
3.21 The candidate believes that all students can learn and persists in helping all students achieve success (disposition). TSPC 1
3.31 The candidate identifies and designs instruction using multiple strategies appropriate to the student's stage of development, learning styles, multi-intelligence, strengths, and particular learning differences and needs (skill). (IRA-II-2) TSPC 1. Part of Critical Assessment Rubric.
4.33 The candidate constantly monitors and adjusts strategies in response to learner feedback.

6.11 The candidate understands communication theory, language development, and the roles that differences in language, culture, and gender have in learning (knowledge). (IRA-II-3). Part of Critical Assessment Rubric.
6.24 The candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among students, peers, and teachers (disposition).
7.33 The candidate creates differentiated instruction to meet the developmental and individual needs of all learners (skill). Part of Critical Assessment Rubric.
8.11 The candidate understands the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development (knowledge). (IRA-III-3)

Course Outcomes/Objectives:

1. The candidate will demonstrate through instructional planning his/her understanding of the individual difference of each student.
2. The candidate will demonstrate through classroom discussion and instructional planning their belief that all students can learn.
3. The candidate will prepare instruction that includes multiple strategies for learning based on all developmental factors or predictors.
4. The candidate will demonstrate through discussion and class assignments, a knowledge of communication theory especially relative to ELL children.
5. The candidate will demonstrate through the preparation of instruction or course assignments a desire to foster culturally sensitive materials and opportunities for communication.
6. The candidate will write instructional materials for his/her work sample that are clearly designed for differentiated instruction of ELL children.
7. The candidate will design at least one informal assessment tool that will lead to better scaffolding of instruction for the ELL child.

Course Content:

Instructional strategies and assessments for ELL children K-12 will be explored. SIOP lesson planning will also be described and practiced.

Clinical/Field Experience:

Candidates will be in their practicum during part of this course or soon thereafter so it is expected that what they are learning in the course will emerge in their first and second work samples and instruction.

Grading Policy:

The critical assessment for the course is the development of a set of lesson plans and a unit reflection. The second requirement will be participating in class on a regular basis. Participation points are attached to various in class assignments.

90-100: A

89-80: B

79-70: C
69 or below is failing

Diversity:

This course is all about working with children from diverse language environments. Attention to the children's culture, background, and home/school experiences will be emphasized as guidelines for instruction.

Use of Technology:

Technology will be integrated into instruction as well as serving as a tool for research for instructional planning for work on the case study.

Course Policies:

- *Attendance:* You are expected to attend every mandatory class session. If for some reason you cannot attend, you must contact your instructor *before* the class session.
- *Disability Services:* Candidates with special needs or disabilities should notify the Office of Disability and Learning Services. Joanne M. Hill is the Director and her office is located in the Bishop Wellness Center. Phone number is 503 370 6471.
- *APA style:* Please use APA style when citing sources
**If you need additional support in using APA citation formats:
library.willamette.edu/guides/style/apa/
<http://owl.english.purdue.edu/owl/resource/560/01/>

Bibliography of Resources for the Course

- Allen, J, & Labbo, L. (2001). Giving it a second thought: Making culturally engaged teaching culturally engaging. *Language Arts*, 79(1), 40-52.
- Au, K.H. (1993). *Literacy instruction in multicultural settings*. Ft. Worth, TX: Harcourt Brace.
- Banks, J.A. (1993). The canon debate, knowledge construction, and multicultural education. *Educational Researcher*, 22(5), 4-14.
- Comber, B., Cormack, P., & O'Brien, J. (2001). Schooling disruptions: The case of critical literacy. In C. Dudley-Marling & C. Edelsky (Eds.), *The fate of progressive language policies and practices* (83-104). Urbana, IL: National Council of Teachers of English.
- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press.
- Dudley-Marling, C., & Paugh, P. (2004). Tapping the power of student voice through whole language practices. *Reading and Writing Quarterly*.
- Fisher, P. (fall, 2001). Teachers' views of the nature of multicultural literacy and implications for preservice teacher preparation. *Journal of Reading Education*, 27(1), 14-23.
- Freeman, D., & Freeman, Y. (2006). *Teaching reading and writing in Spanish and English in bilingual and dual language classrooms*. Portsmouth, NH: Heinemann.
- Garcia, G. (2005). *English Language Learners: Reaching the Highest Level of Proficiency*. Newark, NJ: International Reading Association.
- McKeon, D. (1994). Language, culture, and schooling. In F. Genesee (Ed.), *Educating second language children* (pp. 15-32). Cambridge, MA: Harvard University

- Moore, R. (2004). Introduction to the theme. Reclaiming the power: Literate and professional identities of students and teachers. *Reading and Writing Quarterly*.
- Nieto, S. (2000). Placing equity front and center: Some thoughts on transforming teacher education for a new century. *Journal of Teacher Education*, 51(3), 180-187.
- Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Osterman, K. (2000). Students' need for belongingness in the school community. *Review of Educational Research* 70, (3,) 323-367.
- Pransky, K., & Bailey, F. (2003). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students. *Reading Teacher* (56), 4, 370-383.
- Sheltered Instruction Observation Protocol (SIOP): <http://www.siopinstitute.net/about.html>