



Preservice: Emergent Bilingual Learners Online Course

Instructors:	Marisol Franco - mfranco@hightechhigh.org Yoli Soler - ysoler@hightechhigh.org
Class Meetings:	6-week online format June - July 2019
Location:	PowerSchool Learning Platform

COURSE DESCRIPTION

The English Learner Development Pre-service Course introduces teacher candidates to the theory, strategies and practice of understanding, planning for and meeting the unique needs of Emergent Bilingual Learners in a Project Based Learning environment.

Through six facilitated modules, teacher candidates will explore the social, emotional, and instructional needs that define the growing Emergent Bilingual Learner population in the United States. Teacher candidates will learn about relevant theory and practice that supports Emergent Bilingual Learners' development and provides access to the core academic curriculum. They will understand the historic and cultural issues that may impact student learning. Readings and video content will address issues of equity, history, political decisions, linguistic development, functions and forms of language, diagnostic, formative and summative assessment, classroom design, SDAIE strategies, and project based learning design. This course embeds the conceptual learning of these research-based practices in a Project Based Learning Model of its own.

Throughout the course, teacher candidates will be actively involved in a vigorous and positive learning community as they participate in partner teams to complete seven WikiProjects. They will also participate in a robust discussion forum threaded on specific topics relevant to each module's content and objectives. Finally, they will craft personal reflection papers each module and submit them privately to the instructor for personal feedback.

COURSE GOALS AND OBJECTIVES

Upon completing this course, teacher candidates will be able to:

- Connect the historical and political context of English learner issues to modern public education.
- Appreciate the range of cultural contexts and family experiences that students bring to school, their needs and challenges, the assets they contribute.
- Understand a range of pedagogical methods that educators have developed and used to support English language development.
- Articulate, write about, and discuss various theories, instructional methods, and types of assessment that effectively support English learner development in a project based classroom.
- Apply their growing knowledge about language acquisition, function and form, audience and purpose, and academic language development to lesson design.
- Use Project Based Learning and cooperative group strategies to support and offer access to the core curriculum for Emergent Bilingual Learners (or English Language Learners).

- Participate in a community of learners.

MODULE OVERVIEW

Module 1:

Working in partner teams, teacher candidates will put their initial learning to immediate practice by exploring Emergent Bilingual Learner profiles, including the cultural and community histories for a roster of students.

Module 2:

After learning about the effect of classroom environmental choices, partner teams will design their own student-centered classroom environments with their specific class roster in mind. They'll also work together to determine how best to communicate with families.

Module 3:

Teacher candidates will research language acquisition theory and then review language assessment scores. They will use the scores to anticipate their students' abilities and diagnose areas of potential need in their partner teams.

Module 4:

In their partner teams, teacher candidates will demonstrate their knowledge of Backwards Design by designing a 3-Day Project that addresses students' interests and needs.

Module 5:

After learning what the research says about SDAIE and other instructional strategies effective with Emergent Bilinguals, the partner teams will apply their knowledge by choosing specific instructional strategies to meet the needs of their EB Learners.

Module 6:

After reviewing relevant research and best practices regarding feedback and learning, teacher candidates will practice their skills reviewing their colleagues' 3-Day Projects and Instructional Strategy Plans. Teacher candidates will also demonstrate their overall learning in their individual Presentation of Learning (POL).

GENERAL MODULE FORMAT

Each Module follows the same basic format:

- Prior Knowledge** - a question or questions to think about before you begin
- Overview** - a quick review of Module content, learning goals and expected tasks
- Content Blocks** - a series of readings and videos that will give you the knowledge you need to complete the WikiProjects, respond to discussion boards and complete reflections
- Discussion Board Prompts** - 2 questions (choose 1) - post your initial response, then respond to 2 of your peers
- WikiProjects** - these are project spaces that invite multimedia content pieces of the overall course project that will allow you to demonstrate what you've learned (most with a partner)
- Individual Reflections** - personal reflections submitted directly (and privately) to your instructor
- Do You Want to Deepen Your Understanding?** - supplemental articles and videos that offer greater depth on a topic

PLEASE REVIEW THE DUE DATES CHECKLIST TO FOLLOW WHEN EACH MODULE ITEM NEEDS TO BE SUBMITTED VIA POWERSCHOOL LEARNING.

DISCUSSION BOARD GUIDELINES

For our discussion board guidelines, we will use the analogy of a tennis rally. In tennis, a rally starts with a serve (the prompt) and then the return of the serve (your responses). Remember to use the RALLY guidelines below:

R = Respond...participate in the discussion because only upon reflection of the given prompt will our voice and ideas be heard in an online community.

A = Analyze...the content and respond to the given prompt/peer with a deep, thoughtful response.

L = Language...use academic language, cite references, answer kindly and objectively without personal biases. Traditional grammar rules apply...no "texting" type language (acronyms or abbreviations).

L = Learn...the whole point of a discussion board is to learn something...perhaps another viewpoint, or one that you had not yet considered. We learn from each other...read, respond and give positive or constructive feedback.

Y = "Why"...ask yourself if your response is relevant and how will you use supporting details to answer & respond?

GRADING POLICY

Discussion Boards: Pass/Resubmit

WikiProjects: Pass/Resubmit

Individual Reflections: Pass/Resubmit

Teacher candidates may be asked to resubmit in the case that prompts are not thoroughly addressed using specific examples from course content or experience.

Late Work:

All coursework is due on time, however, should an emergency arise, communicate with the instructor and arrangements can be made on a case-by-case basis.

COURSE RESOURCES

You will also find specific resources outlined in the content blocks of each Module on the PowerSchool Learning site.

August, D., & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the national panel on language minority children and youth*. Mahwah, NJ: Lawrence Erlbaum.

California Department of Education, (2010). *Improving Education for English Learners: Research Based Approaches*. Sacramento.

Cummins, J. (2001). *Negotiating Identities: Education for Empowerment in a Diverse Society*. Sacramento: California Association for Bilingual Education. ISBN: 1-889094-01-3

Goldenberg, C. (2008). *Improving achievement for English language learners*. In S.B. Neuman (Ed.).

Educating the Other America (pp.139-162). Baltimore Books.

Krashen, S. (1993). *The Power of Reading*. Englewood, CO: Libraries Unlimited Inc. ISBN: 1-56308-006-0

Mora-Flores, E. (2008). *Writing Instruction for English Learners: A Focus on Genre*. Corwin Press, Thousand Oaks: CA ISBN-10: 1412957281

Nisbett, R. (2003). *The Geography of Thought*. NY: Free Press

Peregoy, S.F. & Boyle, O.F. (2008). *Reading, Writing, & Learning in ESL: A Resource Book for K-12 Teachers* (5th Edition). NY, Allyn & Bacon Publishers. ISBN: 978-0-205-59324-8

Reese, L., Linan Thompson, S., Goldenberg, C. (2008). Variability in community characteristics and Spanish-speaking children's home language and literacy opportunities. *Journal of Multilingual and Multicultural Development*, 29 (4), 271-290.

Reyes, A. (2007). *Language, Identity, and stereotype among Southeast Asian American youth: The Other Asian*. Mahwah, NJ; London: Lawrence Erlbaum.

Richard-Amato, P.A. & Snow, M.A. (1992). *The Multicultural Classroom: Readings for Content-Area Teachers*. White Plains, NY: Longman. ISBN: 0-8013-0511-X

Shaules, J. (2007). *Deep cultures: The hidden challenges of global living*. Clevedon: Multilingual Matters.

Shin, Sarah J. (2004). *Developing in Two Languages: Korean Children in America*.

Trumbull, E., & Rothstein-Fisch, C. (2008). *Managing Diverse Classrooms*. Arlington, VA: ASCD.

Ziers, J. (2007). *Building Academic Language: Essential Practices for Content Classrooms, Grades 5-12*. Wiley, John & Sons Inc. ISBN: 978-0-7879-8761-9

Online Resources:

- Reading Language Arts Framework for California Public Schools: www.sdcoe.k12.ca.us/score/stand/sbestd.html
- CA Department of Education Content Standards: www.cde.ca.gov/be/st/ss/
- CA Department of Education: ELD Standards: www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf
- Vocabulary Development for Content Areas in both English & Spanish: www.u-46.org/roadmap/dyncat.cfm?catid=246
- Dr. Jill Kerper-Mora's Website: moramodules.com
- Center for Applied Linguistics: www.cal.org
- Center for Multilingual Multicultural Research USC: www-bcf.usc.edu/~cmmr/Policy.html
- ERIC Clearinghouse: www.cal.org/ericcll/digest
- National Association for Bilingual Education: www.nabe.org
- California Association for Bilingual Education: www.bilingualeducation.org
- Center for Research on Education, Diversity and Excellence: www.cal.org/crede/pubs
- Education Policy Studies Laboratory, Language Policy Research Unit: www.assu.edu/educ/eps/
- James Cummins on Educational Research in Bilingual Education (1999): www.asij.ac.jp/elementary/parent/mosaic/Research.htm

