



## **Teaching English Language Learners**

### **Brandman University: EDEU 9957 – 3 Semester Hours**

Thank you for registering for this course. Included are the following important documents:

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

**Assignment Deadline:** This course is a rolling course throughout the year, which means it does not have a specific deadline. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

**Registering with Brandman University:** Please register with the university prior to starting your coursework. *Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

### **Upon Completion of the Course:**

1. Please submit all completed assignments in PDF format in one email to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

## Teaching ELLs - Syllabus

EDEU 9957

3 credits

Course Description: This course provides strategies to help educators teach English Language Learners (ELLs) in the classroom so they can understand grade level content. Learning English at the same time as learning content specific material is especially difficult, so this course helps educators meet the needs of these learners. From vocabulary specific strategies to integrating language objectives, this course offers a variety of strategies to help make sure ELLs are able to learn in a grade level appropriate classroom.

### Learning Objectives:

- Students will learn different strategies to teach grade level content to their English Language Learners (ELLs).
- Students will be able to apply strategies for lesson planning, building background knowledge, and vocabulary development to help make content comprehensible for ELLs.
- Students will develop skills to reflect on & improve their own teaching practices.

### Course Materials:

- Readings:
  - (Required) List of chapters below all from the book *Making Content Comprehensible for English Language Learners: The SIOP Model, 5th Edition* by Jana Echevarria, MaryEllen Vogt, and Deborah J. Short:
    - “Chapter 2: Lesson Preparation”
    - “Chapter 3: Building Background”
- Video: Differentiating Instruction: A Guide for Teaching English-Language Learners
- Content Implementation: (You will choose one of the following options.)
  - OPTION 1: Implementation Plan & Implementation Plan Template
  - OPTION 2: Hour Log Template & Hour Log Example

\*NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Assignments:

1. Read the packet entitled “Chapter 2: Lesson Preparation” from the book *Making Content Comprehensible for English Language Learners: The SIOP Model, 5th Edition* by Jana Echevarria, MaryEllen Vogt, and Deborah J. Short.

Then read the packet entitled “Chapter 3: Building Background” from the book *Making Content Comprehensible for English Language Learners: The SIOP Model, 5th Edition* by Jana Echevarria, MaryEllen Vogt, and Deborah J. Short.

2. In at least 1 page, describe the ELL population at your school and within your class(es). Include what strategies you have used in the past to help support your ELL students learn your content. What has worked well in the past and what has not? What are the biggest challenges you face while trying to teach grade level content to your ELL students?
3. In at least 2 pages, answer 2 discussion questions at the end of each of the chapters (starting on pages 68 and 100). Choose 2 questions to respond to from the end of chapter 2 and 2 questions from the end of chapter 3—responding to 4 questions in total. Make sure to label what questions you are answering in your responses.  
\*NOTE: If you choose to answer question #1 from either chapter, be sure to provide evidence for each learning outcome you have accomplished.
4. Watch the following video: Differentiating Instruction: A Guide for Teaching English-Language Learners
5. Content Implementation: **You only have to complete one of the following options.**

**OPTION 1:** This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and template can be found above in “Course Materials.”

Make sure to include the following in your 4 week plan. There are many strategies offered, so do not feel the need to use all of them and you should not include all strategies in one lesson. At a minimum, implement the following:

- Content Objectives
- Language Objectives
- Supplementary Materials—choose a minimum of 3
- Adaptation of Content—choose a minimum of 2

- Meaningful Activities
- Link to Students' Background
- Link to Past Learning
- Key Vocabulary—choose a minimum of 2

**OPTION 2:** Complete an hour log that logs the hours when you implement strategies from the course. Choose some upcoming lessons to begin implementing the ELL strategies in your classroom with your students. Do not feel the need to use all of the strategies offered and you should not include all strategies in one lesson. At a minimum, implement the following:

- Content Objectives
- Language Objectives
- Supplementary Materials—choose a minimum of 3
- Adaptation of Content—choose a minimum of 2
- Meaningful Activities
- Link to Students' Background
- Link to Past Learning
- Key Vocabulary—choose a minimum of 2

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught, the strategies from the course utilized, and their effectiveness on students' learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in "Course Materials."

\*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: ***You only have to complete one of the following options.***

**OPTION 1:** If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.

- a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
  - i. What strategies do you plan to implement, and what will they look like and/or sound like in your classroom? What will you be doing as the teacher? What will students be doing?
  - ii. What impact do you hope to see from using these strategies on your teaching and on student learning?
  - iii. How is this way of teaching ELLs different from how you taught them in the past?
  - iv. What do you plan to do to support the effectiveness of the methods and strategies?
  - v. What modifications do you plan to make on any of the strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
  - vi. What challenges do you foresee arising from using any of these strategies?

**OPTION 2:** If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.

- a. After consistently implementing the ELL strategies listed above in #5 in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using these strategies on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using the ELL strategies on your teaching and on student learning. Make sure to answer the following questions in your reflection.
  - i. What strategies did you implement, and what did they look like and/or sound like in your classroom? What were you doing as the teacher? What were students doing?
  - ii. Were the methods and strategies successful and did you notice a difference compared to when you taught that topic in the past? Or when you taught ELL students in the past?
  - iii. What did you do to support the effectiveness of the methods and strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
  - iv. What was challenging or didn't work as well as you would have hoped?
  - v. How would you modify any part of what you implemented to make it more effective in the future?

## Teaching ELLs - Assignment Plan, Evaluation & Grading

Current Practices Reflection (Written response rubric)	X/15 pts
Discussion Question Responses (Written response rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on Teaching ELLs (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(\*The assignment is required but is not graded)

### Final Grade Scale

- 63-70 - A
- 56-62 - B
- 49-55 - C
- 42-48 - D
- 41 & Below - F

Written Response Rubric (Used for Current Practices Reflection & Discussion Question Responses):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of what it means to teach English Language Learners (ELLs). The examples given are detailed to the point that it is very clear what the outcome will look like in the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses.
C (11)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. ELL strategies are mentioned but full understanding is missing.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and/or the strategies mentioned do not reflect teaching ELLs.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. Strategies are missing or do not reflect teaching ELLs.

Final Reflection Rubric:

Grade	Description
A (36-40)	Student has developed multiple lessons that include all of the strategies listed in the assignment (#5) geared towards helping ELLs better understand the content. Student has explained in detail how each strategy was incorporated into the lesson(s) or modified if needed. The explanation also includes how each strategy helped their ELL students. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has developed multiple lessons that include the majority of the strategies listed in the assignment (#5) geared towards helping ELLs better understand the content. However, 1 or 2 strategies from the list in #5 are missing. Student has explained how each strategy was incorporated into the lesson(s) or modified if needed. The explanation also includes how each strategy helped their ELL students. Lastly, student has answered all of the reflection questions.
C (28-31)	Student has developed multiple lessons that include some of the strategies listed in the assignment (#5) geared towards helping ELLs better understand the content. However, 3 or 4 strategies from the list in #5 are missing. Student has explained how each strategy was incorporated into the lesson(s) or modified if needed. The explanation also includes how some of the strategies they chose to use helped their ELL students, but the explanation is incomplete. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.
D (24-27)	Student has developed multiple lessons that include about half of the strategies listed in the assignment (#5) geared towards helping ELLs better understand the content. Student has partially explained how each strategy was incorporated into the lesson(s) or modified if needed, but the explanation is incomplete. The explanation also includes how some of the strategies they chose to use helped their ELL students, but the explanation is incomplete. Lastly, student has answered some of the reflection questions, but some questions are not addressed.
F (0-23)	Student has developed 1 or 2 lessons that include less than half of the strategies listed in the assignment (#5) geared towards helping ELLs better understand the content. Student's explanation of how each strategy was incorporated into the lesson(s), or modified if needed, is very incomplete. Very little is mentioned about how the strategies helped their ELL students, or it isn't mentioned at all. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.

## Teaching ELLs - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

\*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

### Upon Completion of the Course:

1. Please submit all assignments in PDF format to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

### Bibliography

Echevarria, Jana, et al. *Making Content Comprehensible for English Language Learners: The SIOP Model, 5th Edition*. Pearson/Allyn and Bacon, 20017.

Education Week, director. *Differentiating Instruction: A Guide for Teaching English-Language Learners*. YouTube, YouTube, 6 Feb. 2019, [www.youtube.com/watch?v=9hekJsCOHLU](http://www.youtube.com/watch?v=9hekJsCOHLU).

### Credits for Teachers Policies

*Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.*

Thank You!



