

## ELL ED 213: ESOL Strategies for Professionals – Competency 1, Grades K-12

Dates & Times: Online: This 18-hour online, asynchronous course, divided into 10 modules.

### COURSE DESCRIPTION:

This course is for all professionals and working with ELL students to include parents, paraprofessionals, and all school stakeholders to include psychologists, special area teachers and all school personnel in fulfilling the requirement to complete required in-service training. Topics cover the roles and responsibilities of school professionals in Florida for ELL students, research-based ESOL strategies, methods, curriculum and curriculum design, linguistics, culture, and evaluation of ELL students.

### STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Demonstrate the ability to teach classroom methods using materials specific to ELL students.
- Evaluate the needs of ELL students and design learning outcomes needed for language development and overall academic achievement.
- Develop strategies for working successfully with ELL students in all school settings.
- Articulate and paraphrase the various pedagogies behind the transfer of new skills and strategies to all content areas.

### TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

#### Required Text:

- Ariza, E. N. (2010). *What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Herrell, A. L., Jordan, M. (2015). *50 Strategies for Teaching English Language Learners*. Upper Saddle River, NJ: Pearson.
- Behazadi, A. and Sayadian, S. (2015) The Relevance of SLA Research to Language Teaching from Teachers' Perspective. *International Journal of Educational Investigations* Vol.2, No.1: 19-24, 2015, (January) Available online @ <http://www.ijeionline.com>
- Paradis, J. (2005). Grammatical morphology in children learning English as a second language: Implications of similarities with specific language impairment. *Language, Speech, and Hearing Services in Schools*, 36, 172-187.
- Wright, W. (2015). *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*, 2<sup>nd</sup> ed. Philadelphia, PA: Caslon Publishing.
- Rivera, C., & Collum, E. (Eds.). (2008). *State assessment policy and practice for English language learners: A national perspective*. Mahwah, NJ: Erlbaum.

- Marzano, R. J. (2015). *Creating and Using Learning Targets & Performance Scales: How Teachers Make Better Instructional Decisions*. Marzano Laboratories.
- Marzano, R. J. (2015). *Processing New Information: Classroom Techniques to Help Students Engage with Content*. Marzano Laboratories.

**In order to receive a Passing grade, the participant must complete the following course requirements:**

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met.

**Grade Scale:**

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

