



SPRING 2010 COURSE SYLLABUS

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Time & Place:

ICAT 1st Saturday from 9:00 AM – 3:00 PM in Milwaukee @ South Division High School LIBRARY
PAR Kenosha—1st & 3rd Tuesday 5:00 PM—7:30 PM @ ESC

1. COURSE DESCRIPTION

The course is designed to assist K-12 educators in learning how content and language integration could enhance ELL students' learning and adapting theories and best practices in their classroom using a series of skill building workshops, a Participatory Action Research (PAR) inquiry framework and applying the WIDA English Language Proficiency (ELP) Standards into the academic content and language instruction for the English language learners (ELLs) in their classrooms. The course is developed and offered as a part of the MAGIC Project, a five year Professional Development initiative funded through the U.S. Department of Education in partnership with MTEC, WDPI, and the Milwaukee Public School district. The course employs a wide range of learning approaches including classroom participation, active reflective learning, presentations and written assignments.

2. COURSE OBJECTIVES

At the completion of this course, participants will demonstrate:

- A thorough understanding of how to integrate the WIDA English Language Proficiency Standards and content standards into classroom instruction and assessment.
- Apply strategies for language development and language acquisition and use of WIDA Standards to make complex content understandable to ELLs.
- Understand theory and the practical application of research-based instructional strategies to differentiate instruction for ELLs based on their level of language proficiency.

- d) Ability to integrate FOK and the use of data from ACCESS for ELLs, state achievement tests and classroom assessment and other progress monitoring tools to inform instruction.
- e) Skills in applying Funds of Knowledge concepts in specific classroom practices to integrate content, language and culture of ELL students and their families.
- f) Complete written reflections and relevant projects that support the process and practice of the MAGIC professional development training PAR curriculum.
- g) Build collaborative relationships between educators, ELL Families from the school districts using course learning's from the training and a PAR inquiry framework.

3. TEXTBOOKS

- Gottlieb, M. (2006). Assessing English Language Learners: Bridges from language proficiency to academic achievement. Thousand Oaks, CA: Corwin press.
- Rothenberg, C. and Fisher, D. (2007). Teaching English Language Learners: A differentiated approach. Upper Saddle River, NJ: Pearson Education, Inc.
- Gonzalez, N. E., Moll, L. and , Amanti, C. (Eds.). 2005. Funds of Knowledge: Theorizing Practices in Households, Communities and Classrooms. London: Lawrence Erlbaum Associates.
- Additional reading materials will be made available in the class

4. COURSE REQUIREMENTS

- A. **Attendance and participation: 10 points**—this course is as much a process- as content-oriented; therefore, attendance and participation in discussion in all classes are required of all participants. Anticipated absences should be discussed with the instructors as the responsibility for make-up work lies with the participant.
- B. **Portfolio: 15 points**—the portfolio, arranged in a binder or electronically via web or CD, allows participants to compile all of their work from the course. It is merely an *organized* collection of all the assignments, journal entries, final projects, and any other supporting artifacts developed through the course.
- C. **ELL Profile: 5 points**—Collaborate with school partner to complete one ELL profile. The profile enables participants to collaborate to get a complete picture of one common student's linguistic and academic strengths and needs, and to problem solve with colleagues throughout the course to move the students to the next levels of language and academic proficiency.
- D. **Parent (Adult) AND Student's "Likes, Knows, Dos" Exercise: 15 points.** The purpose of this exercise is to identify two or three of your students' household funds of knowledge, such as their likes, knows, and dos. There are many ways to generate this information. You can generate the information by talking with each student individually, doing a writing exercise as a class, or in other creative ways. The outcome of this exercise is to find out two or three things that each of your students likes, knows, and does.
- E. **Monthly Journal: 20 points.** Make, *at least*, one (1) reflective entry per month between classes on what you have learned, raise any question(s) you might have and changes you have made in your instructional practices as a result of the training.
- F. **Final Projects and Presentation: 35 points.** The final project must be a team projects that focus on problem-based issues. Each team should have at least one (1) content teacher, one (1) ESL teacher, and/or one (1) special education teacher. **SEE ATTACHED RUBRIC.**

5. COURSE ASSESSMENT

- A. There will be an evaluation conducted at the end of every session. The purpose of the assessment will be to help the instructor(s) make necessary changes and adjustments to meet class participants' expectations.
- B. The "Memorable Moments" collected at the beginning of each class will also be used to inform the Project's direction and progress.
- C. Instructors, mentors and coaches will periodically solicit reactions, opinions, and suggestions from individual class participants to get a "feel" for how things are proceeding.
- D. Class participants are encouraged to contact the course instructors, mentors, and coaches (personally, phone, email, etc.) to share reactions and suggestions.

6. GRADING SYSTEM—Letter grades are assigned based on the following percentage scale:

A	100 – 96%
A-	95 – 90%
B+	89 – 85%
B	84 – 80%
B-	79 – 75%
C	74 – 70%
F	69 – 0 %

7. COURSE SCHEDULE

DATES	TOPICS	READINGS
Session 1: PAR Nov. 3 5:00—7:30 PM @ ESC	Knowing ELL: ELL Profiles 1. Student's "Likes, Knows, Dos" Exercise (due 11/17)	Gonzalez, Moll & Amanti (Chapter 2)—Due 11/17
Session 2: PAR Nov. 17 5:00—7:30 PM @ ESC	Knowing ELL: Community & Parental Involvement 1. Parent's "Likes, Knows, Dos" Exercise (due 12/1)	
Session 3: PAR Dec. 1 & 15 5:00—7:30 PM @ ESC	Teacher Critical Self-Reflection	Article
Session 4: Jan. 2, 2009 ICAT/PAR— 9:00 AM-12:30 PM LUNCH BREAK	Language Development & Acquisition	Rothenberg & Fisher, Chapter 2: "Language Acquisition: Dimensions of Proficiency," pp. 32-53. Due 1/2

<p>1:00 PM—3:00 PM</p> <p>@ South Division High School— Library</p>	<p>Understanding Second Language Acquisition, Stages of SLA, and BICS & CALP</p>	<p>Article</p>
<p>Session 5:</p> <p>ICAT/PAR—Feb. 6, 2009 9:00 AM-12:30 PM</p> <p>LUNCH BREAK</p> <p>1:00 PM—3:00 PM</p> <p>@ South Division High School— Library</p>	<p>Differentiated Instruction</p> <p>Learning Styles Survey & Differentiated Instruction</p> <ol style="list-style-type: none"> 1. Construct survey & lesson plan (due 3/6) 2. Design & develop differentiated learning strategies for <u>one</u> ethnic group (due 3/6) 	<p>Rothenberg & Fisher, Chapter 1: "A Differentiated Approach: Core Principles of Learning", pp. 2-31. Due 3/6</p>
<p>Session 6:</p> <p>ICAT/PAR—Mar. 6, 2009 9:00 AM-12:30 PM</p> <p>LUNCH BREAK</p> <p>1:00 PM—3:00 PM</p> <p>@ South Division High School— Library</p>	<p>WIDA Standards and Assessments</p> <p>WIDA & Assessments PRACTICES</p>	<p>Gottlieb, Chapter 2: "Standards and Assessment: The Bridge From Language Proficiency to Academic Achievement," pp. 23-40. Due 3/6</p>
<p>Session 7:</p> <p>ICAT/PAR—Apr. 3, 2009 9:00 AM-12:30 PM</p> <p>LUNCH BREAK</p> <p>1:00 PM—3:00 PM</p> <p>@ South Division High School— Library</p>	<p>Integration of Language and Content</p>	<p>Rothenberg & Fisher, Chapter 7: "Grade-level Content: Integrating Language and Learning," pp. 186-223. Due 4/3</p>
<p>Session 8:</p> <p>ICAT/PAR—May 1, 2009 9:00 AM-12:30 PM</p> <p>LUNCH BREAK</p>	<p>Student Assessment & Progress Monitoring</p>	<p>Article</p>

<p>1:00 PM—3:00 PM</p> <p>@ South Division High School— Library</p>	<p>Working with Newcomers & Final Project Presentations</p>	<p>Article</p>
<p>Session 9: PAR</p> <p>June 9 4:30-6:30 PM @ South Division High School— Literacy Center</p>	<p>Final Project Presentations & Evaluation & Wrap-Up</p>	

7. PARTICIPATION BY STUDENTS WITH DISABILITIES

If you need special accommodation in order to meet any of the requirements of this course, please contact us. We will be happy to assist in making these arrangements. These requests must be made by second week of the semester.