Teaching Strategies for Secondary English Language Learners
EDUO 9301
3 Graduate-Level Credits/Units

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This is a public syllabus. For a full syllabus, please email the instructor.

Course Overview
English Language Learners bring a wide range of experiences, linguistic backgrounds, and educational histories that shape how they access and engage with instruction. Effective instruction for multilingual learners requires educators to critically examine how curriculum, pedagogy, and classroom environments support equitable access to learning.

This course engages participants in the critical evaluation, selection, adaptation, and implementation of pedagogical materials and instructional practices designed to maximize student success in both content-area learning and academic language development. Grounded in second language acquisition theory and evidence-based instructional frameworks, participants will develop practical strategies for differentiating lesson design, scaffolding instruction, and delivering comprehensible, academically rigorous content. Emphasis is placed on fostering meaningful engagement with academic concepts while promoting equitable educational outcomes for multilingual learners across diverse classroom contexts.

Course Learning Objectives
In this course participants will have the opportunity to:
- Examine second language acquisition theories to better understand the needs of English Language Learners.
- Discover strategies to make instruction, text and materials comprehensible for students.
- Explore methods that allow students to practice and apply learning in meaningful contexts.
- Investigate multiple modes of assessment to drive instruction and assess student progress.

Course Relation to CCS or other Professional Standards
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

ENGLISH AS A NEW LANGUAGE STANDARDS

Accomplished teachers of English Language Learners:

Standard I: Knowledge of Students
Standard IV: Knowledge of the English Language
Standard V: Knowledge of English Language Acquisition
Standard VI: Instructional Practice
Standard VII: Assessment
Standard VIII: Teacher as Learner

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3). Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Course Modules / Assignments

Submit completed module assignments through the shared Google Folder.

Module #1 - Foundations for Understanding English Language Learners	
Objective	Discover key concepts in language acquisition, as well as important details about your English Language Learners, to help you to plan appropriate strategies to support their learning.
Assignment	Our English Language Learners come to us with a wide variety of elements in their background, which impact their ability to participate successfully in class. Discovering details such as previous schooling, home language literacy, time in the United States and their level of English language proficiency can help you to design supports tailored to their needs. Understanding the progression of language proficiency, as well as basic theories of second language acquisition, can help you to tailor input, practice and application opportunities for students to demonstrate learning. Assignment: ● Review the resources regarding the different stages of language acquisition, and the difference between social and academic language. ● Review the resources to learn about language acquisition theory, with a focus on comprehensible input. ● ***Create an infographic to synthesize learning***. ● ***Complete the Strategy Guide for Module 1***.
Assessment	Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

Module #2 - Setting the Stage for Acquisition: The Power of Background Knowledge and Language Objectives	
Objective	Discover the benefits of developing language objectives and

	supporting background knowledge.
Assignment	Discover strategies to assess students' background knowledge in order to determine if preteaching a key concept will be necessary, and if so, how this can be accomplished without taking too much time away from the core content objectives. Learn how to incorporate language objectives to support students' English language development. This module has two assignments. **Assignment 2A:** ● Review the resources regarding background knowledge. ● ***Write a 2-3 page paper in which you describe how you can incorporate assessing, activating and teaching background knowledge into an existing lesson.*** **Assignment 2B:** ● Review the resources regarding language objectives. ● ***Write a 1-2 page paper in which you determine the language objective(s) to pair with content objective(s) for an existing lesson.***
Assessment	Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

Module #3 - Exploring Sensory and Graphic Strategies	
Objective	Explore a set of multimodal strategies designed to help make input comprehensible and output successful. Investigate strategies to help students to see the relationship between concepts, as well as those beneficial for specific content areas.
Assignment	Strategies with a sensory or graphic focus help students to acquire new knowledge, make abstract concepts more concrete, and allow students to make connections among ideas. They can be especially useful for students with lower levels of proficiency as comprehension is easily supported with visuals and there is less reliance on text. Assignment: ● Investigate the powerful Use of Visuals to support ELLs and select one additional sensory strategy to research. ● Investigate Anchor Charts and select two additional graphic

	based strategies to research. • ***Compose a 2-3 page reflection to describe your new learning***.
Assessment	Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

Module #4 - Exploring Interactive Strategies	
Objective	Develop an understanding of interactive strategies to support ELLs content and language acquisition.
Assignment	Interactive Strategies are vital for helping students to synthesize information. They provide opportunities for output, allowing students to practice speaking in order to apply language for a meaningful purpose. By providing the right scaffolds, students can be successful in developing their oral language skills while also deepening their understanding of the content. • Explore Translanguaging as an interactive strategy. For Translanguaging to be effective it must be used intentionally and with careful considerations to the overarching goals of the lessons. Review the resources to encourage the use of translanguaging as an effective interactive scaffold, while avoiding overuse. • Investigate Think-Pair-Share and select an additional interactive strategy to research from the resources. • ***Write a 2-3 page reflection to describe new learning and how it can be applied in your setting.***
Assessment	Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

Module #5 - Comprehensible Text to Support Learning	
Objective	Investigate a variety of strategies for making text accessible for students.
	Text that is an integral component to the learning process can often be challenging for ELLs to read. By identifying the purpose for the text, as well as the target audience, we are able to apply

	effective strategies to make it accessible for students, while also maintaining the rigor and integrity of the original source. Text can be amplified or engineered, by adjusting the formatting and embedding supports directly within. ● Review the resources to gain an understanding of text engineering and how it benefits ELLs. ● ***Select a 2-4 paragraph text to amplify or engineer to make it accessible for ELLs.*** ● Review the resources that offer prepared leveled text which are easily accessible to teachers, which may not require modifications such as amplification or engineering. ***Create a 1-2 page paper reviewing these sources of multilevel text, making note of what could be applied to your setting.***
Assessment	Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

Module #6 - Supporting Writing and Content Specific Strategies	
Objective	Investigate strategies designed to support the writing process, as well as strategies specific to content classrooms.
Assignment	As a productive language domain, writing can be a particularly challenging skill for English Language Learners to develop, but it is also critically important at every level, and across all disciplines. Investigate strategies to support writing, as well as strategies in the context of a specific content area, to see how using multiple strategies throughout a lesson can be applied to best support ELLs. ● Review the resources to learn strategies designed to support students with writing in any setting. ● Select ONE of the following areas below to research: ○ READING COMPREHENSION ○ MATH ○ SOCIAL STUDIES ○ SCIENCE ● ***Compose a 2-3 page reflection examining how different instructional strategies work together over the course of a lesson to promote effective learning outcomes in content areas or in reading comprehension.***

Assessment	Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

Module #7 - Assessment and English Language Learners	
Objective	Discover effective strategies for assessing the progress of English Language Learners.
Assignment	By assessing students formatively throughout each lesson we can make adjustments to instruction, as well as summatively to determine progress towards the objectives. Performance on these assessments can be especially useful when analyzed in comparison to students' individual starting points to determine if they are making adequate progress. Assignment: ● Review the assessment resources. ● ***Write a 2-3 page paper*** *reflecting on the use of appropriate assessments and how feedback can be effectively used to promote growth with ELLs.*
Assessment	Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

Module #8 - Applying ELL Strategies in Successful Lesson Designs	
Objective	Craft a lesson with effective strategies to support ELL content and language acquisition.
Assignment	Bring together strategies learned in previous Modules to design a lesson which supports students in achieving the objectives while maintaining the rigor expected of English proficient peers. Assignment: Plan a lesson that is appropriately scaffolded for ELL students. ● Review the lesson plan examples and the Strategy Guide created throughout Modules 1-7. ● ***Write a 2-4 page description of the lesson plan.*** Select

	between THREE and SIX strategies, with at least one strategy that applies to materials, one strategy that applies to instruction or practice opportunities, and one strategy for assessment.
Assessment	Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

Course Assessment Rubric:

EXCELLENT Meets or Exceeds Course Objectives: A to A-	**ACCEPTABLE** Majority of Work Meets Course Objectives ; B+ to B-	**NOT ACCEPTABLE** Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.