

**DOMINICAN  
UNIVERSITY**  
of CALIFORNIA  
*School of Liberal Arts and Education*

**Empowering English Language Learners**

**EDUO 9364**

**3 Semester Credits/Units**

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***This is an abbreviated syllabus. For a full syllabus, please email the instructor.***

**Course Overview**

Our English Language Learners come to us with a wide variety of features in their background, all of which have a strong influence on their performance in the classroom. Their level of English language proficiency is critical among these features in how they access their education, and is key to providing successful scaffolding and differentiation. Discover how to leverage this information along with language proficiency descriptor tools for an asset-based approach to instruction. Investigate resources for scaffolding to guide your planning.

**Course Learning Objectives**

In this course participants will have the opportunity to:

- Explore an asset-based approach to instruction, building on the strengths of English Language Learners.
- Investigate key concepts in second language acquisition.
- Examine English language proficiency data and tools to guide differentiation decisions.
- Discover effective scaffolding strategies to support ELL students in accessing their education.

**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**

Apply their knowledge of students' language development, cultures, abilities, values, interests, and aspirations to facilitate their students' linguistic, academic, and social growth.

**Standard IV: Knowledge of the English Language**

Have in-depth knowledge of the English language and understand their students' language needs.

**Standard V: Knowledge of English Language Acquisition**

Critically evaluate the ways in which students acquire primary and new languages and apply this knowledge to promote their students' success in learning English.

**Standard VI: Instructional Practice**

Design supportive learning environments based on careful analysis of their students' characteristics and on the linguistic and academic demands of school. Teachers provide effective language and content instruction that expands students' linguistic repertoire in

English, allows them to achieve academic success, and inspires them to acquire skills that will serve them throughout their lives.

### Standard VIII: Teacher as Learner

Are passionate about their field and consistently engage in the process of professional growth. Teachers thoughtfully evaluate their learning and apply it in their practice to maximize student success.

## 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 to the corresponding LMS submission area.

Module #1 - Getting to know your English Language Learner	
Objective	Discover the importance of knowing your ELL student and how their background impacts their learning.
Assignment	<p>Developing an understanding of your students plays a critical role in your ability to build relationships, tailor your instruction and develop appropriate scaffolds to meet their needs. This is especially important with ELL students who have a broad variety of details in their background to take into consideration for their success.</p> <p>There are two assignments in this module.</p> <p><u>Assignment 1A:</u></p> <ul style="list-style-type: none"><li>● Read the following articles<ul style="list-style-type: none"><li>○ <a href="#">10 Things to know about your ELL students</a></li><li>○ <a href="#">10 Assumptions to Rethink About English Language Learners</a></li></ul></li><li>● <b>Write a 2-3 page reflection on new learning:</b><ul style="list-style-type: none"><li>○ Describe how these articles align with, or shifted, your thinking and practice.</li><li>○ Describe a plan to effectively capture the necessary background information in order to support your ELLs.</li></ul></li></ul> <p><u>Assignment 1B:</u></p> <ul style="list-style-type: none"><li>● <b>Create a profile about a current student.</b> Refer to the above articles and to <a href="#">What I know about my EL Checklist</a> for formatting</li></ul>

	ideas and for information to include.
Assessment	Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

Module #2 - Second Language Acquisition Theory	
Objective	Explore key concepts in Second Language Acquisition Theory.
Assignment	<p>While each student will follow their own journey on their pathway towards English Language Proficiency, it is important to understand general characteristics of language development to inform your instructional practice and the evaluation of your students' progress.</p> <ul style="list-style-type: none"> <li>● Review the following resources: <ul style="list-style-type: none"> <li>○ <a href="#">What is the Difference Between Social and Academic English?</a></li> <li>○ <a href="#">Language Acquisition: An Overview</a></li> </ul> </li> <li>● <b>Create a 1-2 page handout or digital presentation</b> designed for parents of ELLs regarding key points of second language acquisition theory that you could use during parent teacher conferences.</li> </ul>
Assessment	Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

Module #3 - An Asset Based Approach to Instruction	
Objective	Investigate an approach to instruction that leads with students' abilities and strengths.
Assignment	<p>English Language Learners have historically been characterized by their limitations. However, each student brings a unique set of assets and talents to the classroom and has much to contribute to the educational community as a whole. When we are able to shift our perspective to focusing on our students' strengths, we are better poised to set them up for success.</p> <ul style="list-style-type: none"> <li>● Review the following resources:</li> </ul>

	<ul style="list-style-type: none"> <li>○ <a href="#">Using a “Can Do” Approach to Ensure Differentiated Instruction Intentionally Supports The Needs of Language Learners</a></li> <li>○ <a href="#">Using a Strengths-Based Approach with ELs: Supporting Students Living with Trauma, Violence and Chronic Stress</a></li> </ul> <ul style="list-style-type: none"> <li>● <b>Write a 2-3 page paper</b> reflecting on the strength based strategies that are already present in your current instructional practice and which strategies you can incorporate in future teaching to further shift your practice to a strengths based approach.</li> </ul>
Assessment	Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

Module #4 - English Language Proficiency Testing	
Objective	Examine the English Language Proficiency Test administered in your state.
Assignment	<p>Language Proficiency Testing is a critical tool for understanding our students’ level of academic language. This is the foundation for how they access content and participate in new learning.</p> <ul style="list-style-type: none"> <li>● Refer to the <a href="#">English Language Learner Accountability Hub</a>, or consult with your district TESOL specialist, to discover which English Language Proficiency Test is used in your state.</li> <li>● Refer to the resources for your test to learn about how to interpret the results of your English Language Proficiency report.</li> <li>● <b>Complete this <a href="#">checklist</a> regarding the English Language Proficiency test used in your district.</b></li> </ul>
Assessment	Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

Module #5 - Proficiency Level Descriptors	
Objective	Develop an understanding of the different proficiency levels within your target grade level.

Assignment	<p>Proficiency Level Descriptors are key for understanding what the scores on the English Language Proficiency Report mean, which then allow us to differentiate appropriately for what our students can do at each level of language development.</p> <ul style="list-style-type: none"> <li>● Investigate the Proficiency Level Descriptors Guide that accompanies the English Language Proficiency test used in your state.</li> <li>● Select one grade level that you work with and carefully examine the proficiency levels within each of the language domains. Note the differences among the levels and the progression of linguistic skills.</li> <li>● <b>Revise the student profile created in Module #1</b> Expand this profile to include your student’s current language proficiency levels based upon their most recent English Language Proficiency Test results.</li> </ul>
Assessment	<p>Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.</p>

<b>Module #6 - WIDAs Can Do Descriptors, Key Language Uses</b>	
Objective	<p>Investigate another powerful tool for understanding what students can do at each level of language proficiency.</p>
Assignment	<p>The Can Do Descriptors (2016) by WIDA are another tool which provides useful information regarding what students can do linguistically at each language proficiency level. This information can be used to help you determine the level of scaffolding or support that is needed for your ELL students to access their education.</p> <p>There are two assignments in this module.  <u>Assignment 6A:</u></p> <ul style="list-style-type: none"> <li>● Review the Can Do Descriptors, Key Uses Edition for your Grade level band.</li> <li>● <b>Complete the Can Do Descriptor Name Chart</b> for a current ELL student. Select the appropriate grade level band from the links below. You may use the same student from Module #1. For further preparation and understanding, you may include all ELLs from your class. As in Module #5, you will need the English</li> </ul>

	<p>Language Proficiency test results for your students. Connect with your TESOL specialist or office personnel for help as needed.</p> <p><u>Assignment 6B:</u></p> <ul style="list-style-type: none"> <li>• <b>Write a 2-3 page reflection</b> on your impressions of the Can Do Descriptors and Proficiency Level Descriptors, and how they may be used to inform your instruction and scaffolding.</li> </ul>
Assessment	<p>Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.</p>

Module #7 - Differentiation Strategies	
Objective	<p>Explore differentiation categories and strategies for scaffolding to be able to apply them to your classroom</p>
Assignment	<p>Once we understand our students' level of English language proficiency, as well as what our students are able to do at that level, we can then select the appropriate types of scaffolds to use to support them in achieving the objectives.</p> <ul style="list-style-type: none"> <li>• Watch the webinar: <a href="#">5 Practical Steps to Scaffold Lessons for English Learners</a></li> <li>• Read the following articles: <ul style="list-style-type: none"> <li>○ <a href="#">How to provide Effective Scaffolding Instruction to Support Multilingual Learners</a></li> <li>○ <a href="#">The GO TO Strategies: Scaffolding Options For Teachers of English Language Learners, K-12</a></li> </ul> </li> <li>• <b>Create a 2-3 page paper</b> in which you identify scaffolds that you are already using in your practice. Select additional scaffolding strategies that are a good fit for your classroom and your students that you plan to use in the future.</li> </ul>
Assessment	<p>Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.</p>

Module #8 - Scaffold a lesson using language proficiency data and support tools.	
Objective	<p>Create a lesson with scaffolds to support your ELL students</p>

Assignment	<p>Plan a lesson/series of lessons that are appropriately scaffolded for your ELL student. Referring back to the student profile create in Modules #1 and #5, keep in mind your student’s background information and proficiency levels as you select appropriate scaffolds to support your student in accessing the instruction, materials, and assignment of the lesson(s).</p> <ul style="list-style-type: none"> <li>• <b>Write a 2-3 page description of the lesson plan</b>, including objectives, materials, scaffolds selected and why they were chosen, steps for implementation, and how you will gauge your student’s progress toward achieving the goals.</li> </ul>
Assessment	<p>Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.</p>

**Course Assessment Rubric:**

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: <b>A to A-</b>	Majority of Work Meets Course Objectives; <b>B+ to B-</b>	Needs Considerable Improvement: Resubmit Work Suggested: <b>C or below</b>
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.