

Watertown Public Schools

District/School PD Course 2008-2008

Teaching Diverse Learners

English Language Learners and Diverse Students in Mainstream Classrooms

Instructors

Rob Stergis, K-12 ELL Director
Judy Zimmerman, Middle School Reading Teacher

Intended Participants

K-12, second-year teachers in the Induction Program and others, who need to complete their ELL professional development requirements. (30 participants).

Course Description

This PD course is designed to equip teachers with essential knowledge and skills to teach English language learners and other diverse students in content classrooms. A primary focus of the course will be on modification of content instruction for a variety of academic and linguistic proficiency levels. Course participants will master instructional strategies and design content lessons compatible with these principles, and relate them to the Massachusetts Curriculum Frameworks and English Language Proficiency Benchmarks and Outcomes for English Language Learners (ELPBO). The course content will be learned through participatory and process-oriented strategies that model successful classroom practices. The possibility of receiving graduate credits, for a fee, will be an option.

Texts

Echevarria, J., Vogt, M. & Short, D. (2004). Making Content Comprehensible for English Learners. The SIOP Model. 2nd Edition. Boston: Pearson.

Kozol, J. Letters to a Young Teacher. NY: Crown Publishing.

Ribas, W., Deane, J. A. & Seider, S. (2005). Instructional Practices that Maximize Student Achievement: For Teachers, By Teachers. Westwood, MA: Ribas Publications.

V., M., Echevarria, J. (2008). 99 Ideas and Activities for Teaching English Learners with The SIOP Model. Boston: Pearson, Allyn and Bacon.

Dates

Classes meet during the District/School PD Meeting (3rd Wednesday of each month, 2:45-3:45pm), except on Nov. 4th (1-3pm), and once a month on Tuesday (usually the 2nd Tuesday, 2:45-3:45pm).

Class 1: September 16, 2008
Class 2: September 24, 2008
Class 3: October 7, 2008
Class 4: October 22, 2008
Class 5: November 4, 2008 (1-3pm)
Class 6: November 25, 2008
Class 7: December 9, 2008
Class 8: December 17, 2008

Class 9: January 6, 2009
Class 10: January 21, 2009
Class 11: February 3, 2009
Class 12: February 25, 2009
Class 13: March 3, 2009
Class 14: March 25, 2009
Class 15: April 7, 2009
Class 16: April 15, 2009
Class 17: May 5, 2009
Class 18: May 27, 2009
Class 19: June 2, 2009
Class 20: June 17, 2009

Watertown Public Schools

District/School PD Course 2008-2008

Syllabus

Unit 1: Diverse learners in today's schools

Class 1: September 16, 2008

Class 2: September 24, 2008

Learning Objectives

- Develop understanding of characteristics of diverse learners.
- Consider culturally and linguistically responsive teaching practices.
- Understand the implications of learning styles and cultural differences for classroom organization and instruction.

Unit 2: English language learners in a state context

Class 3: October 7, 2008

Class 4: October 22, 2008

Learning Objectives

- Review basic concepts of second language acquisition.
- Develop understanding of the Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners.
- Plan lessons appropriate for ELLs with different English proficiency levels.

Unit 3: Differentiating Instruction to meet the needs of ELLs and diverse learners

Class 5: November 4, 2008 (Wednesday PD Day, 1-3pm)

Class 6: November 25, 2008

Learning Objectives

- Understand principles of differentiated instruction for ELLs and diverse students.
- Learn how to differentiate content instruction for ELLs and diverse students.
- Plan lessons that are guided by principles of differentiated instruction.

Unit 4: Establishing Connections

Class 7: December 9, 2008

Class 8: December 17, 2008

Learning Objectives

- Identify strategies to identify students' background knowledge.
- Develop strategies to establish conceptual connections between students' prior knowledge and the curriculum.
- Recognize the importance of connecting students' personal experiences to lesson concepts.
- Understand strategies for incorporating students' background knowledge into the curriculum.
- Examine texts to determine key vocabulary and concepts for students to learn.

Unit 5: Comprehensible input

Class 9: January 6, 2009

Class 10: January 21, 2009

Learning Objectives

- Understand strategies for presenting content information in ways that students understand
- Understand strategies for scaffolded instruction
- Plan lessons so that all students, regardless of proficiency level, can produce work and display their knowledge in various ways.

Watertown Public Schools District/School PD Course 2008-2008

- Use supplementary materials, including graphic organizers, visuals, and manipulatives to make content more comprehensible.
- Understand questioning techniques that promote student understanding and critical thinking skills.
- Plan lessons that incorporate learning objectives, interaction and experiential learning to promote student understanding.

Unit 6: Learning Strategies

Class 11: February 3, 2009

Class 12: February 25, 2009

Learning Objectives

- Understand the role of learning strategies to promote academic achievement of ELLs and diverse students.
- Implement explicit learning strategy instruction in lesson plans.
- Recognize the value of scaffolded instruction in teaching learning strategies.
- Select learning strategies appropriate to a lesson's objectives.

Unit 7: Interaction

Class 13: March 3, 2009

Class 14: March 25, 2009

Learning Objectives

- Incorporate strategies to promote interaction in lesson planning.
- Implement grouping strategies that support lesson objectives.
- Discuss the issue of student engagement in the context of a differentiated lesson plan.

Unit 8: Teaching Reading and Writing to ELLs and Diverse Students

Class 15: April 7, 2009

Class 16: April 15, 2009

Learning Objectives

- Understand instructional practices for developing reading skills for students with different academic and linguistic proficiency levels.
- Understand instructional practices for developing writing skills for students with different academic and linguistic proficiency levels.
- Understand principles of literacy instruction for students with limited formal schooling.

Unit 9: Assessment

Class 17: May 5, 2009

Class 18: May 27, 2009

Learning Objectives

- Incorporate techniques for reviewing key content and concepts.
- Implement a variety of assessment strategies into lesson planning.
- Recognize the challenges in assessing the content learning of diverse students and English language learners.
- Design assessments to determine student academic language learning.
- Assess content learning of students with diverse academic and linguistic proficiency levels.
- Understand principles of performance-based assessment.
- Understand the role of self-assessment in unit design.

Watertown Public Schools
District/School PD Course 2008-2008

Unit 10: Connecting with Parents and the Community

Class 19: June 2, 2009

Class 20: June 17, 2009

Learning Objectives

- Understand strategies for effective parent/teacher conferences.
- Understand the role of student portfolios in parental communication.
- Understand strategies for promoting parental involvement for ELLs and diverse students.