

TEACHING ENGLISH LANGUAGE LEARNERS (TELL)
Inservice Teachers
Program Overview and Courses Description

Completion of this coursework fulfills the requirements for the Utah State English as a Second Language Teaching Endorsement Standards.

This series of courses comprise a program that fulfills the requirements for obtaining an ESL endorsement established by the Utah State Office of Education. In addition, the courses individually and collectively have been designed to support current and future teachers in building the understandings, knowledge and skills needed to work productively and positively with English Learners (ELs). The courses utilize sociocultural theory and participants not only learn but have opportunity to engage in the learning activities and experience the pedagogy that is essential for supporting students in learning English as a second language. The activities and materials used in the courses are based on current research on second language teaching and developed by outstanding ESL teachers, as well as researchers in the fields of multi-cultural education, literacy, family life, and linguistics.

Each course builds on previous courses and thus is it necessary that they be taken in sequential order enabling the teachers to develop knowledge and pedagogy for teaching ELs as practical knowledge that can easily and consistently emerge in their teaching. Further, since teachers who are more cognitively complex are more likely to embrace pedagogies most helpful to these learners, the activities and experiences teachers engage in within the course will increase their cognitive complexity and develop them as thoughtful educators.

***TELL 589R – Culture, Issues, Policy for ELL (3 credit hours)**

This course introduces teachers to the Inclusive Pedagogy Framework as a way of learning about linguistically and culturally diverse students and learning about ourselves as professionals. Through this course, teachers identify how their attitudes, assumptions, and beliefs impact their interaction with students. They also focus on the historical and current educational and political realities of policy, programs, and practice for language minority students. Finally, this course identifies the multiple factors impacting the school experience of language minority students, including cognitive/academic (school and teacher practices), social/affective (personal, family, community) and linguistic development issues.

*Within this course, additional independent activities are assigned in order to provide practicing teachers with experiences in immediately applying what they are learning--modifying and adjusting their teaching practices in their own teaching contexts.

***TELL 589R –Understanding Second Language Acquisition (3 credit hours)**

Educators interact with growing numbers of language minority students and must be able to promote content and language learning. This requires a sound understanding of second language acquisition. This course explores the concepts of Communication, Pattern, and Variability in second language acquisition, and their defining principles: Input, interaction, stages of development, error/feedback, types of proficiencies, and types of performances. Teachers are introduced to foundational literature in three areas: 1) native language acquisition, 2) second language acquisition, and 3) second language acquisition in the academic setting.

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***TELL 589R – Assessing Linguistically Diverse Students (3 credit hours)**

In this course, we explore the fact that assessment is about student learning. The purpose of this course is to expand each educator's assessment literacy in general, and in relationship to second language learners in particular. Educators learn about implementing an assessment process, and making assessments useful, meaningful, and equitable. They also develop expertise in using on-going classroom assessment, alternative assessment techniques as well as traditional testing to positively impact instruction and student learning. Students will also consider the issues in high-stakes testing for second language learners.

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***TELL 589R – Developing Second Language Literacy (3 credit hours)**

In this course, we explore the role of literacy development in content area learning. Specifically, the course focuses on expanding mainstream teachers' understanding of second language literacy development, so that they can support second language learners' literacy and content learning. Building on previous learning, this course extends the concepts of Communication, Pattern, and Variability to literacy. Using the Five Standards for Effective Pedagogy as the pedagogical orientation for teaching, educators are encouraged to use five ESL Guidelines for Curriculum Development that support literacy and content learning. This methods course highlights teaching practices that support literacy development.

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***TELL 589R– Integrating Content and Language Instruction (3 credit hours)**

Working in teacher working groups, students explore content-area learning from a second language perspective. Students review the conceptual tools and content of previous TELL courses. They explore their pedagogical practices within their disciplines and for second language learners. This course engages students in curriculum development that demonstrates understanding of how to integrate attention to content and language instruction in the mainstream classroom. This methods course requires students to demonstrate and apply learning to curriculum and teaching practices for second language learners. Activities encourage teachers to be more flexible, cognitively complex, self-monitoring, critical, and specific about how they will meet the needs of ESL students in their classrooms. The teacher working groups promote ownership for learning and create a space for meaning making among a community of peers.

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***TELL 589R – Family, School, and Community Partnerships**

This course explores the standards, principles, policies, and processes of school partnering with parents, families, and communities in fostering and sustaining the development of children and youth. Particular attention is given to diversity of the school community and how to capitalize on this in meeting student needs. Educators learn how to organize and function in Action Teams to carry out partnership goals that view diversity as a strong resource in public school classrooms.

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