

CIEP 475: Curriculum Workshop
School of Education, Loyola University Chicago
Summer Session B (July 6 – August 12, 2016)

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Office Hours: 4 – 5 PM, in classroom
Class Location: Cuneo Location
Class Hours: Mondays & Wednesdays, 5:00 – 8:00 PM

Course Description:

This course centers on the application of knowledge and expertise gained throughout this graduate program of study, by each teacher developing a professional learning plan with a unique EL lens. Teachers will identify, investigate, and offer solutions to language-related problems in education by applying evolving understandings and interpretations related to the study of language and culture. Course content requires that teachers apply theories of general and applied linguistics, language acquisition, approaches to language education, engaging participants in the work of community- and developing culturally and linguistically responsive school-learning environments. Teachers will develop a 10-part EL Professional Learning Plan that will show why and how they will help build capacity among their colleagues so that their schools and school districts can better serve their culturally and linguistically diverse community. All course topics weave in discussion on the role of language in teaching and learning, as well as stress the relevant implications for effective instruction in culturally and linguistically diverse classrooms.

Course Readings:

Required textbook:

All relevant readings and tools will be available on SAKAI

Course Outcomes:

Teachers and teacher candidates will be able to:

- ❖ Demonstrate knowledge of theories and principles of applied linguistics (ISBE A: 1b).
 - ❖ Demonstrate knowledge of language and its various subsystems function. (ISBE A: 1b)
 - ❖ Demonstrate knowledge of the interplay of language, culture, and identity. (ISBE A: 1a, 1c)
 - ❖ Describe the role of language(s) in teaching and learning. (ISBE A: 1c, 1e)
 - ❖ Describe the place of language(s) in the culture of the classroom. (ISBE A: 1c, 1e)
 - ❖ Describe the interplay of home and school cultures and languages. (ISBE A: 1c, 1e)
 - ❖ Design classroom and school practices to support students' language development. (ISBE A: 1f, 1g)
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Related TESOL Standards:

- **1.a.1.** Demonstrates knowledge of the components of language and language as an integrative system.
- **1.a.2.** Apply knowledge of phonology, morphology, syntax, semantics, and pragmatics to help ELLs develop oral, reading, and writing skills in English.
- **1.a.3.** Demonstrate knowledge of rhetorical and discourse structures as applied to ESOL learning.
- **1.a.4.** Demonstrate proficiency in English and serve as a good language model for ELLs.
- **1.b.1.** Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.
- **1.b.3.** Recognize the importance of ELLs' L1s and language varieties and build on these skills as a foundation for learning English.
- **1.b.4.** Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.
- **1.b.5.** Understand and apply knowledge of the role of individual learner variables in the process of learning English.
- **2.d.** Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families

- **5.a.1.** Demonstrate knowledge language teaching methods in their historical contexts.
- **5.a.2.** Demonstrate knowledge of the evolution of laws and policy in the ESL profession.
- **5.a.3.** Demonstrate ability to read and conduct classroom research.
- **5.b.1.** Participate in professional growth opportunities.
- **5.b.2.** Establish professional goals.
- **5.b.3.** Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ELLS in the school.
- **5.b.5.** Advocate for ELLs' access to academic classes, resources, and instructional technology.
- **5.b.6.** Support ELL families.
- **5.b.7.** Serve as professional resource personnel in their educational communities.

IDEA Objectives

- At the end of the semester, you will complete an online course evaluation provided by IDEA. Specific objectives are selected at the beginning of the semester that will guide the evaluation.
- Typically situated at the end of the ELTL or ESL program of study, this course aimed to bring together knowledge and skills of language teaching and learning to:
 - Apply what you have learned in this class and others to solve a problem and make decisions about your current or future practice in language education.
 - Find and use academic, community, and school resources to answer questions and solve problems related to language teaching and learning.
 - Acquire an interest in learning more about language, language learning, language difference, and language education by asking questions and seeking answers.

Course Assignments:

The course assignments are designed for teachers to design a Professional Learning Plan with an ELL Lens that will allow them to share their knowledge with colleagues in a systematic manner. As teacher leaders with ELL expertise, it is vital that they help build capacity among their colleagues in order to begin to build more culturally and linguistically responsive learning environments for all learners, specifically ELLs. Descriptions and criteria for each component of the Professional Learning Plan are available on Sakai and should be used to guide the completion of all assignments. In order to be considered acceptable, assignments need to be (a) submitted on time, (b) typed and double-spaced in 12-point font with one inch margins, (c) include appropriate identifying information, (d) cite sources for all quotes, paraphrases, and adapted ideas, (e) use APA style (6th ed.) for citing references, and (f) submit all assignments using on Sakai.

1.) Research Summary (10 points)

Create a document with a summary of the research base that supports your professional learning plan. Include 6-8 scholarly articles that form the theoretical foundation of your work.**2.) Adult Learning (10 points)**

Submit a one-page description of how you will address adult learners:

- protocols you would like to use
- theoretical perspective
- provide information that shows you know your colleagues and what will appeal to them

3.) Bilingual Learners (10 points)

Submit a one-page summary of the bilingual learners in your school / school district that you serve:

- demographics
- nature of bilingualism (simultaneous/sequential, etc.)
- number of languages
- languages spoken
- ages of students

You may include both graphic and narrative representation of these data. Graphic representations may prove useful in presentations to colleagues and other stakeholders.

4.) Continuous Improvement (10 points)

Please describe ways that you will build in sustainability and continuous improvement for individuals and groups that participate in your professional learning plan:

- Collaborative relationships
- Professional Learning Networks
- Shared responsibility
- Self-assessment (staff, individual)
- Addressing change
- Transformational practices
- Implementation

5.) Technology and the EL Lens (10 points)

Develop two Professional eLearning activities that you can share with with your colleagues:

- What area of the EL lens you will address in each?
- What tool (web 2.0 or other) did you choose and why?
 - Powtoons (animation/text)
 - Youtube Capture (Video of people or slides) - voice record
 - Animoto - Photos with music
 - Screen Record on Quicktime
 - Powerpoint - voice record - Screen record during presentation is an easier format to export to iMovie
 - WeVideo - text, audio, video clips, photos (easy app similar to iMovie)- Chrome add on
 - Prezi - Visual slides with animated transitions
 - Screencast-o- matic
 - Camtasia
 - Google Site
 - Gone Google Story Builder
 - iMovie Trailer
 - GoAnimate
 - Video camera on iPad
- How will you disseminate these resources?
- Where will you house the resource and what is your plan for sustainability?

6.) Annotated Bibliography (Professional Readings) (10 points)

Please submit an annotated bibliography of 8-10 readings that would like to share with your colleagues:

- Why did you choose these particular readings (articles and books)?
- What areas of EL education will you address with each title?
- What format / forum will you use to share these texts?
- How will you assess implementation of the principles in the readings? (discussion forums, peer coaching, self-assessment/surveys, etc.)

7.) Professional Learning Communities (10 points)

Please submit a plan for how you will collaborate with your colleagues within existing PLC contexts or in learning communities that you help develop that address the EL lens.

- Demonstrate how the information shared will be part of embedded PD

- What school teams exist presently that you could impact with the EL lens? What teams might have to be developed? Who can support you in this work?
- What topics/issues/ aspects of EL education will be the focus?
- What activities did you choose and why?
 - Teacher Study Groups
 - Book Clubs / Book Studies
 - Lesson Study/ Group
 - Google+ Community
 - Needs Assessment
 - Looking at Student Work
 - Critical Friends Group

8.) Coaching with an EL Lens (10 points)

Please share a plan for how you would like your colleagues to be supported through coaching.

- What systems are in place for collaboration?
- What is the collaborative climate in your school/district/department/grade level?
- What type of coaching model would work with your colleagues? What structure(s) would you like to use and why?
 - Peer coaching
 - Peer Observation
 - Outside coach
 - Teacher leaders
 - Instructional Coaches
 - Other

9.) Long-term Professional Learning (Institutes) (10 points)

Describe multi-day Institutes and/or Courses that your colleagues could participate/enroll in / or attend:

- Are there any *District / School wide* professional learning / professional development institutes/courses / MOOCs planned in the coming school year? Is there an institute / and or course / MOOCs you could participate in planning?
- Are there any *Out of district* professional learning / professional development institutes / courses / MOOCs planned in the coming school year? Is there an institute / courses / MOOCs you could participate in planning?
- What possibilities are there to begin an EL Cohort in your school / district?
- Who would be open to participating in such an institute / course / MOOC ?

10.) In-Service- EL Lens (10 points)

Describe In-Service Professional Learning opportunities that your colleagues can participate in / attend in the coming school year(s):

- What are some In-district learning opportunities that are already scheduled on EL issues/topics? What are ways you/your colleagues can embed the EL Lens into planning for in-service professional learning?
- Develop a plan for a Teacher-Led conference (summer session or institute day) for teachers to share their learning around ELs.
- Write a short proposal for an EL EdCamp for your school/district and a plan for how you would share with your colleagues.

Grades:

Turning in assignments is not sufficient to obtain a passing grade. Content and quality of the work, as well as its timely completion, will be considered when assigning grades. Late assignments will result in a lower letter grade. Letter grades will be assigned as follows:

A = 100 to 93 percent

B = 87 to 83 percent

C = 76 to 70 percent

A- = 92 to 90 percent

B- = 82 to 80 percent

D = 70 to 65 percent

B+ = 89 to 88 percent

C+ = 79 to 77 percent

F = 64 and below

University and School Policies and Information

Academic Honesty:

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility:

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

EthicsLine Reporting Hotline:

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines:

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Conceptual Framework Standards:

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the principles of *Professionalism in Service of Social Justice*, this course addresses the conceptual framework in a variety of ways. Teachers will investigate and recommend ways to promote educational equity for ELs by (a) aligning and drawing from home and community linguistic repertoires and resources, and (b) shifting micro- and macro-level practices in classrooms, schools, and communities to better support the language development and academic achievement of students.

Dispositions:

In addition to knowledge and skills central to this course, you will be assessed on dispositions related to *professionalism*, *fairness*, and the *belief that all students can learn*. *Professionalism* will be assessed using the class participation and attendance

rubric. *Fairness* and the *belief that all students can learn* will be connected to and assessed as part of your final mini-inquiry project.

Technology:

This course incorporates technology. Sakai will be regularly utilized for all course documents and materials, seek out online websites and resources, collaborate via discussion boards, communicate with the professor, and check announcements and grades.

Diversity:

This course focuses on language education, policy, and instruction for ELs, encompassing the broad array of culturally and linguistically diverse populations of students and families in the Chicago metropolitan area. Due to the nature of the course topic focused on ELs, issues of diversity will be woven through the entire course.

Course Schedule

Professor reserves the right to make changes to the schedule, topic, readings and assignments.

Session 1 July 6, 2016

Professional Learning and Action Planning

Activity:

- Implementing What We Have Learned
- Review course assignments / objectives

Readings/ Resources:

- Online course outline, assignments, lesson and syllabus.

Session 2 July 11, 2016

Theoretical foundation / Research base/ Professional Reading

Activity:

- FORUM Discussion: Share theoretical foundation and research base with your team.
- Review colleagues' submissions
- Begin work on your annotated bibliography (some sources).
 - Online resources
 - Professional reading
 - [Infographics](#)
 - [Canva](#)
 - Book studies
 - Databases

Readings/ Resources:

Share links to articles, books and other resources that will support your Professional Learning Plan (bilingualism, multicultural education, culturally responsive pedagogy, [teaching for understanding](#), etc.)

Session 3 July 13, 2016

Adult Learning / Bilingual Learner Profiles

Google Hangout Meeting / share adult learner inventory & Q & A

Activity:

- Develop plan for how to address adult learners
- Describe the bilingual learners you serve.

Readings/ Resources:

Ellie Drago Severson - [Pillars for Adult Learning](#)

[Link to an Adult Learner Reflection](#)

[Professional Learning Standards](#)

Session 4 July 18, 2016

Continuous Improvement and Sustainability

Investigate the sustainability of implementing your EL Professional Learning Plan

Readings/ Resources:

- [Action Planning](#)
- [Personal Learning Network \(PLN\)](#)
- Collaboration
- Consensus among various stakeholders
- Leadership teams
- [MTSS- School Improvement](#)

- [Twitter Ideas](#) Link to WORD document

Session 5 July 20, 2016

Professional Learning Communities

Activity:

- review a variety of formats / structures for PLCs
- develop a plan for infusing the EL lens into existing PLCs, and/or
- create a proposal for new PLCs

[Sample PLC](#)

Readings/ Resources:

- [Book Clubs](#)
- [Critical Friends Group](#)
- [Lesson Study](#)
- [Looking at Student Work](#)
- [Teacher Study Groups](#)

[WIDA Featured Teacher Videos](#)

[Teaching Tolerance 2016 Teacher Award Winners](#)

[WIDA Featured Educators](#)

[WIDA Lesson Plans](#)

Session 6 July 25, 2016

Planning and participating in Courses, Institutes and In-service professional learning.

Activity:

- research ways to integrate the EL lens into existing professional learning opportunities within the school/district
- investigate potential institutes/courses/MOOCs outside the school/district that would build capacity

around EL education

- propose a plan for a teacher-led conference on ELs

Readings/ Resources:

- District / School wide
- Out of district professional learning
- Courses
- In-district
- Teacher-led conferences
- EdCamp

Session 7 July 27, 2016

Technology and Professional Learning

Activity:

- review various technology tools
- develop (two) professional learning resources
- FORUM DISCUSSION: share resources with your group & provide feedback throughout the week.

Readings/ Resources:

- Webinar
- Blog
- Video
- Wikis

Possible tools to use:

- [Powtoons](#) (animation/text)
- [Youtube Capture](#) (Video of people or slides) - voice record
- [Animoto](#) - Photos with music
- [Screen Record on Quicktime](#)
- [Powerpoint](#) - voice record - Screen record during presentation is an easier format to export to iMovie
- [WeVideo](#) - text, audio, video clips, photos (easy app similar to imovie)- Chrome add on
- [Prezi](#) - Visual slides with animated transitions
- [Screencast-o-matic](#)
- [Screencastify](#)
- Camtasia
- [Gone Google Story Builder](#)
- [iMovie Trailer](#)
- [GoAnimate](#)
- Video camera on iPad
- Google Hangout
- Google Site

Session 8 August 1, 2016

Technology and Professional Learning, cont'd

Activity:

- review various technology tools
- develop (two) professional learning resources
- FORUM DISCUSSION: share resources with your group & provide feedback throughout the week.

Readings/ Resources:

- Webinar
- Blog
- Video
- Wikis

Possible tools to use:

- [Powtoons](#) (animation/text)
- [Youtube Capture](#) (Video of people or slides) - voice record
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- [Screencast-o- matic](#)
- [Screencastify](#)
- Camtasia
- [Gone Google Story Builder](#)
- [iMovie Trailer](#)
- [GoAnimate](#)
- Video camera on iPad
- Google Hangout

Session 9 August 3, 2016

Coaching

investigate ways to support colleagues through coaching

Readings/ Resources:

- [Providing Feedback](#)
- Collaboration
- Peer coaching
- Outside coach
- Teacher leaders
- Instructional coaches
- [Peer Observation](#)

Session 10 August 8, 2016

Learning from Our Colleagues

Activity:

- Ed Camp

Readings/ Resources:

[EdCamp 101](#)

[EdCamp](#)

Session 11 August 10, 2016 (Wednesday)

Professional Learning Library

Planning for Sustainability