

Fresno Pacific University
Center for Professional Development

Course Syllabus

INT 933 SDAIE (Sheltered Instruction K-8)

3 semester units college credit

Instructor: Denise Rea

Contact Information

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There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

-Lau v. Nichols, 1974

Real education should consist of drawing the goodness and the best out of our own students. What better books can there be than the book of humanity?

-Cesar Chavez

The "good teacher" is able to look at diverse learners and see their areas of need, but the teacher who is "culturally responsive" also sees their areas of strength.

-Jane Yedlin

Course Description

In this course teachers will enhance their knowledge and skills to effectively teach a linguistically diverse K-8 student population in English. Teachers will gain familiarity with a research based method for planning standards based lessons and integrating SDAIE (Sheltered English) strategies into those lessons. This method of instruction has been shown to allow access to the core curriculum for all students, but especially for English learners. (Please note: This is not an English Language Development course, and does not show teachers how to teach ELD or ESL.)

- 3 semester units college credit
- (materials fee \$65) Research Based Strategies \$20, Making Content Comprehensible: The SIOP Model, 3rd Edition with CD, \$45,
- Instructor: Denise Rea
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Learning outcomes

Through this course students will...

- Study second language acquisition theory
- Explore how cultural competency relates to ELL academic success
- Demonstrate how to incorporate vocabulary development into content area lessons (using state ap-

appropriate content standards) both to ensure that ELL students understand the concepts and to improve their English skills

- Reflect on how to guide ELL students to increasingly higher levels of comprehension through verbal interaction
- Engage ELL students in hands-on experiences that allow success to students who learn through different modalities
- Learn to use cooperative learning which fosters ELL language development through inter-student communication and equity
- Acquire ways to retain the rigor of the content while providing graduated assistance to the ELL student through the following instructional scaffolds:
 - Contextualization
 - Modeling
 - Metacognitive development
 - Schema building
 - Bridging
 - Reframing

(All scaffolds explained and exemplified in course text, *Research Based Strategies for English Learners*.)

Standards Based Instruction

- Assignments teachers are asked to complete in the course align with what teachers should know and be able to do as defined by the National Professional Teaching Standards. They can be found at <http://www.nbpts.org>.
- The teacher designed lessons use the National and State Content Standards in language arts, for grades K-8. Content standards addressed in any lesson plans should be the NCTE National Content Standards in Language Arts <http://www.ncte.org/about/over/stards/110846.htm>, or the teacher's own state/district content standards.

Course Materials

- Rea, Denise & Mercuri, Sandra. (2006). *Research-Based Strategies for English Language Learners: How to Reach Goals and Meet Standards, K-8*. Portsmouth: Heinemann.
- Echevarria, J, Vogt, MaryEllen, & Short, Deborah. (2008). *Making Content Comprehensible for English Learners: The SIOP Model*, 3rd Edition, Boston: Pearson. (Comes with a CD)

Course Requirements

1. Module 1 Readings & Assignment	10%
2. Module 2 Readings & Assignment	10%
3. Module 3 Readings & Assignment	15%
4. Module 4 Readings & Assignment	10%
5. Module 5 Readings & Assignment	15 %
6. Module 6 Readings & Assignment	10%
7. Module 7 Unit/Lesson Plan & Outline	30%

Save a copy of your coursework in the event something gets lost or deleted.

Evidence of Learning

Course instructor will observe evidence of understanding of course objectives as demonstrated through teachers' reflective writing assignments, graphic organizer, illustration, and designed instructional unit.

Grading and Rubrics

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted. Rubrics are available in the course materials for assignments.

All assignments must be completed in order to receive a grade. All assignments are to reflect the quality that teacher training institutions require of professional educators.

This form will be completed by your course instructor and returned to you after review of your completed course assignments.

Policy on Plagiarism

All individuals participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.

Alignment to University Outcomes

Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- Oral and written communication in individual and group settings
- Content knowledge, and application of such knowledge in the student's area of interest to affect change
- Reflection for personal and professional growth
- Critical thinking
- Cultural and global perspectives to understand complex systems
- Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems"

About the Instructor

My background experiences have uniquely prepared me to write this course. I am a Professor of Education at Fresno Pacific University and a co author of the book Research Based Strategies for English Learners. I am bilingual, biliterate and my father was born and raised in Mexico. I have taught the primary grades in bilingual and English immersion classes, in addition to having worked as resource teacher and a literacy coach. I currently teach elementary student teaching candidates language and literacy methodology, and embed strategies for working with English language learners and Title 1 students in my instruction. I am a high school ELL consultant, advising school administrators in the Central Valley of California on closing the achievement gap.

Rationale for Course

The motivation for me to write this course stems from my experiences working with English learners and their teachers. English learners are a large and growing population in our schools, yet as a group they continue to under-perform academically. One reason for their pervasive low academic achievement is that these students are learning conversational and academic English while they try to meet content standards required by the nation's education reform movement. This course addresses an effective instructional approach for improving the academic success of English learners. It provides teachers a conceptual framework, an explicit model for organizing instruction in a way that optimizes student learning.

Frequently Asked Questions

- Do I need to be with other students to complete the course requirements?
No, many teachers complete the assignments during their summer break, or between year-round sessions. It is not required that teachers actually teach the lessons they design for the course.
- When can I begin the courses?

You may begin whenever you'd like. You don't need to coincide with a particular semester. Teachers receive credit for courses in the semester that all assignments are returned to the instructor, satisfactorily completed.

- What is involved in the course assignments?

Students are asked to purchase two textbooks online. Additional readings are required but links are given in the course. After reading, you are asked to respond to the readings by writing a reflection, making a graphic organizer, and in some cases, using an online tool to complete the assignment. After understanding the lesson planning, you will plan a unit and write 5 lesson plans. After completing the work you will electronically send me your work. I will review your work, assign it a grade of A, B, credit/no credit, and report the grade to the university.

- Is the course really geared for specific grade levels?

Yes, the course is designed for teachers grades K-8.

- If I have questions during the course, how do I get in touch with the instructor?

You will receive my phone number, email, and address. You are encouraged to contact me as often as necessary for clarification of course requirements or procedures.