Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
College Readiness for English Language Learners

Course Description

Traditional language instruction can sometimes overlook what English language learners (ELLs) really need to succeed in the classroom and in post-secondary education. For example, writing instruction might focus too much on memorizing grammar rules and not on actually practicing writing. Or reading and listening instruction might involve rote, inauthentic practice lessons rather than how to interact with real lectures and learning materials. This course focuses on equipping teachers with instructional techniques that help your ELL students learn the academic language that they need to succeed in high school and college.

In this course, you will develop strategies to enhance ELL students’ ability to read critically, discuss effectively, and cohesively present ideas in writing. You’ll be equipped with tools to aid students in achieving a balance of language skills, which allows them to perform on par with their native English-speaking peers. In addition, you’ll explore several examples of research-based lessons and assessments that you can implement in your classroom to provide your students with a framework upon which to build their language skills.

Using the tools and techniques from this course, you will be equipped to give your ELL students the practical skills they need to speak, listen to, read, and write academic content alongside their native-speaker peers.

Connections to Practice

This course provides the following classroom connections:

- Practical strategies to encourage active involvement of your ESL students
- Easy-to-implement strategies for helping with language and literacy development across the curriculum
- Ways to modify your content instruction to meet the needs of ELLs
- Strategies to use technology effectively to support and scaffold learning for ELLs
- Techniques for modifying teaching practice to address the needs of the ESL population

Course Objectives

In this course, participants will:

- Develop the personal and professional goals you hope to achieve by the end of this course.
- Evaluate best practices for teaching grammar and writing, listening and speaking, and reading and vocabulary to English language learners.
- Devise a plan to implement grammar and writing, listening and speaking, and reading and vocabulary instruction in your professional setting.
- Facilitate your ELL students’ understanding and application of academic English to prepare them for the rigors of college academic instruction.

**Charlotte Danielson Framework for Teaching Alignment**

**Domain 1: Planning and Preparation**

1a Demonstrating Knowledge of Content and Pedagogy

**Domain 3: Instruction**

3a Communicating with Students

3b Using Questioning and Discussion Techniques

**Domain 4: Professional Responsibilities**

4a Reflecting on Teaching

**Course Engagement and Resources**

To complete this course, you will have the opportunity to choose between two options for engagement. You may participate in each online module within the LMS (Moodle) by completing the readings, discussion forums, and activities. Or, if you prefer, you may download the activity packet(s) located within the course to complete on your own and submit to the assignment blocks throughout the course as directed.

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

As part of both course engagement options, your course facilitator will be available to you to answer questions and provide written feedback on your submitted Checkpoint assignment and Final Project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

**Materials**

- Online reading, viewing, and listening resources will be provided in each module.
Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Assignment (Types)</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Checkpoint Activities</td>
<td></td>
<td>10 points</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>Self-reflection and goal setting, concept practice questions, discussion and reflection forums, and the Module 4 checkpoint activity</td>
<td>10 points</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td></td>
<td>15 points</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Please note that you must receive a percentage of 80% or higher for successful completion of this course.

Completion of all activities is required to receive credit.

Assessments

Self-Reflection and Goal Setting

This course will include a Self-Reflection and Goal Setting assignment in the first module, in which each learner will articulate what they hope to learn/achieve because of the course. Learners will be guided to reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for their learning.

Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

Discussions

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners participating in the online engagement option will be expected to post one original response to the prompt and are highly encouraged to respond to two peers.

Learners participating in the course via the Activity Packet option are not required to participate in the online Moodle discussion forums, but will complete the discussion for each module with an organized and comprehensive written response in the Activity Packet that corresponds with the module. Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:
• Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
• Participant provides an adequate level of detail in entries.
• Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
• Participant’s responses are clear and well written and employ proper APA citation.

**Project Checkpoint**

Each course will include one project checkpoint activity for submission in Module 2. The checkpoint serves as a framework that supports learners in planning for and managing the development of the final project. Thus, the checkpoint allows learners to create artifacts or components that will later serve in completing the final project.

Learners will receive feedback from the course facilitator on the checkpoint assignment in Module 2.

The checkpoint assignment in Module 2 will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 points)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Checkpoint relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Checkpoint relates superficial information about course concepts. The learner provides a superficial reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Checkpoint relates clear information about course concepts. The learner provides a satisfactory reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Checkpoint relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how they will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Checkpoint activity’s alignment to course learning outcomes is unclear or absent.</td>
<td>Checkpoint activity aligns with 1–2 course learning outcomes.</td>
<td>Checkpoint activity aligns with 2–3 course learning outcomes.</td>
<td>Checkpoint activity aligns with 3–5 course learning outcomes.</td>
</tr>
</tbody>
</table>
Final Project

The final project for each course will appear in the final module and will include a prompt that aligns with each category (including the evaluate and create categories) of Bloom’s Taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an artifact that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:

<table>
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<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 points)</th>
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<th>Exceeds Expectations (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Course Content</strong></td>
<td>Project relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Project relates superficial information about course concepts. The learner provides a superficial reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how they will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td><strong>Application of Course Content</strong></td>
<td>The project is not clearly aligned with the chosen audience; learner demonstrates no or faulty awareness of the audience’s needs.</td>
<td>Learner makes choices regarding content and methods of presentation that may be unclear or inappropriate in some ways; demonstrates some awareness of the chosen audience’s needs.</td>
<td>Learner makes appropriate choices regarding content and methods of presentation; demonstrates a clear awareness of the chosen audience’s needs.</td>
<td>Learner chooses and adapts project content and presentation in multiple ways to ensure complete appropriateness for the chosen audience; demonstrates exceptional awareness of the audience’s needs.</td>
</tr>
<tr>
<td><strong>Alignment of Student Outcomes</strong></td>
<td>Project’s alignment to course learning outcomes is unclear or absent.</td>
<td>Project aligns with 1–2 course learning outcomes.</td>
<td>Project aligns with 2–3 course learning outcomes.</td>
<td>Project aligns with 3–5 course learning outcomes.</td>
</tr>
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Course Outline

Module 1
Review the resources provided in Module 1, and complete the:

- Self-Reflection and Goal Setting Activity
- Introductory Forum
- Module 1 Content Lesson
- Module 1 Online Resources
- Module 1 Discussion

Module 2
Review the resources provided in Module 2, and complete the:

- Module 2 Content Lesson
- Module 2 Online Resources
- Module 2 Discussion
- Module 2 Project Checkpoint

Module 3
Review the resources provided in Module 3, and complete the:

- Module 3 Content Lesson
- Module 3 Online Resources
- Module 3 Discussion
- Final Project

Technology Requirements

Please review the System Requirements for Moodle.

Compliance with the Americans with Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Plagiarism and cheating of any kind will not be tolerated.
**Plagiarize:** “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (Webster’s New Collegiate Dictionary, Springfield: G. & C. Merriam Company, 1973, 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

**Cheating:** Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

**References**

Acacia University. *Writing strategies for ESL students* [Video file].

Cauldwell, R. (2013). *Speech in action: In touch with real speech* [Audio file].

Cooper, B. (2016 October). *The racial politics of time.* [Video file]


Helping English language learners understand content area texts. (n.d.). *Indiana Department of Education.*


President Obama’s Farewell Address [Video file]. (2013, February 15).

Pygmalion 10 (2008, May 30). *A Monotone voice will kill your presentation* [Video File].


Sahlan, E. (n.d.). Journal writing: The incredible ESL tool you’ll wish you’d started using earlier. *FluentU.*


The Tonight Show. (2015, January 6). *Jimmy Fallon blew a chance to date Nicole Kidman* [Video file].

The Tonight Show. (2017, March 1). *Alicia Keys had to call Prince to cover “How Come You Don’t Call Me”* [Video file].
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<td>Special Needs &amp; ESL/ELL</td>
</tr>
<tr>
<td>District/School Improvement Plans</td>
<td>Core &amp; Specialized Content Areas</td>
</tr>
<tr>
<td>STEM &amp; Technology</td>
<td>Teacher Training &amp; Retention</td>
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