Professional Development Seminars

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English as Second Language

Recommended Textbook:
- American Scholar: English as a Second Language Handbook

Seminar Description:
The purpose of this seminar is to help teachers to implement effective strategies and practices that have proven beneficial in improving English fluency and proficiency. Modern research has perfected new methods of language acquisition that utilize natural learning strategies that have proven highly beneficial and effective. This seminar will delve into these modern methods, explaining not only how they work but why they work. In addition, traditional problem areas will be addressed and areas of emphasis will be highlighted.

Seminar Format:
I. **Introduction**
   Why learn English?
   - A brief history of the English language

II. **Understanding Language Acquisition**
   - Oral language: listening and speaking
   - Written language: reading and writing
   - Words as symbols for ideas
   - Why oral language is primary

III. **Words as Symbols for Ideas**
   - Connecting written symbols with spoken symbols
   - The power of writing
   - Shared common meaning

IV. **Comprehending Language**
   - Decoding language
   - Natural grammar vs. formal grammar
   - Tier one, two, and three vocabulary
   - Background knowledge

V. **Vocabulary is Number One**
   - Word choice in English
   - Deep Word Knowledge
   - Natural language progression

- Oral interaction

VI. **Essential Vocabulary**
   - Basic words
   - German vs. French/Latin
   - How to recognize tier two words

VII. **Knowing a Word**
   - Levels of word knowledge
   - General word knowledge
   - Applicable word knowledge
   - Breadth of knowledge
   - Precise knowledge
   - Available knowledge

VIII. **Mastering English Vocabulary**
   - Limitations of traditional methods
   - Visualization: connecting images to symbols
   - Prior Knowledge: Integrating the new with the old
   - Creating categories
   - Code switching

IX. **How to Teach English**
   - Introducing a word
   - The limitations of dictionaries
   - Word associations: making connections
   - Student friendly definitions
   - Bring the word to life

X. **Segmenting for Understanding**
   - Simplifying words
   - The most common prefixes, suffixes, and roots
   - Simplifying sentences
   - Simplifying paragraphs

XII. **Using Figurative Language**
   - Metaphors and idioms
   - Colloquialism and slang
   - Creating images in the classroom
   - Semantics over grammar

XIII. **English Trouble Spots and Hot Spots**
   - Homonyms, homographs, and homophones
   - Collocations
   - Similar sounding words

Challenges in Teaching

Recommended Textbook:
- American Scholar:
  Challenges in Teaching Handbook

Seminar Description:
This seminar will highlight intervention strategies and alternative tactics that have proven effective in motivating and teaching students in a traditional classroom setting. The course will cover how to gain the trust of students, which strategies are most effective with them, how teacher expectations affect student outcomes, how to empower students, what makes an effective role model, and what are the benefits of breaking from the traditional outdated model of teaching.

Seminar Format:

I. Introduction
- Personal History and Background
- Teaching Today

II. Maslow's Hierarchy of Needs
- What Motivates Humans
- Applying Maslow's Theories in the Classroom

III. The Challenge of Teaching At-Risk Students
- The Benefits of Teaching
- Why Traditional Schools Fail

IV. Why Some Children Fail
- The Fear of Failure
- The Rebel
- The Fantasy Seeker
- The Comfort Seeker
- The Approval Seeker

V. What Makes a Good Teacher?
- The Need for Flexibility
- The Need for Discipline
- The Need for Consistency
- The Need for Resiliency

VI. Gaining a Student's Trust
- Five Ways to Gain a Student's Trust
- Four Ways to Lose a Student's Trust
- Effective Mentoring

VII. Effective Teaching Practices
- Positive Attitude
- Setting Rules and Guidelines
- Mastery Learning
- Thinking Outside the Box
- The Evolution of a Teacher

VIII. Managing Expectations
- Setting High Standards
- Positive Reinforcement
- Empowering Students
- Being a Role Model
- Embracing success
- Using Students as Assets

IX. Managing a Classroom
- Taking Control on the First Day
- Providing Structure
- Strict Discipline and the At-Risk Student
- Organization: The Key to Success
- Taking Uncertainty out of the Classroom

X. Preparing for Success
- Maximizing Learning/ Minimizing Misconduct
- Disorganization and Its Negative Effects
- Students Want Structure
- Organizing the Classroom

XI. Getting to Know the Teacher
- A Leap of Faith
- Welcoming the Student
- Removing Uncertainty
- Keep It Clear and Simple
- The Power of *Thank You*

XII. Keeping Students on Task
- Discussing Procedure and Expectations
- Preparation: The Key to Success
- Eliminating Opportunities for Disruptions

XIII. How and When to Discipline
- Why Students Misbehave
- Dealing with Disruptive Behavior
- Removing a Student from the Classroom
- Never Lose Your Cool
- Incentives vs. Punishment

XIV. Establishing Rules and Guidelines
- Don't Assume Prior Knowledge
- Eliminating Downtime
- Guidelines Offer Assurance
- Guidelines are a Part of Life
- Establishing Guidelines the First Week

XV. The Power of Praise
- Empowering Students
- Boosting Self-Esteem
- Beware the *Approval Seeker*
- Classroom Management and the Successful Student

Assessment

- *Recommended Textbook:* Fisher, D. and Frey, N. *Checking for Understanding*. Alexandria: ASCD
- Herrera, S.G., Murray, K.G., and Morales-Cabral, R. *Assessment Accommodations for Classroom Teachers.* Boston, Ma: Pearson Education, Inc.

Course Description:
Assessment fulfills a number of very useful functions. Above all else, its purpose is to determine the degree to which students are progressing. However, often overlooked roles of assessment are in evaluating the effectiveness of lessons and teaching strategies; in identifying struggling students and pinpointing the cause of the trouble; in informing students, teachers, parents, administrations, school districts, and state officials of progress; and finally in forming a basis for awarding a grade. Quite often, too much attention is paid to the last function of assessment, and not enough to the formers ones. This seminar will introduce teachers to the various types of assessment strategies, analyze their strengths and weaknesses, and help teachers identify the most effective strategy in certain classroom situations.

Seminar Format:

I. Assessment Among Linguistic Diversity
- Fallacies and Facts
- Trends and Dynamic
- Appropriate Assessment Practices

II. Authentic Assessments
- Performance Based
- Portfolios
- Self-assessment
- Peer Assessment
- Journals and Essays

III. Pre-instructional Assessment
- Formal and informal Pre-assessment
- Education History of Students
- Language History of Students

IV. Assessment of Language Proficiency
- Assessing Primary Language Proficiency
- Assessing English as a Second Language

V. Key Elements of Language Acquisition and Proficiency
- Syntax
- Morphology
- Phonology
- Semantics
- Pragmatics

VI. Informal Assessment of Language Proficiency
- Home Language Surveys
- Interviews
- Questionnaires and Surveys

VII. Formal Assessment of Language Proficiency
- State and National Tests
- TOEFL and SAT

VIII. Formative Assessment
- Informal informative assessment
- Formal informative assessment

IX. Summative Assessment
- Informal Summative Assessment
- Formal Summative Assessment

X. Bias in Classroom Assessment
- Monitoring for Bias
- Identifying Bias
- Correcting Bias

XI. Post-instructional Assessments
- Linguistic
- Academic
- Cognitive

XII. Awarding Grades
- Comprehension vs. Memorization
- Meeting Learning Objectives
- Feedback vs. Critique

Differentiated Instruction

Recommended Textbook:
- Sousa, D. and Tomlinson, C. Differentiation and the Brain. Bloomington: Solution Tree.
- Gregory, G. *Differentiated Instructional Strategies in Practice*. Thousand Oaks: Corwin Press.

Seminar Description:

The goal of this seminar is to demonstrate how to match a student's learning characteristics with the most suitable instructional strategies and assessment methods to ensure that the learning objectives are reached. By differentiating entry points into instructional activities, as well as the tasks themselves, teachers can ensure that all students gain access to the subject specific content lessons. This requires planning for diverse means of engaging instructional material through individualized lessons. Research shows that differentiating the way the mind accesses material that matches up with student interests, background, learning styles, and intelligence preferences produces better performances in all students but is especially effective for second language learners.

Seminar Format:

I. Effective Differentiation
- A Model for Effective Differentiation
- Brain Research Supports Differentiation
- Student-centered Instruction

II. The Role of Environment
- A Safe Secure Classroom
- Meeting Affective Needs
- The Role of Empathy
- Student Ownership of Learning
- Fear as an Impediment to Learning

III. Assessment and Differentiation
- The Impact of Negative Assessment
- The Effects of Stress
- Positive Assessment
- Assessment of Learning vs. Assessment as Learning

IV. Student Readiness
- Support from Neuroscience
- Planning for Readiness Differentiation
- Building Bridges
- Content, Process, Product

V. Student Interest
- Why Student Interest Matters
- Support from Neuroscience
- Addressing Student Interest in the Classroom
- Interest Based Differentiation

VI. Learning Profiles
- Learning Styles
- Intelligence Preferences
- Culture and Gender

VII. One Size Does Not Fit All
- Varying Lessons
- Inclusive Classrooms
- Planning for Differentiated Learning

VIII. Creating a Learning Climate
- Emotional Intelligence
- High challenge/Low Threat
- Building a Learning Community

IX. Knowing the Learner
- Factors That Effect Learning
- Teacher Observations
- Self-reflection

X. Adjusting Instruction
- Enrichment for Advanced Learners
- Scaffolding for Struggling Learners

XI. Grouping Learners
- Collaborative Learning
- Heterogeneous Learners

XII. Strategies for Success
- Learning and Remembering
- Best Practices, Brain Research, and Teaching Tactics
- Graphic Organizers
- Developing Listening Skills
- Benefits of Reflection

XIII. Planning for Differentiated Instruction
- Adjustable Assignments
- Early Planning
- Checklist for Teacher Planning

The Brain and Language Acquisition

Recommended Textbook:

- Souza, D. A. (2011). How the ELL Brain Works. Thousand Oaks, CA: Corwin

Seminar Description:

Oral language occurs naturally without formal instruction. By understanding the cognitive development of language, teachers can target strategies that enhance the efficacy of language instruction. Research has shown that the brain has areas of specialized instruction, and until recently, it was theorized that those areas were genetically predetermined and designed from birth for processing specific types of environmental stimuli. New research however implies the brain is more pliable than previously suggested and can be fashioned by experience and instruction. The brain, it appears, *is* a type of processor with areas of specialization *but* one in need of operational information. This seminar will introduce the teacher to the latest brain theory and how it relates to language learning.

Seminar Format:

I. Learning the First Language
- Oral Language Develops Naturally
- Processing Speech
- The Neural Network and Language
- Differences in Language Processing

II. Structure of Language
- Learning Phonemes
- Words and Morphemes
- Syntax and Semantics
- From Words to Sentences
- Understanding Language

III. Levels of Comprehension
- Explicit Comprehension
- Inferred Comprehension

IV. Learning Two First Languages
- Monolingual vs. Bilingual Brains
- Do Two Languages Use Different Brain Regions?
- Do the Two Languages Interacts?
- Does a Second Language Interfere with the First?

V. The Challenges of Learning a New Language
- The Impact of the First Language on Second Language Acquisition
- The Impact of a Second Language on the First

VI. The Challenges of Learning English
- A Brief History of English
- Important Considerations
- The Impact of Culture

VII. Teaching English Listening and Speaking
- Assessing Listening Skills
- Meta-cognitive Development
- Overcoming the Fear of Speaking
- Vocabulary and Pronunciation

VIII. Searching for the Best Model
- Are immersion Programs Effective?
- Direct Instruction

IX. Teaching English Reading and Writing
- Early Stages of Reading
- Letters to Words
- Mechanics of Writing
- Developing Proficient Writers

X. Learning Content in English
- Content Area Reading

XI. Teaching English to ELLs
- Language Issues
- Meta-cognitive Issues
- Societal Issues

XII. The Diversity of ELLS

XIII. Misconceptions about English Language Acquisition