

Drake University, Extension Education
PD 360 Content Guide
1 Hour of Drake Extension Graduate Credit

Topic: English Language Learners

Course Description

English Language Learners is a one-hour course which combines the content of the PD 360 video interface, Learning Team meetings, and independent study. Participants will view and respond to on-line video presentations, meet with their study groups, and complete activities chosen from the Facilitator’s Guide found on-line. This course offers participants the opportunity to tailor their learning to a specific interest area or one driven by local data from the building or district.

Study groups may select from the following content area found in the PD 360 interface:

- Helping Students of Limited English Skills.

This content area may contain the following editions: Elementary Level, Middle School Level, Secondary Level or Leadership. Study groups should choose the appropriate level for their needs and interests.

Participants will use reflection activities found in the online Facilitator Guide to demonstrate their learning.

The successful completion of “Diverse Learners” requires:

- 15 hours of face-to face contact with your study group
- Completion of selected activities from the below list

Course Competencies

Students will:

- Learn strategies for mainstreaming English language learning students into the classroom to help them acquire necessary language skills
- Acquire professional knowledge of second language acquisitions
- Develop empathy and acceptance for the ESL student
- Learn, instruct, and assess strategies for multilingual settings

Suggested Sequence of Activities

1. The facilitator, with the group should review the Facilitator Guide, found on-line. (This guide book is only available after an area is selected under ‘Explore the Content’ and a video segment is also selected.)
2. View the Video Presentations: The facilitator may determine that only a portion of the video clips will be viewed. (*Watch only 1-2 video segments with reflection during each session.*)

3. Explore related resources if applicable. (A list is found on the last page of each Facilitator's Guide.)
4. Discuss related issues, Links for Research (Share-a-Link)
5. Identify and complete reflection activities listed in the Facilitator Guide. These can be tailored to meet the varying interests of participants.

Journals

Consider the use of participant journals as a way for participants to use reflective practices. These journals may include:

- Their responses to the reflection and follow-up questions that follow each of the units of the PD 360 video presentation.
- Lesson plans created relevant to their subject area.
- Follow-up research that enriches the structure of lesson plans and related assessments.

Professional Paper

The professional paper should be at least 3-5 pages in length and include the following:

- Summary of the knowledge gained from this course that will help to teach English Language Learners.
- Analysis of the application of these areas (from #1) to your classroom; and
- Course Reflection:
 - What part of this course was the most beneficial to you?
 - What part of this course was the most beneficial to your students?
 - How do you plan to use what you have learned in the future?

Grading Criteria

Please work with your team facilitator to clarify the requirements for the letter grades awarded for completion of each course.