TECP88C : Curriculum and Design and Assessment in ESOL

Presents theories, tools, techniques, and materials in the development of curricula that address the language and content needs of English language learners. The methodology for teaching such learners will be covered as well as how to plan and implement an adapted or differentiated curriculum to meet student need. Strategies that promote student success such as scaffolding and that create an effective learning environment for both the language and content classroom with be examined. Additionally, students will work with authentic formal and informal pre- and post-instructional assessments and will explore methods by which language proficiency, acculturation, and content may be measured. Student will create, judge, and adapt their own assessment tools as questions regarding standardized assessments will be raised. Appropriate testing accommodations for English language learners will also be considered. The role the N.H. Department of Education plays in ensuring that schools maintain legal compliance and equitable, accessible education for English language learners will be discussed as well as the rights and responsibility of NHTI's ESOL programs under Title III funding and No Child Left Behind. The state's K-12 language placement screening, W-APTTM, and its proficiency test, ACCESS for ELLS®, as well as how the ESOL teacher becomes a certified W-APTTM or ACCESS for ELLs® test administrator will be outlined. The state's adoptions of WIDE® English Language Proficiency Standards and its curriculum will be explored. This course is required for those in the TECP: ESOL certification program. Others must have permission from the director of TECP or the director of cross-cultural education. This course requires 10 hours of field work. A $25 fee will be assessed to all students to cover the cost of clinical practice.

Credits 4
Lab/Practicum/Clinical Hours 0
Lecture Hours 4
Learning Outcomes
- Demonstrate how to construct learning environments that support ESOL students' language and literacy development and academic achievement.
- Use scientifically-based practices and strategies related to planning, implementing, and managing ESOL and content instruction.
- Apply concepts, research, and best practices to plan instruction in a supportive learning environment, including knowledge of how to construct effective lessons for diverse multilevel groups of ESOL students.
- Select and adapt resources, design original lessons for ESOL instruction, modify mainstream content lessons, and align ESOL curricula with standards-based content curricula.
- Implement standards-based teaching strategies and techniques for integrating English listening, speaking, reading, and writing into the core curriculum.
- Use a wide range of standards-based materials, resources, and technologies.
- Use diagnostic, language proficiency, and academic evaluations for ESOL students.
- Assist colleagues in distinguishing among normal second language development, language differences, and learning problems in procedures for special needs, monitoring, and classroom evaluations.
- Use a variety of standards-based language proficiency instruments to inform instruction and for identification, placement, and demonstration of language growth of ESOL students
- Use a variety of performance-based assessment tools and techniques in the classroom to evaluate students and inform instruction.
- Understand current state- and federally-mandated assessments and their implications for ESOL students.