Language & Communication Package (5 CEUs - Ashland University)

The courses in this package help teachers create effective curriculum that teach language skills to all students. The package includes strategies, templates, and tools to help teachers teach reading, communication, and other English language skills.

The Language & Communication Package includes 5 self-study CEU courses (10 hours each) for a total of 50 hours of PD.

- Cultural Competency and Reflective Teaching
- Enhancing the Classroom Learning Environment
- Reading Strategies for All Teachers
- Teaching English Learners
- The Art and Science of Reading

Cultural Competency and Reflective Teaching

Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Differences, Learning Environments and Planning for Instruction.

It also aligns to the McRel Teacher Evaluation Standards including Teacher Leadership, and Diverse Learners.

This course demonstrates responsive teaching in the classroom by helping teachers consider and build competence in meeting the many learning needs of all students. Learn how to build culturally diverse classrooms that are sensitive and equitable to learners across languages, genders, religions, cultural backgrounds, and special needs.

Teachers will also reflect on their teaching practice and interactions while considering ways they can grow.

1 1 CEU

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Cultural Competency and Reflective Teaching

Course Outline

LESSON 1: Cultural Competency

- Defining culture and cultural competency
- Cultural beliefs and values
- Impact of culture on behavior

LESSON 2: Bias

- Definition, types, and identification of bias
- Assumptions, perspectives, and self-perceptions

LESSON 3: Culturally Responsive Classrooms

- Impact of culture on teaching and learning
- Brain roles in learning
- Teaching styles and student impact
- Building rapport with students

LESSON 4: Culturally Responsive Teaching

- Diversity in the classroom
- Understanding diversity: origin, religion, gender, language, special needs, and mental health
- Cohesive classrooms and school communities
- Collaborating with families

Cultural Competency and Reflective Teaching

Course Outline

LESSON 1: Introduction

- Need for reflection
- Critical attributes and attitudes of a reflective teacher
- Types of reflection
- Circle of reflection
- Levels of reflective thinking
- Are you a reflective teacher?

LESSON 2: Reflective Thinking and Application

- Developing reflective practice
- Factors that influence reflection
- Applying reflection in practice using strategies such as reframing classroom situations, action research, learning journals, logs, diaries, teaching portfolios, autobiographical narratives, storytelling, critical incident analysis, and self-observation

LESSON 3: Opportunities for Professional Growth

- Characteristics and types of job-embedded professional development
- Practicing collaborative learning using various strategies like mentoring, peer observation, coaching, and so on
- Building effective Professional Learning Communities (PLCs)
- Enhancing traditional professional development through classroom visitation, conferences, learning study, examining student work, and workshops

LESSON 4: Professional Development Plan

- Principles of PDP
- Professional development cycle
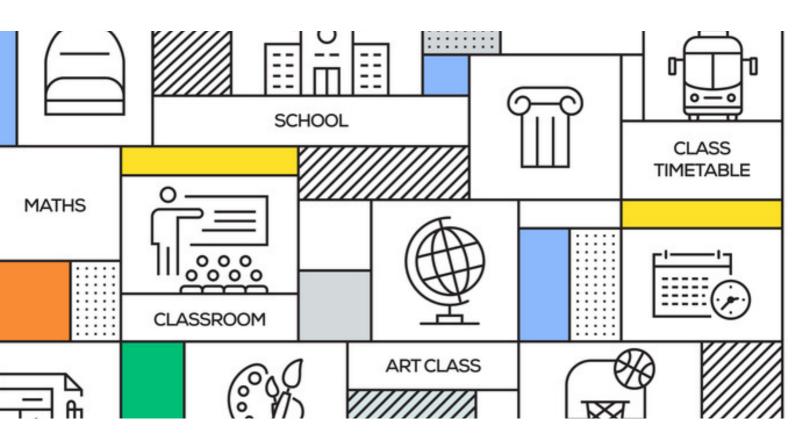- Elements of PDP
- Step-by-step guide to write a PDP

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Professional Learning Plans

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Enhancing the Classroom Learning Environment

Standards:

This course aligns to the INTASC Standard, Learning Environments.

It also aligns to the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content and Teachers Facilitate Learning.

Explore successful ways to create an active, engaging, and inviting learning environment that promotes student learning.

The first section of this course provides a new and fresh approach to bulletin boards. Teachers learn the basic principles of art and design and how to apply them in planning and creating bulletin boards.

The second section focuses on equipping teachers to partner with parents. This will enhance a teacher's professional interaction and communication skills as well as help build lasting relationships with parents.

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Enhancing the Classroom Learning Environment

Course Outline

SECTION A: Bulletin Boards - Ideas for Every Classroom

LESSON 1: Introduction to Bulletin Boards

- Exploring the purpose, application and skills enhanced by bulletin boards
- Identifying essential characteristics of good bulletin boards
- Considering the three main types of bulletin boards: teacher created, teacher-student created and student created to understand their applications, features and advantages

LESSON 2: Designing Bulletin Boards

- The effective use of art elements in the design of classroom bulletin boards
- Using principles of design to organize elements of a bulletin board for a specific purpose
- Applying the basics of graphic organization to present the content of a bulletin board

LESSON 3: Creating a Bulletin Board

- Planning for the physical aspects and logistics of the board as well as its purpose
- Understanding the process of constructing the background, lettering and adornments for the board
- Ensuring student participation through clear expectations, creating success, promoting teamwork and organization

LESSON 4: Bulletin Board Ideas

- Exploring the applications and features of seasonal boards in celebrating events and reinforcing learning
- Creating boards for classroom management and social skill development to emphasize rules and expectations
- Examining how conceptual boards can be used to effectively teach and reinforce subjects like Math, English, Science and History

Enhancing the Classroom Learning Environment

Course Outline

SECTION B: Partnering with Parents

LESSON 1: Introduction

- Structure of teacher and parent partnerships across grade levels
- Common obstacles to partnership
- Dealing with some of the special challenges in the partnership process

LESSON 2: Understanding the Parent

- Parent types, learning to recognize them and applying the strategies that are suitable for that specific parent type to create successful partnerships
- Basic needs across parent types and how teachers may meet these needs

LESSON 3: Partnering Strategies

- Ways in which parents can partner, both in the school and from home
- Volunteering at school and the benefits for the student, teacher, and parent
- Volunteering opportunities available for parents in the form of academic activities, creative activities, social activities, support activities, and leadership positions
- Communication methods and strategies

LESSON 4: Building Lasting Relationships

- How the teachers' attitude and communication style can make or break the partnership relationship
- Communication is addressed in detail, especially relating to various situations such as: when there's an issue, when parents volunteer, and discussing students
- Responding to challenging situations such as parental anger, disruptive students, cheating, stealing, violence, bullying, academic issues, and lies

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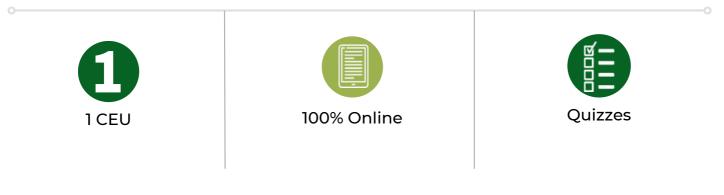# Reading Strategies for All Teachers

Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

This course helps teachers understand more about reading across the curriculum.

Since the reading range in any given classroom varies extensively, all educators should be aware of reading instruction best practices . The first section is full of new ideas to motivate students to read more and equips teachers with a variety of strategies that they can use to support reading comprehension.

The second section highlights the importance of change from traditional reading strategies to new and innovative ways of improving reading comprehension. This is a great tool for any teacher who wants to help students build a stronger understanding of the text that they come across in the classroom.

1 1 CEU

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Reading Strategies for All Teachers

Course Outline

SECTION A: Reading Across the Curriculum

LESSON 1: Research

- The importance and nature of the 'reading' skill
- Language development in the early years
- Implications of different levels of daily language exposure
- How the brain processes what we already know and have experienced to develop reading skills

LESSON 2: Reading Assessments

- Diversity of students' reading abilities
- The purpose of reading assessments and components
- Common reading assessments and their usage
- Cloze and CARI to measure reading performance

LESSON 3: Basic Reading Strategies

- Basic reading strategies and accessing results
- Essential elements and traditional lesson formats
- Pre-reading, the reading process, and post-reading
- Effective ways to extend the life of the text beyond the lesson

LESSON 4: Reading Across Content Areas

- Scaffolding a common textbook to support varying reading levels using four steps
- Using different books on a common topic or learning objective to meet differing needs
- Question-Answer Relationships (QARS)
- Effectively approaching different structures of texts

Reading Strategies for All Teachers

Course Outline

SECTION B: Tackling Tough Text

LESSON 1: Comprehension

- The importance of building students' self-efficacy to ensure learning
- The need for appropriate background knowledge and reading strategies
- Strategies for teaching reading comprehension
- Go beyond traditional teaching models toward participatory literary practices
- The Reading Comprehension Checklist

LESSON 2: The Checklist

- The roadmap to activate students' background knowledge
- Understanding essential steps while working with the checklist, to ensure an internalization of the reading comprehension process
- The value of pre-reading in making stronger readers, and the four steps involved

LESSON 3: Working with Questions

- Understanding how to label and analyze questions that accompany the text

LESSON 4a: Time to Read

- Beginning the final part of the checklist; the actual reading of the text
- The process of identifying and underlining five key words in the text
- The recommended sequence of answering questions
- The importance of emphasizing students' self-confidence

LESSON 4b: Evaluating the Checklist

- The practical aspects and benefits of using the checklist in the classroom
- Using the evaluation in the checklist to identify areas where students need more help
- Understanding the need for tough text levels and the significance of the checklist

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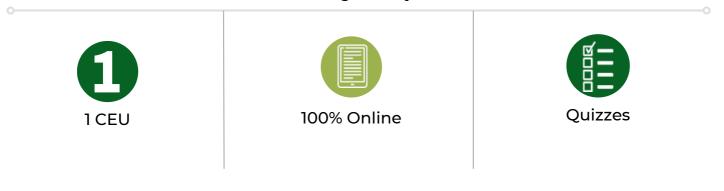
Teaching English Learners

Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Any teacher, administrator, or support staff member who would like to help English Language Learners do well in school will find this course to be both informative and useful. The focus includes how to make ELLs and their families feel more welcome while generating academic successes through empowerment.

Participants will improve cross-cultural skills, examine cultural influences on school practices, and come away with greater insight into how second languages are acquired. They will also discover teaching methods and educational strategies for today's diverse mainstream classroom that are considered best practices for reaching and teaching all learners. Included are highlighted practical tips and activities that can be put to use right away.

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1 CEU

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Quizzes

Teaching English Learners

Course Outline

SECTION A: Language Acquisition

LESSON 1: Introduction

- Considering how language is acquired
- Distinction between learning and acquiring a language
- Rules of language
- Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
- The meanings and need for comprehensible input and interactionism
- Age related considerations in the acquisition of a language

LESSON 2: The Acquisition Process

- The stages of language acquisition and the characteristics, duration, and strategies of each; The Silent Period, Early Production, Speech Emergence, Intermediate Proficiency, Advanced Proficiency
- Reception and production of oral language vs. reception
- Reciprocity between oral skills and written skills in second languages

LESSON 3: Literacy Skills - Reading

- Why Literacy skills are essential to school success
- "Balanced Literacy" approach, its principles, and choosing appropriate texts
- The Language Experience Approach for early reading development
- Context-based activities in diverse classrooms
- Top-down approaches to reading and phonics for a balanced literacy program

LESSON 4: Writing and Dialogue

- Shared or modeled writing to benefit writers at early stages
- Free writing vs. a structured writing
- Dialogue journals
- Process writing stages: Prewriting, Drafting, Peer Review, Revising and Publishing
- Instructional Conversation (IC)

Teaching English Learners

Course Outline

SECTION B: English Language Learners in the Classroom

LESSON 1: Welcoming English Language Learners

- Create an environment of acceptance
- Understand the backgrounds of English Language Learners
- Establishing an open channel of communication with parents

LESSON 2: Accommodating a New Culture

- Identify the educational needs of English Language Learners
- Avoiding assumptions
- Conversational and cross-cultural skills
- Comparing cultures and value systems

LESSON 3: Collaboration and Connection

- Approaches for mainstream teachers to effectively serve English Language Learners
- The Sheltered Instruction (SI) model
- Four language skill areas

LESSON 4: Curriculum and Lessons

- Engaging students in "higher order thinking skills" (HOTS)
- Methods of simplification and expansion

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The Art and Science of Reading

Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.
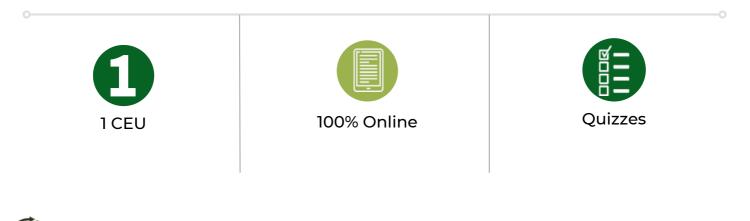
Reading instruction requires an understanding of the mechanics, brain areas involved, and methods for training visual skills. It can be a science. Interestingly, it is also an art.

Each child is different and unique. What works for one doesn't always work for another. Personality, interests, environments, and learning styles all play a role in learning and building reading skills.

In this course, we explore both. From systematic phonics instruction, to multisensory strategies, vocabulary techniques, and content approaches, this course is full of ideas teachers can use in any classroom.

1 CEU

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The Art and Science of Reading

Course Outline

SECTION A: Early Reading Skills

LESSON 1: Language Development

- Stages of reading development
- The role of neuroscience in language development
- Reading wars and speech-language impairments
- Reading disorders and assessment for reading disorders

LESSON 2: Reading Disorders

- Growth mindset approach and "think-aloud" strategy
- Zone of proximal development (ZPD)
- Gradual release of responsibility
- Fostering early literacy at home and play & literacy

LESSON 3: Supporting Early Literacy Skills

- Purposeful conversations and vocabulary
- Academic vocabulary and narratives
- Phonological words and syllable awareness
- Rhyming, onset, rime, and phonemic awareness

LESSON 4: Phonics

- Letter-sound relations and keyword for each letter
- Word building and decoding words
- Letter tiles and elkonin boxes
- Sound-spelling patterns and encoding (spelling)

The Art and Science of Reading

Course Outline

SECTION B: Reading in Content Areas

LESSON 1: Reading Fundamentals

- What is reading comprehension
- Reading disorders
- Assessments for reading, writing, and spelling
- Reading at home and school
- Growth Mindset approach

LESSON 2: Reading Comprehension

- Reading development
- Strategies in building reading skills
- Working memory
- Vocabulary instruction

LESSON 3: Comprehension Strategies

- A Purpose for reading
- Art of questioning
- Visualization skills and inferencing
- Using self-monitoring and making predictions

LESSON 4: Text Structure

- Why text exists and why we read
- Graphic organizers
- Informational texts
- Digital text