

**INTRODUCTION TO ENGLISH LANGUAGE LEARNERS (ELLs)  
IN HARRISONBURG CITY PUBLIC SCHOOLS**  
**June 10-12, 2014**

**Instructors**

Patricia (Patty) Baer – Lead ESL Teacher at Waterman Elementary  
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Amanda (Mandy) Horne – Middle School ESL Program Specialist  
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**Course Meeting**

Central Office Multi Purpose Room  
June 10-12, 2014, 8:30 a.m. - 4:00 p.m.

**How can we increase the probability of success for our English Language Learners in HCPS?**

**Course Themes**

- Cultural and Community Awareness
- Support Systems and Services
- Language Acquisition and English Language Learner (ELL) Instruction

**Course Goals**

- become familiar with and use the jargon associated with our ELLs
- reflect on and discuss the diversity of our local community
- reflect on the impact of culture in the classroom
- understand why and how HCPS has developed and is developing to service the community
- understand city and school level Limited English Proficient procedures and assessments - both initial and annual
- understand the support systems that are in place for our migrant students, refugees, ELLs and our teachers
- understand how languages are learned and interact as acquired
- learn about effective ESL services and consider/compare HCPS's services
- experience implementation of various SIOP features – necessary strategies for teaching ELLs - through the daily instruction of this class
- learn about the process in identifying culturally and linguistically diverse students with suspected disabilities

## **Recertification Point Options**

### **Attendance and Participation: 45 points (15 per day)**

Since the course is condensed into so few sessions and is designed to be interactive, attendance and participation at each session are essential. Please come to class prepared to discuss and actively participate in whole and small group sessions.

### **Portfolio of Text Readings and Responses: 10 points**

As an extension of class discussion, readings, and activities, participants have the **option** to complete a portfolio of 3 personal responses. Participants will choose a research-based article or book excerpt related to CLD students. There are many articles available on the Top Ten Recommended Websites, or participants may search other resources for readings of professional interest. Each response should be no less than 3 pages in length, 12 point font, and double spaced. **Due September 30, 2014.**

### **Case Study: 20 points**

As an extension of class discussion, readings, and activities, participants have the **option** to complete a case study. Participants will become familiar with an individual student's personal and academic background and write a case study considering all facets of the learner and available school and community resources. More descriptive directions for this case study and the scoring rubric will be available. **Due September 30, 2014.**

**Please note: If you choose to do the work for additional points, you must tell Laura Feichtinger McGrath before the end of the workshop.**