

## **FORSYTH CLIMBS® COURSE SYLLABUS**

### **FALL 2012**

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#### **Course Description**

Content and Language Integration as a Means of Bridging Success (CLIMBS®) is a course designed to assist K-12 educators in facilitating their students' academic language and literacy development in English. The course capitalizes on the strengths of English Language Learners (ELLs) and fosters professional collaboration.

The CLIMBS course was initially designed by the Center for Applied Linguistics (CAL) on behalf of World-Class Instructional Design and Assessment (WIDA). The WIDA consortium currently consists of 29 states and its mission is to support academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

The course was developed in response to requests from educators who work with ELLs for guidance and support in better meeting the needs of their ELLs.

CLIMBS is offered in sites across the WIDA consortium by facilitators who are nominated by their state or district, and then subsequently trained and certified by WIDA. Course material is presented in five (5) full-day sessions over the course of 1 semester.

#### **Course Goals and Objectives**

During the course, you will learn how to support the development of your ELL students' academic language and literacy *and* facilitate their access to challenging grade-level content by:

- differentiating instruction for academic language
- understanding the language and literacy development trajectory of your language learners
- incorporating the WIDA English language development standards in your practice
- writing language tasks and language objectives
- using language proficiency assessment score reports to guide decisions that you make as an educator
- developing and/or refining formative language assessment tools
- collaborating with peers to identify ways in which you can capitalize on the strengths of ELLs

## **Course Modules and Time Requirements**

The course meets for approximately one session (module), an 8-hour day (including 1-hour lunch), per month. Homework assignments between modules are expected to take about 2 hours per month. The content of the sessions is as follows:

- **Day 1 –Thursday September 20, 2012**

Module 1 – Culture and Learning: Professional collaboration in schools, ELLs’ cultural practices and school-based experiences, second language learning, and technology.

- **Day 2 –Friday, September 21<sup>st</sup>, 2012**

Module 2 – Academic Language: Making Content Comprehensible: Academic language analysis, second language acquisition, contexts for learning, the WIDA standards, and technology.

- **Day 3 –Thursday, October 25, 2012**

Module 3 – Supporting Language Development: academic language, language tasks and language objectives, formative language assessment, and technology.

- **Day 4 –Thursday, November 29, 2012**

Module 4 – Language Assessment and Feedback: ACCESS score reports, educators’ feedback on students’ oral and written fluency, students’ literacy practices in and outside of school, and technology.

- **Day 5 – Thursday, December 13, 2012**

Module 5 – Learning Strategies: Diverse learning strategies, approaches to scaffolding, next steps, and course evaluation.

## **Assignments**

Between each session there will be required readings that provide a foundation for and expand the content of the course. In addition to these reading assignments, some sessions will require additional assignments such as: a collaborative ELL student profile due in Module 2, a brief summary evaluation of an ELL student’s oral language due in Module 4, and an optional peer observation due in Module 5. (See below for more details.)

## **Technology**

Research on the learning of ELLs has repeatedly pointed out the necessity of helping them become reflective and competent users of technology. To facilitate the adoption of technology by ELL students’ teachers, each of the CLIMBS course modules includes a technology component. The course will introduce you to two types of technology: blogs and wikis, both of which can be used in classroom contexts.

## **Textbook**

The course has one required textbook. Readings are assigned for homework from the following text: Rothenberg, C. & Fisher, D. (2007). *Teaching English language learners: A differentiated approach*. Upper Saddle River, NJ: Pearson Education, Inc. Supplemental articles are also provided.

## **Policy for Receiving Professional Development Credit**

Four Professional Learning Units (PLUs) will be awarded for completion of all modules and full attendance at all face-to-face trainings.

The CLIMBS® GA team includes:

*CLIMBS® Metro RESA Facilitators*

**Dr. Maria Montalvo-Balbed**, ELL Director, [maria.montalvo@mresa.org](mailto:maria.montalvo@mresa.org)

**Denise Huddlestun**, School Improvement Specialist/Math Coordinator,  
[denise.huddlestun@mresa.org](mailto:denise.huddlestun@mresa.org)

<b>DUE FOR MODULE:</b>	<b>WHAT TO DO</b>	<b>WHAT TO BRING</b>
<b>2</b>	<p><b>1) READ</b> in Rothenberg &amp; Fisher:</p> <ul style="list-style-type: none"> <li>• Chapter 1: ZPD and Conditions or Learning (pp. 20-25)</li> <li>• Chapter 2: Language Acquisition: Dimensions of Proficiency</li> </ul> <p><b>2) Assemble an <b>ELL PROFILE</b> and post it on the course wiki.</b></p>	<ul style="list-style-type: none"> <li>• One lesson plan that you will implement after Module 2, or ideally after the end of the CLIMBS course</li> </ul>
<b>3</b>	<p><b>1) READ</b> in Rothenberg &amp; Fisher:</p> <ul style="list-style-type: none"> <li>• Chapter 6: Academic Language</li> </ul>	<ul style="list-style-type: none"> <li>• ELL student profile folder</li> <li>• ACCESS student roster reports for ELLs in their building</li> <li>• ACCESS teacher roster reports for some or all ELLs in their building, depending on number of ELLs at your school</li> <li>• A unit or lesson plan participants will use in their classroom after module 3, or ideally after the CLIMBS course ends</li> <li>• An instructional text</li> </ul>
<b>4</b>	<p><b>1) READ</b> Online:</p> <ul style="list-style-type: none"> <li>• Elementary educators: <ul style="list-style-type: none"> <li>○ Writing: <a href="http://www.alliance.brown.edu/tdl/element/writing.shtml">http://www.alliance.brown.edu/tdl/element/writing.shtml</a></li> <li>○ Oral language: <a href="http://www.alliance.brown.edu/tdl/element/orallanguage.shtml">http://www.alliance.brown.edu/tdl/element/orallanguage.shtml</a></li> </ul> </li> <li>• Secondary Educators: Meeting the Literacy Development Needs of Adolescent English Language Learners Through Content-Area Learning – PART TWO, pp. 17-42, <a href="http://www.alliance.brown.edu/pubs/adlit/adell_litdv2.pdf">www.alliance.brown.edu/pubs/adlit/adell_litdv2.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• A classroom assessment you have used or plan to use</li> <li>• Your ELL student profile folder, with two copies of 2-4 student writing samples</li> <li>• Written reflection of the oral language sample collected from the ELL student you selected</li> <li>• Print outs of the articles read for homework</li> </ul>

	<p><b>2) COLLECT</b> an oral sample from the ELL student in your profile through observation OR audio-recording. Then, using the WIDA Amplified Performance Definitions for speaking and writing, assign the student a level and write a paragraph about what he/she does well with language and in which areas of language he/she needs to grow.</p>	
<p style="text-align: center; font-size: 2em;"><b>5</b></p>	<p><b>1) READ</b> in Rothenberg &amp; Fisher</p> <ul style="list-style-type: none"> <li>• Chapter 7: Grade-level content: Integrating language and learning</li> </ul> <p><b>2) Conduct a PEER OBSERVATION</b></p>	<ul style="list-style-type: none"> <li>• Content standards</li> <li>• A lesson plan you have not yet taught</li> <li>• Peer observation reflection</li> </ul>