



## CSU-P Masters in ESL/ELL (Linguistically Diverse Education) Course Sequence & Descriptions

**13 courses, 38 credits**

### **Pedagogy Courses Taken With MTI**

#### **ED501-535- Differentiation in the Classroom: Helping All Students Find Success**

The purpose of this class is to develop strategies that can help all students reach their potential. The course will specify what differentiation is, how to incorporate it into the curriculum, and how it can be applied to the classroom. The class will examine the areas of the classroom and instruction that can be differentiated and how the teacher can use a variety of strategies to modify their teaching. The text will present real-life examples of differentiated lesson plans, and teachers will work to create their own activities and strategies to help differentiate their own classrooms. Last, we will examine how a teacher can make sure that they are ready to get started and the steps to make sure that they follow through with differentiating the classroom.

#### **ED501-542- 21st Century Digital Fluencies for Literacy**

The 21<sup>st</sup> Century Digital Fluencies for Literacy will provide teachers and administrators the strategies, knowledge and skills that students must master to succeed in a culture of technology-driven automation, abundance, and access to global labor markets. To achieve this, the course and content will draw upon the course textbook, "Literacy is NOT Enough: 21st Century Fluencies for the Digital Age," by Lee Crockett, Ian Jukes, and Andrew Churches. If students are to thrive in their academic and 21<sup>st</sup> century careers, then independent and creative thinking hold the highest currency. The authors explain in detail how to add these new components of literacy:

- Solution Fluency
- Information Fluency
- Media Fluency
- Creativity Fluency
- Collaboration Fluency

The authors present an effective framework for upgrading literacy instruction for digital learners by integrating comprehensive literacy or fluency into the traditional curriculum.

#### **ED501-575-Unlocking Students Potential with Technology**

This course is designed to provide the learner with tools and strategies to teach effectively with technology. Technology itself is not a curriculum, but rather a way of organizing, delivering and receiving instruction. The course takes an experiential approach to explaining why the strategies and techniques work. This is a great course for beginners all the way to advanced technology users. The course is also great for teachers wanting to incorporate technology more effectively in their classroom/school.

## **This is a CSU-P Core 8-week online course**

### **ED502- Teacher as Change Agent**

Introduces strategies for professional growth including interpretation of research and professional collaboration.  
Prerequisite: admission to M.Ed. Program.

## **Elective Courses Taken With MTI**

### **ED501-MTI 528 EL: Effective Instructional Practices for English Learners**

This class is designed to assist classroom teachers and support staff in tailoring instructional practices to support English Learners to develop both content knowledge and language growth. The class is organized to explore the 8 components of the Sheltered Instruction Observation Protocol (SIOP) Model and 30 features identified to guide educators in their development of effective lessons and assessments for instructing English Learners. Participants will also learn techniques and strategies to increase interaction, engagement, and comprehension for English Learners in their classrooms.

### **ED501- MTI 529 EL: Creating a Classroom Environment for English Learners**

**Creating a Classroom Environment for English Learners** will provide teachers and administrators the strategies, knowledge and skills required to understand and overcome the barriers that limited or non-english speaking students face. To achieve this, the course and content will draw upon the textbook, "Unlocking English Learners' Potential," by Diane Staehr Fenner and Sydney Snyder. Differentiation is an essential classroom component to increase students' success rate in not only learning, but retaining information learned at school. Specific strategies will be discussed, encouraged to implement, analyzed and reflected upon to assist in creating a successful learning atmosphere as well as build upon different cultural norms and expectations to give teachers a better understanding of their students.

### **ED501- MTI 595 EL: Vocabulary for the Modern-Day Classroom: K-12 Strategies for ELL/ESL, Content Areas, and Beyond**

Vocabulary for The Modern-Day Classroom: K-12 Strategies for ELL/ESL, Content Areas, and Beyond is designed to assist teachers with developing authentic, engaging, and meaningful vocabulary activities and assessments for students in all grade levels and across all content areas. It is especially helpful in identifying activities and strategies to use with English Language Learners and Native Language learners. No matter the grade or makeup of students in a particular setting, it provides strategies for use with all of them. The goal is for teachers to help diverse populations of students, even in the same classroom, to build their own vocabularies and a genuine interest in words.

## **This is a CSU-P Core 8-week online course**

### **ED503- Teacher as Researcher**

Develops skills at conducting and applying action research strategies to improve teaching and learning.  
Prerequisite: ED 502.

## **Elective Courses Taken With MTI**

### **ED501-MTI584 EL: The ELL Teachers Toolbox: Hundreds of Practical Ideas and Supports for Your Students**

This course discusses the instructional strategies that build on the assets of ELLs. Included in the course is discussion of teaching tactic, technique, and method that can be used in a class as part of multiple lessons and across content areas. All strategies included in the course text, *The ELL Teacher's Toolbox*, are purposeful in drawing out the gifts and tools our students already possess, along with providing new ones that will move them forward in their academic, social-emotional, and professional-economic lives. Each strategy follows the following outline: explanation, analysis, supporting research, Common Core Anchor Standards, application, technology integration, possible wrong-goings, educator contractions, and lastly, reproducible items and links.

### **ED501-MTI 548 EL: Culturally Responsive Teaching: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students**

This course, with its text, addresses the achievement gap that remains a problem for educators of culturally and linguistically diverse students. Educators will understand why and how culturally responsive pedagogy has shown promise in meeting the need for a proven framework in optimizing student engagement and facilitating deeper learning in diverse classrooms. This course draws on cutting-edge neuroscience research to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction. At the completion of this course, all instructional leaders will reap the benefits of culturally responsive instruction.

### **ED501-MTI 593 EL: Culturally and Linguistically Responsive Teaching and Learning**

This course and its text, *Culturally and Linguistically Responsive Teaching and Learning*, provides educators with a pedagogical framework for infusing appropriate, engaging, and responsive teaching practices in diverse classrooms. The course will provide resources for concrete, practical activities and strategies that address culture and language in five areas: classroom management, academic literacy, academic vocabulary, academic language, and learning environment. This course will empower and excite educators to embrace and place value on students' culture and language, allowing them to thrive in the classroom setting.

## **This is a CSU-P Core 8-week online course**

### **ED504- Leading Change in America's Schools**

Teachers will build their skills in learning how to effectively lead and be proactive in school change.

Prerequisite: ED 502.

## **This is a CSU-P Core 8-week online course and must be taken as the last of the 13 courses**

### **ED593-Capstone/Seminar -2 credits**

The **Capstone Seminar** is designed to integrate and synthesize the student's entire course of study. ... The project will enable students to demonstrate their: Knowledge of theory, research, and practice in Special Education, Teacher Leadership and School Change.