Clinically Rich Intensive Teacher Institute
A Partnership Among Molloy College and Six LI School Districts

Brentwood UFSD, Freeport Public Schools, Patchogue-Medford Schools, Riverhead Central Public Schools, South Huntington UFSD, Westbury UFSD

Course Descriptions
(EDU 513, 514, 541, 543, 544)

EDU 513 Meeting The Needs Of Culturally Diverse Students In Inclusive Classrooms In Birth-Grade 2, Childhood 1-6 And Adolescence 7-12
This course will initially approach multicultural education from a reflective, autobiographical, and learner-centered viewpoint, which focuses on birth through grade 2, grades 1 through 6, and grades 7 through 12. The meaning, necessity, and benefits of multicultural education will be explored by placing it in a socio-cultural context. The interaction of home, school, and community context, the teaching and learning process, as well as the content of instructional materials also will be examined from a multicultural perspective.

Strategies for fostering intergroup understanding, awareness, and appreciation by students of the diverse ethnic, racial, cultural, and linguistic groups represented in schools and the general population will be considered. Specific cultures will be examined. The effects of students' home culture, race, gender, ethnicity, religion, socioeconomic status, and exceptionalities on the learning process will be explored utilizing case studies and snapshots as well as participants' own field experiences. 3 credits

EDU 514 Teaching English Language Learners (ELLS)
The needs of ELLs are considered from the vantage point of second language acquisition theory and practice. Teacher candidates are expected to demonstrate comprehension of the problems faced by ELLs in classroom settings and to implement methods of assisting these students to maximize their learning potential. The course will assist participants in developing a necessary frame of reference for the education of ELLs. This course will provide an overview of the theoretical and practical aspects of teaching speakers of other languages of all age groups and language proficiency levels. Instructional design, evaluation and classroom management strategies tailored to the needs of ELLs will be considered. Focus will also be placed on lesson planning and materials development to meet the needs of ELLs and youth in sheltered content instruction. 3 credits

EDU 541 Second Language Acquisition And TESOL: Theory And Practice
This course will serve as an introduction to English as a second language teaching and learning. It will provide course participants with a (a) comprehensive overview of the theoretical foundation of second language acquisition (SLA) and teaching English to speakers of other languages (TESOL) and (b) practical methodologies, approaches and techniques necessary for the effective instruction of English Language Learners (ELLs). Historical perspectives of second language learning research and the development of various language teaching approaches also will be discussed. Teacher candidates will examine the similarities and differences between first and second language acquisition as well as several approaches and perspectives of second language teaching. Course participants will consider the linguistic, cognitive, affective, cultural, social and instructional factors contributing to variations in language acquisition among ELLs. Effective instructional techniques and strategies and classroom management techniques will be practiced. Current TESOL instructional materials will be reviewed and critically analyzed. 3 credits

(Continued)
EDU 543 Interdisciplinary Teaching Methods And English Language Arts For Pk-12 English Language Learners
The theoretical and practical aspects of English Language Learners' (ELLs) oral and written language development will be the focus of this course. Teacher candidates will become acquainted with effective tools and teaching ideas to promote ELLs' receptive (listening and reading), as well as productive (speaking and writing) language development. The course will address the language and literacy needs of students of diverse age groups, cultural and linguistic backgrounds, and language proficiency, reading, and writing levels.

Through readings, discussions, demonstrations, in-class and at-home projects and activities, teacher candidates are expected to (a) demonstrate a thorough understanding of the complex issues of teaching language arts to ELLs and (b) develop a repertoire of tools and techniques to maximize ELLs' language and literacy learning potential. The course will assist participants in acquiring strategies for teaching listening, speaking, reading, and writing to ELLs. Effective instructional models, assessment procedures, and classroom organization and management strategies tailored to the needs of ELLs will be considered. Focus will also be placed on lesson planning and materials development to meet the needs of all English language learners from the pre-kindergarten through high school levels. 3 credits

EDU 544 PK-12 TESOL Teaching Practices And Assessment In The Content Areas
The purpose of this course is to introduce teacher candidates to the principles of content-based English language instruction and appropriate assessment techniques. The course will assist participants in developing a theoretical frame of reference, the necessary knowledge and skills, and practical techniques for (a) teaching math, science, and social studies to ELLs, and (b) assessing ELLs' language and content area progress. Course participants will develop adequate background knowledge to make informed decisions about which teaching and assessment techniques best serve the academic and language development needs of ELLs. They will become familiar with the Sheltered Instruction Observation Protocol (SIOP) and various differentiated assessment procedures aligned with TESOL, ELA and NYS Regents Content-Area Standards in keeping with the No Child Left Behind Act (NCLB). Participants will design thematic units for content-based English language instruction that develop communicative proficiency through scaffolded learning strategies that target content-based concept formation. 3 credits