

# Ellevation Strategies

## Professional Learning Module Catalog



| Module Name and Description  | Professional Learning Outcomes  |
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| <p><b>Introduction to Multilingual Learners</b></p> <p>Multilingual learners (MLLs) developing social and academic English proficiency have incredible strengths and potential that are assets to a classroom environment. Educators can take a number of steps to maximize language and content learning opportunities for multilingual learners to best support their success.</p> | <p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• List the various levels of language acquisition and language needs at each level</li> <li>• View which of your students are multilingual learners and examine their language proficiency levels</li> <li>• Identify ways to differentiate grade-level instruction based on language needs within each domain</li> <li>• Select and teach with an activity that will increase students' meaningful engagement within a specific language domain</li> </ul> |
| <p><b>Introduction to Newcomers</b></p> <p>Newcomers are a distinct and fast-growing subgroup of multilingual learners, and they face unique social and cultural challenges. Every educator can create a welcoming environment to support sociocultural competence, and help students achieve emotional, social, and linguistic success.</p>   | <p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• Describe characteristics and unique challenges newcomers face</li> <li>• Identify newcomers in your class and their countries of origin</li> <li>• Explain the importance of creating a welcoming environment in your classroom</li> <li>• Select and teach with an activity that supports newcomers' sociocultural competence or linguistic progress</li> </ul>  |
| <p><b>Fortify Student Speaking Output</b></p> <p>Multilingual learners are often quick to develop the ability to communicate socially but need explicit instruction to learn academic structures of the language. Educators can provide multiple opportunities for students to strengthen their academic speaking proficiency in every class, every day.</p>                         | <p>In completing this module, educators will:</p> <ul style="list-style-type: none"> <li>• List some supports that can be provided to continue developing speaking proficiency</li> <li>• View and summarize student data related to speaking development</li> <li>• Identify new ways to provide meaningful speaking practice in content areas</li> <li>• Select and teach with an activity to elicit stronger and clearer speaking from students</li> </ul>   |

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| <p><b>Activate Background Knowledge through Demonstrations and Experiences</b></p> <p>Activating background knowledge allows culturally and linguistically diverse students to connect prior learning with a new concept. Educators benefit from gaining a deeper understanding of the difference between activating knowledge and building background in order to create meaningful language and content learning opportunities</p>                     | <p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• Describe why it is important for teachers to consider cultural references during instruction</li> <li>• View which of your students are multilingual learners and examine their language proficiency levels</li> <li>• Identify strategies that support activating background</li> <li>• Select and teach with an activity that helps activate background and connect to prior experiences</li> </ul>                                 |
| <p><b>Introduction to Long-Term English Learners</b></p> <p>Long-term English learners (LTELs) are students who have been struggling academically for six or more years. While their level of social English is highly proficient and they often succeed with strong bicultural skills, their academic instructional needs have remained unmet. Gain an understanding of how to address their academic needs and increase opportunities for success.</p> | <p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• Name factors that contribute to the challenges that long-term English learners (LTELs) face</li> <li>• Identify LTELs in your class and assess their strengths and challenge areas</li> <li>• Describe routines and strategies that improve students' academic English proficiency</li> <li>• Select and teach with an activity that supports LTELs' specific language needs</li> </ul>   |
| <p><b>Foster Interactions with Academic Conversations</b></p> <p>Academic conversations provide authentic opportunities for multilingual learners to interact while increasing language and content development. Educators benefit from understanding the importance of incorporating these interactions into their practice to build student confidence and skill.</p>  | <p>In completing this module, educators will:</p> <ul style="list-style-type: none"> <li>• Describe two conversation moves that increase language development</li> <li>• Identify which students need additional support in the domains of speaking and listening</li> <li>• List ways to support academic conversations in your classroom</li> <li>• Select and teach with an activity that supports authentic academic conversations</li> </ul>   |
| <p><b>Develop Academic Language with Weighted Words</b></p> <p>Academic language has three dimensions: words and phrases, sentences, and the overall discourse and message. The word/phrase dimension adds precision to communication. Multilingual learners require explicit instruction of words and phrases in every subject every day. Educators can embed high-impact strategies into their instruction to develop strong academic language.</p>    | <p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• List practices for effective instruction at the word and phrase dimension</li> <li>• Identify which students would benefit from explicit instruction of words and phrases</li> <li>• Record 2-3 strategies that support the intentional teaching of specific high-utility terms with word-learning strategies</li> <li>• Select and teach with an activity to introduce new words and phrases and word-learning strategies</li> </ul> |

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| <p><b>Introduction to Dual Language Programs</b></p> <p>Dual language immersion programs involve teaching grade-level content in two languages to two groups of students, with the goal of all students acquiring a second language. Become familiar with the research behind this instructional program, its benefits, and the three goals that define an effective program.</p>                                   | <p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• Explain the three goals of dual language programs</li> <li>• View your students' EL status and examine their native languages</li> <li>• List the benefits of a dual language program</li> <li>• Select and teach with an activity that ties to dual language program goals</li> </ul>  |
| <p><b>Developing Cultural Competency by Elevating Cultural Identity</b></p> <p>Cultural competency is valuing differences regardless of race, ethnicity, and socioeconomic status. Multilingual learners thrive in settings that welcome cultural differences as opportunities to create connections. Become versed in how to celebrate students' cultural assets to ensure they feel pride for their identity.</p> | <p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• Define cultural competency</li> <li>• View and identify which students are English learners and their countries of origin</li> <li>• Describe how developing cultural competency responds to the cultural needs of multilingual learners</li> <li>• Select and teach with an activity that celebrates students' cultural identities</li> </ul>  |
| <p><b>Advance Biliteracy through Authentic Word Study</b></p> <p>Word study in an immersion setting allows multilingual students to analyze the structure of words in two languages. Educators can build their biliteracy teaching toolkit to create a culturally print-rich environment which examines similarities and differences between two languages.</p>   | <p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• Explain why explicit teaching of discrete word-study skills is needed to develop reading fluency</li> <li>• View and identify which of your two-way immersion students are native speakers and non-native speakers</li> <li>• Describe how student writing helps determine what word-study skills to teach to multilingual learners</li> <li>• Justify why word-study skills must be authentic to the language being acquired</li> <li>• Select and teach with an activity that supports word study in the language of instruction</li> </ul> |
| <p><b>Assess Language and Learning using Quick Checks</b></p> <p>Assessments provide educators with the opportunity to adjust their instructional practices but it should also allow multilingual learners to demonstrate their gains in language and content learning. Build upon your existing knowledge of assessments to gain a clearer understanding of your students' language development.</p>               | <p>In completing the modules, educators will:</p> <ul style="list-style-type: none"> <li>• Explain why assessing language development is so important</li> <li>• View overall English proficiency data for your multilingual students</li> <li>• Outline ways to informally assess language proficiency in an ongoing way based on English proficiency levels</li> <li>• Select and teach with an activity that allows students to demonstrate their instructional and linguistic needs</li> </ul>  |

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| <p><b>Clarify Input with Supported Lesson Delivery</b></p> <p>Multilingual learners require specific teaching modifications to ensure full comprehension of a lesson’s content and work towards academic success. Educators can build a repertoire of strategies to ensure content as well as language is comprehensible to multilingual learners during instruction.</p> | <p>In completing the modules, educators will:</p> <ul style="list-style-type: none"> <li>• Explain why clarifying input is so important when planning lessons for multilingual learners</li> <li>• View and identify the listening levels for your students as it relates to their overall English language proficiency</li> <li>• Identify strategies for presenting content information in ways that multilingual learners comprehend</li> <li>• Select and teach with an activity that focuses on comprehensible input</li> </ul>   |
| <p><b>Introduction to SIFE Students</b></p> <p>Students with limited formal education face unique issues such as post-traumatic stress, acculturation struggles, and the need for intensive literacy and content instruction. Uncover ways to meet their social and emotional needs and prepare them for academic success.</p>  | <p>In completing the modules, educators will:</p> <ul style="list-style-type: none"> <li>• Describe what determines the classification of SIFE and the diversity that exists among SIFE students</li> <li>• View which of your students are SIFE students and identify how long they’ve been in the United States school system</li> <li>• Understand the specific academic, social, emotional, and cultural needs of SIFE students</li> <li>• Review strategies that support SIFE students academically, socially, and culturally</li> <li>• Select and teach with an activity that supports SIFE’s acculturation or linguistic progress</li> </ul> |

Additional new modules to come.