

CEA ELL Training

Training of Trainers Focus

English Language Learners: Culture, Equity and Language Training Module Strategies for Closing the Achievement gaps.

Training of Trainers Description

As our members work to meet the requirements of closing the achievement gaps, the student population they serve is changing dramatically. This dramatic change is reflected in the tremendous increase of linguistic and culturally diverse students. This English Language Learner: Culture, Equity and Language Training Module provide strategies on methodology and pedagogy for closing the achievement gaps for all English language learners of various **cultures** and **languages**.

The training will support and assist educators in understanding how to apply the best research-based ELL culture and equity practices in the classroom, and provide professional development for educators working with ELL students.

Training Commitments and Requirements

- Have experiences teaching in an environment with English Language Learners (ELL) students and/or communities.
- Have substantial knowledge of ELL related issues as pertaining to students and the school environment.
- Have delivered in-service training with content that would address the needs of English Language Learners, professional development trainings, workshops is preferable.

Participant Agreements

- Participant must commit to staying for the full 3 days of the June 2-4, 2009 training.
- Participant will complete pre-reading before the TOT and will complete any homework during the TOT.
- Trainers will be responsible to their local and will work with them to deliver the training within their local.
- Participants will write a local English Language Learner Plan of Action for ELL training of members.
- Participants will understand the importance of being selected by the local's executive director or president in support of planning for ELL local based trainings.

Training Objectives

1. Understand the English language learner culture, equity and language framework for linguistically diverse schools and its implications for whole-school improvement.
2. Be able to identify current research, theory, and practice to enable schools to more effectively meet ELL's acquisition level, language differences, culture and equity dynamics, and access economic differences.
3. Understand and practice curriculum design and lesson planning based on sound pedagogical principles, practices, and high attainable standards.
4. Strategic methods to employ for making grade-level materials and resources comprehensible of ELL's.
5. Training, technical assistance, and/or funding for programs and services for ELL students.
6. Advocate for an increase in support of educators' needs when working with ELL students and communities.
7. Attain resources that will help increase members' knowledge about effective, differentiated teaching strategies specifically addressing ELLs.

Hours of Instruction

Participants will complete a total of 21 hours of in-class work, and a minimum of 6 hours of independent reading and study and a graduate credit can be obtained.

