



This event is presented by the CESA 6 Language and Culture Center

# Summer 2014 Online Book Study Courses

## June 16 - August 4, 2014

**Facilitator:**  
**Tere Masiarchin**  
**CESA 6, Language & Culture Center Coordinator**

Looking for high quality professional development opportunities built around the flexibility you want during the summer? The CESA 6 Language and Culture Center is offering seven online book study professional development opportunities for educators with the benefits of anytime, anywhere, and any pace participation. Each course is one graduate credit or take it for non-credit and earn a certificate of completion.

From June 16 - August 1, 2014 courses will be structured with specific responsibilities, but allow for involvement at your own time and pace throughout the course. Sharing your ideas and reflecting upon the course material will allow you to "experience" the content.



CESA 6 Language & Culture Center  
Teaching Diverse Learners

### Registration Details:

- **Date:** June 16 - August 4, 2014
- **Registration Fee - per course:**  
**Two Options**  
✓ \$200.00 per person, per one graduate credit course available thru UW-Oshkosh.

- or -

**Non-Credit Course Option:**  
A Certificate of completion will be provided at the completion of the course

✓ \$169.00 per person, per course

- **Registration Deadline:**  
June 23, 2014
- **Online registration:** [http://  
cesa6.org/prof\\_dev/](http://cesa6.org/prof_dev/)

**For Additional Information Contact:**  
Tere Masiarchin  
CESA 6 Language & Culture Center Coordinator  
tmasiarchin@cesa6.org

### Comments from past participants:

- " Reading this text has convinced me that teaching academic vocabulary needs to become a priority for us."
- " This entire book has been very helpful. I know that I will have it handy throughout this next school year and refer to it often."
- " I would like to use this tool as a resource as I help other teachers understand how ELLs learn. It will also be a useful tool in making decisions about whether an ELL might have a learning disorder."

**Cancellation Policy:** Any registration cancellation must be received 48 hours before the scheduled date for a refund to be issued. Because attendance at most sessions is limited, persons registering and not in attendance on the day of the session will be charged the full registration fee. CESA 6 reserves the right to cancel any sessions due to insufficient enrollment. Participants will be notified by email or by phone if a cancellation occurs.

### ONLINE Professional Development - July 16 - August 4, 2014

**Please Check One (you may take one or more courses):**

- Course # 1    Course # 2    Course # 3    Course # 4    Course # 5  
 Course # 6    Course # 7

Please check one:

- Check is enclosed, made payable to CESA 6
- Bill my School District, PO # \_\_\_\_\_
- Use my Conference Attendance Fund (CESA 6 employed staff ONLY)
- Credit Card Payment

Participant Name(s) \_\_\_\_\_

Position(s) \_\_\_\_\_ District \_\_\_\_\_

Phone (Work) \_\_\_\_\_ (Home) \_\_\_\_\_

Would you like to be notified by email of future CESA 6 training sessions?  Yes  No

Email Address \_\_\_\_\_ Special accommodations or dietary needs \_\_\_\_\_

**To Register: Go to [http://cesa6.org/prof\\_dev/](http://cesa6.org/prof_dev/) or send completed form to:  
Debbie Pinkerton, Program Assistant,  
CESA 6, 2935 Universal Court, Oshkosh, WI 54904, Fax: 920-424-3478**

Cardholder Name \_\_\_\_\_

Cardholder Address (include city, state ZIP) \_\_\_\_\_

Credit Card Type (VISA, MasterCard, etc.) \_\_\_\_\_

Credit Card Number \_\_\_\_\_

Expiration Date \_\_\_\_\_ 3 Digit Code on Back of Card \_\_\_\_\_



# Summer 2014 Online Book Study Courses

**For Additional Information Contact:**  
Tere Masiarchin, CESA 6 Language & Culture Center Coordinator  
tmasiarchin@cesa6.org

## Course #1: Global Competencies To Engage Our Youth

No book to purchase, online resources and readings will be provided. [Click here for link to free online book.](#)  
You may need to give your permission to download as a PDF.

In this course, you will...

- Explore how global education impacts student learning
- Consider how infuse global issues into your current curriculum
- Identify the global competencies youth need to engage with the world.
- Understand how to create learning environments which promote student action.
- Apply the Global Competency Matrix to your teaching situation.

**Who should take this course?**

ESL teachers (K-12); World Language teachers, Content/Classroom teachers (K-12), Cultural Club Advisors

[Click here to register for this class](#)

## Course #2: Advocating for English Learners Course

Purchase the book, [Advocating for English Learners: A Guide for Educators](#) by Diane Staehr Fenner (2014)  
[Click here for Amazon Link](#)

In this course, you will...

- Understand how to share the responsibility for educating English Learners.
- Identify ways to collaborate with building/district staff when educating English Learners.
- Examine effective instruction methods necessary for English Learners to gain academic proficiency.
- Explore how to advocate for culturally and linguistically diverse families.
- Reflect upon your current practice and advocacy methods related to English Learners.

**Who should take this course?**

ESL teachers (K-12); Mainstream teachers of English learners (K-12); Administrators

[Click here to register for this class](#)

## Course #3: How the ELL Brain Learns

Purchase the book, [How the ELL Brain Learns](#) by David A. Sousa (2010) [Click here for Amazon Link](#)

In this course, you will...

- Explore how the brain learns languages
- Consider the challenges of acquiring a new language
- Learn ready-to-use brain compatible teaching strategies for academic language in social studies, math, and science
- Identify general principles to consider when planning lessons for ELs. In addition to these goals, participants will:
- Explore how to recognize and address problems in learning English
- Examine common misconceptions about language acquisition

**Who should take this course?**

ESL teachers (K-12); Mainstream teachers of English learners (K-12); Support personnel for English learners (K-12), Administrators or educators wanting to learn how the ELL brain learns.

[Click here to register for this class](#)

## Course #4: Promoting Academic Achievement Among ELs

Purchase the book, [Promoting Academic Achievement Among ELs: A Guide to the Research](#) by Claude Goldenberg and Rhoda Coleman (2010). [Click here for Amazon Link](#)

In this course, you will...

- Explore research that promotes the academic achievement of English Learners
  - Learn strategies for teaching English and academic content simultaneously
  - Explore the importance of literacy instruction
  - Consider how sociocultural factors in success, including the influence of parents and families
- In addition to these goals, participants will:
- Gain knowledge of the role of a student's home language
  - Understand the difference between social and academic English
  - Identify methods that can be used to promote English oral language development

**Who should take this course?**

Mainstream teachers of English learners (K-12); Support personnel for English learners (K-12); Any educator or administrator wanting a guide to the research that promotes academic achievement among English Learners.

[Click here to register for this class](#)



# Summer 2014 Online Book Study Courses

## For Additional Information Contact:

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tmasiarchin@cesa6.org

### Course #5: The Language Rich Classroom

Purchase the book, [The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners](#) by Persida Himmele and William Himmele (2009) [Click here for Amazon Link](#)

#### In this course, you will...

- Examine how teachers balance the dual focus on language and subject matter
  - Learn the CHATS framework for choosing and developing the content taught, as well as higher-order thinking skills, assessment, total participation techniques, and scaffolding strategies
- In addition to these goals, participants will:
- Examine several useful strategies and consider how to integrate listening, speaking, reading and writing in content-based instruction with students at different proficiency levels
  - Identify resources available for developing content-based curricula and assessment

#### Who should take this course?

ESL teachers (K-12); Mainstream teachers of English learners (K-12); Support personnel for English learners (K-12)

[Click here to register for this class](#)

### Course #6: Teaching Vocabulary to ELs

Purchase the book, [Teaching Vocabulary to English Language Learners](#) by Michael F. Graves, Diane August and Jeannette Mancilla-Martinez (2012) [Click here for Amazon Link](#)

#### In this course, you will...

- Explore the four-pronged program to teach vocabulary to English Learners.
- Integrate research into your practice.
- Understand the importance of academic vocabulary.
- Consider how to promote vocabulary through listening, speaking, reading and writing activities.

#### Who should take this course?

ESL teachers (K-12); Mainstream teachers of English learners (K-12); Support personnel for English learners (K-12),

[Click here to register for this class](#)

### Course #7: 50 Strategies for Teaching ELs

Purchase the book, [50 Strategies for Teaching English Language Learners \(4th Edition\)](#) by Adrienne Herrell and Michael L. Jordan (2011) [Click here for Amazon Link](#)

#### In this course, you will...

- Gain practical strategies for teaching English Learners in the K-12 setting.
- Explore how the practical strategies are used in classrooms by examining scenarios in the book.
- Understand the theory and research support the practical strategies for teaching English Learners.
- Reflect upon your current practice and integrate strategies into your classroom.

#### Who should take this course?

Mainstream teachers of English learners (K-12); Support personnel for English learners K-12; ESL Teachers (K-12)

[Click here to register for this class](#)