

## **A Blast from the Past**

Does this website resemble something you have seen in the past? If so, you're absolutely right! The resources housed on this website were previously used in the Stanford Online CTEL/CLAD Program. This program consisted of three graduate-level courses that prepared teachers to effectively address the academic needs of English Language Learners while allowing them to fulfill requirements for California's ELL Authorization/CLAD certification. Teachers enrolled in the program learned how to support students' English language development through standards-based, content area learning by analyzing videos of exemplary classroom teaching, viewing short video lectures, completing carefully selected readings, and engaging in lively on-line discussions on course topics with peers.

A description of the three courses is included below.

- **Education 375: Second Language Acquisition Theory and Policy**  
This course has three main goals: (1) to examine legal and policy issues related to the education of language minority students in the United States, with a particular emphasis on California; (2) to survey research on common school practices and research on their effectiveness; and (3) to survey theory and research on second language acquisition.
- **Education 376: Methodology of Bilingual, English Language Development and Content Instruction**  
This course is designed to provide participants with an overview of English language development methodologies. Students will observe and analyze factors that develop English listening, speaking, reading and writing in English learners. Participants examine their own knowledge about and attitudes toward language issues involving the education of minority language children and develop a set of tools to access research/resources and to relate these to classroom practice.
- **Education 377: Culture and Content Instruction**  
This course provides participants with a framework for observing and developing sheltered instruction for English Learners, known as Specially Designed Academic Instruction in English (SDAIE); and addresses issues relevant to students' cultural background. Participants use an observation model, the SIOP (Sheltered Instruction Observation Protocol), to analyze the ways in which two different teachers approach the instruction of classes with English Learners.

Although it is packaged differently, all of the information and assignments associated with these courses has been packaged into 14 mini modules. We encourage you to explore these mini modules by topic and grade level.