Course Objectives

In this six-week, twelve-hour course, you will be able to meet the following objectives:

- Apply understanding of the strengths and challenges of specific SLIFE populations to advocate for SLIFE in your context
- Use strategies for supporting and engaging SLIFE and their families
- Develop SLIFE-specific lessons and activities by applying a framework for the effective instruction of SLIFE to analyze
- Set goals for using best practices to facilitate an instructional program and school climate that incorporates the academic, social, emotional, and cultural needs of SLIFE in your context

Course Components

The **Effectively Reaching SLIFE** online course consists of three thematic components:

1. Who are SLIFE? Characteristics, Strengths, and Needs
2. Supporting SLIFE in Their Instructional Programs
3. Framework for Effective Instruction of SLIFE

Each of the three components will have two parts. In each part, you will participate in three types of activities:

1. **Recorded presentations.** You will view recorded presentations and classroom videos and reflect on your learning using a note-taking guide.
2. **PLC discussions.** Following the presentations, you will reflect on the process with your colleagues in online PLC discussions.
3. **Application activities**. You will have an opportunity to apply what you have learned through a variety of activities.

Course Timeline

Please find the course timeline in the table below. The timeline is structured to optimize time for contributing to the PLC discussions, reflecting and returning to the conversations, and completing the component assignments before moving to the next component. To maximize the benefit and impact of the PLC discussions, it is important that participants progress at approximately the same pace. Please plan accordingly so you can complete the course requirements. You'll need to spend approximately two hours per week in the course for the full six weeks.

The facilitators will be guiding you through the online course and will reach out periodically to be sure you are active in the online course, on track with the timeline, and offer support. Please let us know any time you have questions or concerns at **courses@getsupported.net**.

Course Timeline: Six Weeks

Suggested Pacing	Assignments	Assignment due dates
Introduction Week One	Pre-course assessment	Due Week One
	Padlet resource or comment	
	Introduction PLC discussion	
Component 1: Weeks One-–Two Recommended reading: Robertson, K. & Lafond, S. (2011). How to Support ELL Students with Interrupted Formal Education	Component 1 Part 1 PLC discussion	Due Week Two
	Component 1 Part 2 PLC discussion	
Component 2: Weeks Three–Four Recommended reading: SLIFE: Students with Interrupted for Limited Formal Education	Component 2 Part 1 PLC discussion	Due Week Four
	Component 2 Part 2 PLC discussion	
Component 3: Weeks Five–Six Recommended reading: DeCapua, A. (2016, Spring). Building Bridges to Academic Success Through Culturally Responsive Teaching	Component 3 Part 1 PLC discussion	Due Week Six
	Post-course assessment and evaluation	

Requirements for the Course Certificate

Participants are eligible for a course certificate for 12 hours of continuing education and professional development upon successful completion of the course, outlined here:

1. Complete the pre-course assessment by the end of Week One.

2. View all recorded presentations (Introduction, Component 1 Parts 1-2, Component 2 Parts 1-2, and Component 3 Parts 1-2) by the component deadlines listed in the timeframe above.

3. Complete all activities contained within the presentations and on the note-taking guides by the Component deadlines, including posting of your application activity.

4. Complete Components 1-3 PLC discussion activity within the timeframe stated in the table by
    *   Posting your own original response to the PLC questions (minimum 1 initial post per PLC question).
    *   Posting a substantive response to colleagues' posts (minimum 1 response per PLC discussion).

5. Complete the post-course assessment and all work by the course end date. No late work will be credited after the course is finished without prior written permission from a course facilitator.

You can use the Course Checklist on the following page to track your participation and completion of course requirements.

Recommended Readings

Component 1
Robertson, K. & Lafond, S. (2011). How to support ELL students with interrupted formal education.
http://www.colorincolorado.org/article/how-support-ell-students-interrupted-formal-education-sifes

Component 2
WIDA. (2015). SLIFE: Students with Interrupted for Limited Formal Education.
https://wida.wisc.edu/resources/students-limited-or-interrupted-formal-education-slife

Component 3
DeCapua, A. (2016, Spring). Building Bridges to Academic Success Through Culturally Responsive Teaching.
MinneTESOL. http://minnetesoljournal.org/spring-2016/building-bridges-to-academic-success-through-culturally-responsive-teaching

Course Policies and Refunds

Extending a Course Assignment Due Date

Notify the facilitators and your district coordinator (if you have enrolled through your district) *as soon as possible* if life events impact your participation in this course. We may be able to offer you an extension for an assignment or component. This will not be possible if you wait until the course is near completion. Participants who cannot complete the course will not be able to take it at a later date without completing a new registration. As the heart of the course is the PLC discussions, the course components are most effective when completed according to the timeline.

Course Refund

A refund will be provided for the course with a written request up until 5:00 p.m. EST on the business day before the start of the course. No refunds for the course will be given once the course begins.

Course Checklist

	Assignment	Due Date
☐	Pre-course assessment	Week One
☐	Padlet assignment	Week One
☐	Introduction PLC	Week One
☐	Component 1 reading: *How to support ELL students with interrupted formal education* (recommended)	Week Two
☐	Component 1 Part 1 PLC discussion-initial post	Week Two
☐	Component 1 Part 1 PLC discussion-response	Week Two
☐	Component 1 Part 2 PLC discussion-initial post	Week Two
☐	Component 1 Part 2 PLC discussion-response	Week Two
☐	Component 2 reading *SLIFE: Students with Interrupted for Limited Formal Education* (recommended)	Week Four
☐	Component 2 Part 1 PLC discussion-initial post	Week Four
☐	Component 2 Part 1 PLC discussion-response	Week Four
☐	Component 2 Part 2 PLC discussion-initial post	Week Four
☐	Component 2 Part 2 PLC discussion-response	Week Four
☐	Component 3 reading: *Building Bridges to Academic Success Through Culturally Responsive Teaching* (recommended)	Week Six
☐	Component 3 Part 1 PLC discussion-initial post	Week Six
☐	Component 3 Part 1 PLC discussion-response	Week Six
☐	Component 3 Part 2 PLC discussion and assessment plan-initial post	Week Six
☐	Component 3 Part 2 PLC discussion and assessment plan-response	Week Six
☐	Post-course assessment/evaluation survey	Week Six