



**Midwest Teachers Institute**  
Teachers Helping Teachers

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**MTI 529- Creating a Classroom Environment for English Learners**

**ONLINE COURSE**

<b>Instructor Information:</b>	
<b>Instructor Name:</b>	Stephanie Cryer-M.Ed
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<b>Instructor Background:</b>	Mrs. Cryer has a Masters in Education degree from Lewis University and an English as a Second Language endorsement from St. Francis University. Mrs. Cryer had spent many years teaching at the primary and elementary level before moving to the middle school grade levels teaching at a STEM academy in Illinois. Her 10+ years of experience as an educator and PLC facilitator in a culturally diverse and low SES area have provided her with the knowledge and experience to advise, manage, and create a good rapport with her students as well as guide teachers towards best practices.

<b>Course Information</b>	
<b>Course Format (distance learning, online, webinar, experiential onsite courses):</b>	<b>Online Course</b> The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 112.5 hours of instructional time is devoted to this course per the requirements from the Higher Learning Commission for extended studies.  We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then <a href="#">Canvas 101</a> .

	If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i> .
<b>Prerequisites</b>	All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. <b>All courses are for 3 graduate semester hours/credits. When you register, you may choose which of our accredited university partners you would like to receive your official transcript from.</b>
<b>Accrediting Partners</b>	For information about our accrediting partners, please visit our website at <a href="http://www.midwestteachersinstitute.org">www.midwestteachersinstitute.org</a> and click on partners to learn more about the choices available for you.
<b>Required Books and Materials</b>	Staehr-Fenner, Diane. Snyder, Sydney. <i>Unlocking English Learners Potential</i> . Sage Publications, Ltd, 2017., ISBN 978-1-5063-5277-0.
<p><b>Learning Outcomes/Competencies:</b> At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> <li>● Articulate the benefits and misconceptions of a culturally diverse school. InTASC 1,2,3,5,6</li> <li>● Develop a framework to embed differentiation and scaffolding strategies within the classroom. InTASC 4,5,6,7,8</li> <li>● Analyze pedagogical approaches that encourage students to embrace diversity and learn from others. InTASC 1,3,5</li> <li>● Implement strategies to increase student success in one-on-one, small group and in whole group lessons. InTASC 1,2,3,9,10</li> </ul>	
<p><b>Course Description: Creating a Classroom Environment for English Learners</b> will provide teachers and administrators the strategies, knowledge and skills required to understand and overcome the barriers that limited or non-english speaking students face. To achieve this, the course and content will draw upon the textbook, “Unlocking English Learners’ Potential,” by Diane Staehr Fenner and Sydney Snyder. Differentiation is an essential classroom component to increase students’ success rate in not only learning, but retaining information learned at school. Specific strategies will be discussed, encouraged to implement, analyzed and reflected upon to assist in creating a successful learning atmosphere as well as build upon different cultural norms and expectations to give teachers a better understanding of their students.</p>	
<p><b>Learning Strategies:</b> Professional literature analysis, past and present classroom implementation, personal reflection.</p>	
<p><b>Experiential Learning Opportunities:</b> Students will be applying and reflecting on the classroom strategies mentioned during discussions as well as differentiation and modification of both informal and summative assessments, and finally any tools developed to assist in student achievement.</p>	

## Format of the Course and Submitting Work

This course has a total of 5 individual assessments/assignments. You are required to complete all of the pieces with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

<b>Assessments</b>		<b>Approximate contact hours for each assessment</b>
Introduction to using Canvas video and pre-survey		1 hour
Required reading from textbook.		29 hours
Answer and discuss weekly questions posted by instructor to online classroom at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	10 hours
Reflect on classroom experiences and the required reading, then respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	10 hours
Studying (time to reread and take notes)		4.5 hours
Application assignments (45 points each)	90 points	10 hours
Field experience in the classroom implementing and creating strategies for student success.		28 hours
Research project (planning, researching, and formulating)	100 points	10 hours
Final evaluation essay	100 points	10 hours
<b>Total</b>	<b>425 points</b>	<b>112.5 hours</b>
<b>Grading Scale: A (90-100%); B (80-89%)</b> <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i>		

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

### Answer and Discuss Rubric - 5 answers @ 9 points each total 45 points

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

### Reflect and Response Rubric- 10 responses @ 9 points each for 90 points

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

### Application Rubric- 2 assignments @ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
<i>Supporting Evidence in Practice</i> ____/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.

<i>Accuracy</i> ____/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

<b>Project Rubric- 100 points</b>			
<b>Category</b>	<b>Superior (20-18 pts)</b>	<b>Sufficient (17-16 pts)</b>	<b>Minimal ( 15-14pts)</b>
<i>Understanding of web tool</i> ____/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
<i>Practical evidence</i> ____/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
<i>Completion</i> ____/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
<i>Grammar and Spelling</i> ____/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
<i>Sequencing</i> ____/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

<b>Evaluation Rubric- 100 points</b>				
<b>Category</b>	<b>Superior (20-17 pts)</b>	<b>Sufficient (16-13 pts)</b>	<b>Minimal(12-9pts)</b>	<b>Below Standard (8 pts)</b>
<i>Supporting Evidence in Practice</i> ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
<i>Accuracy</i> ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
<i>Grammar and Spelling</i> ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.

<b>Logical Sequencing</b> ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
<b>Reflection</b> ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

## Course Schedule

### Week 1

- Read chapters 1 and 2.
- Discussion/Activity - Please reply to the week 1 discussion questions posted by the teacher. Must be completed by Tuesday night.
- Discussion/Reflection Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.

### Week 2

- Please read chapter 3 and 4.
- Discussion/Activity - Please reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Discussion/Reflection Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Application Assignment #1. Must be completed by Sunday night.

### **Application #1**

With both the new knowledge you have acquired as well as past experiences using scaffolding strategies, explain how you would integrate 2 different strategies into your lesson plans with your current students. What do you predict will go well? What would be challenging? The paper should be 2-3 pages long, double spaced following APA format.

### Week 3

- Please read chapters 5 and 6.
- Discussion/Activity - Please reply to the discussion question posted by the teacher. Must be completed by Tuesday night.

- Discussion/Reflection Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Application Assignment #2. Must be completed by Sunday night.

### **Application #2**

Choose one of the scenarios given at the beginning of each of the chapters you have read thus far. Using the information from both the textbook and class discussions, write a **reflective analysis** as to why this scenario resonates most with you and your teaching career. The paper should be 2-3 pages long, double spaced following APA format.

### **Week 4**

- Please read chapter 7 and 8.
- Discussion/Activity - Please reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Discussion/Reflection Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Research project due by end of Sunday night

### **Research project**

Research **two** articles on national trends in school districts' changing cultural demographics and achievement scores. Compare the thoughts of Diane Staehr Fenner and Sydney Snyder (from your textbook) and those of your researched articles. Then, compare them to your own school district. In what ways are they similar? In what ways do they differ? You may complete your assignment in a 3 to 5 page research paper following APA format. Please include your article when submitting your work.

- Article must be recent, having been published within the last 5 to 7 years
- Cited, you must provide the web address or other identification for the research you conducted. Include the date that it was published/retrieved, as well as the author(s).

### **Week 5**

- Please read chapter 9.
- Discussion/Activity - Please reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Discussion/Reflection Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Evaluation Assignment. Must be completed by Sunday night.

### **Evaluation assignment**

Summarizing what you have learned, write a persuasive paper for your colleagues and district to use the principles/strategies from this course. ***How would you persuade your district to consider making changes based on what you learned?*** Write 3-5 pages APA format.

## End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

### ADA policy

- Colorado State University-Pueblo and ALL of our partner universities abide by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

### Academic Honesty policy

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

#### Acts of Dishonesty Include:

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement.

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**The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.**

## **The InTASC Model Core Teaching Standards (April 2011)**

### **The Learner and Learning**

#### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Content Knowledge**

#### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Instructional Practice**

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.