



Midwest Teachers Institute
Teachers Helping Teachers

www.MidwestTeachersInstitute.org

MTI 529-Creating a Classroom Environment for English Learners

DISTANCE COURSE

MTI Contact Information:	
MTI Email:	info@midwestteachersinstitute.org
Instructor Email	scryer@sd170.com
Instructor	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.
MTI Grading:	grades@midwestteachersinstitute.org

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	Distance Course *This is a 3 credit hour course. Independent study correspondence courses require 15 hours of contact time per graduate credit hour. Once you have registered for this course, your textbook will be sent to the address you used at checkout. The cost for the textbook has been included in your course price, there are no additional fees that apply. The

	<p>textbook is yours to keep for further reflection at the conclusion of the course.</p> <p>Approximately 45 hours of instructional time is devoted to this course.</p> <p>Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10 business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student. Directions on how to order an official transcript are available by going to www.midwestteachersinstitute.org and clicking on transcripts.</p> <p>All distance courses allow you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, please contact MTI at the address provided above to request an extension.</p>
<p>Formatting Requirements</p>	<p>All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information:</p> <ul style="list-style-type: none"> ● Name ● Home address ● Email address ● School district name, address ● Date of submission <p>All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero.</p> <p>Once you have completed all of your assignments, please submit them to grades@midwestteachersinstitute.org to be graded by your instructor.</p>
<p>Prerequisites and Credit Limits</p>	<p>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. All courses are for 3 graduate semester hours (credits).</p>
<p>Required Books and Materials</p>	<p>Staehr-Fenner, Diane. Snyder, Sydney. <i>Unlocking English Learners Potential</i>. Sage Publications, Ltd., ISBN 978-1-5063-5277-0.</p>
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p>	

- Articulate the benefits and misconceptions of a culturally diverse school. InTASC 1,2,3,5,6
- Develop a framework to embed differentiation and scaffolding strategies within the classroom. InTASC 4,5,6,7,8
- Analyze pedagogical approaches that encourage students to embrace diversity and learn from others. InTASC 1,3,5
- Implement strategies to increase student success in one-on-one, small group and in whole group lessons. InTASC 1,2,3,9,10

Course Description: Creating a Classroom Environment for English Learners 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.

Learning Strategies: Professional literature analysis, past and present classroom implementation, personal reflection.

Experiential Learning Opportunities: 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.

Assessments		Approximate contact hours for each assessment
Textbook Reading/Analysis- 257 PAGES	Required	15 hours
Text questions-(Ten questions at 9 points each)	90 points	8 hours
Applications- 2 @ 45 points each	90 points	8 hours
Action research project	100 points	8 hours
Final evaluation essay	100 points	6 hours
Total points possible	380 points	45 hours

Grading Scale: A (90-100%); B (80-89%)

****Anything below a B will not receive graduate credit and receive a failing grade of F.***

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.

Text Question Rubric- 10 questions @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ____/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.
Accuracy ____/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.
Grammar and Spelling ____/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 applications @ 45 points each

Category	Superior (15-14 pts)	Sufficient (13-12 pts)	Minimal (11-10 pts)	Below Standard (9 to 0)
Supporting Evidence in Practice ____/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.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ____/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.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/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.	Response includes numerous grammar and spelling mistakes.

Action Research Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
Review of Literature ____/20	Outstanding inclusion of major theories and/or research studies.	Inclusion of major theories and/or research studies.	Limited inclusion of major theories and/or research studies.	No inclusion of major theories and/or research studies.
Appropriate and Accurate Results/ Findings are Described ____/20	Results/Findings appropriately and accurately described in extensive detail in relation to the research questions.	Results/Findings appropriately and accurately described in relation to the research questions.	Results/Findings either not appropriately or not accurately described.	Results/Findings not described.

Grammar and Spelling ____/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.
Methods and Procedures ____/20	Complete and thorough description of data analysis methods.	Complete description of data analysis methods.	Incomplete and/or unclear description of data analysis methods.	No description of data analysis methods.
Conclusions ____/20	Insightful conclusions supported by the data and clearly linked to review of literature.	Accurate conclusions supported by the data and clearly linked to review of literature.	Limited or unsupported conclusions.	No conclusions.

Evaluation Rubric- 100 points				
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
Supporting Evidence in Practice ____/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.
Accuracy ____/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.
Grammar and Spelling ____/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.
Sequencing ____/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.
Reflection ____/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 Assignments
Text Questions: Read and Reflect- (90 points)

Each text question is designed to get you thinking about the concepts provided by the author. As you read the text, use the questions to help you reflect and how the information can be related to your current work. Each response is expected to be one paragraph or more.

1. (Chapter 1 p. 7-25) What is the cultural breakdown of your classroom? What academic challenges do you face as a teacher with your group of students this year compared to past years?
2. (Chapter 2 p. 29-55) What are some considerations from Figure 2.3 that surprise you? Were there any considerations that contradict your personal expectations from students?
3. (Chapter 3 p59-81) Choose 2 scaffolding strategies described in the book, or others that are not mentioned in the book, that you have used with your current or past students. Did you find that strategy to work? Why or why not?
4. (Chapter 4 p85-110) Of all the support activities suggested, which would you like most to try with your class? With this activity, what do you think would go well? What would be a challenge?
5. (Chapter 5 p113-145) In what subject areas do you feel your students struggle using academic language most? Why do you feel it's difficult for them to venture away from their social language more in this subject area than others?
6. (Chapter 6 p159-170) Do you teach any type of isolated vocabulary lessons in your classroom or do any of the activities mentioned on pages 159-160? Is it embedded in your curriculum? What thoughts do you have on your vocabulary instruction in the classroom?
7. (Chapter 7 p173-200) Describe an instance in which you started to teach a lesson, had to stop and go back, because you realized they did not have the background information needed to accurately understand the lesson?
8. (Chapter 8 p203-226) Describe a student you have that would greatly benefit from having scaffolded TDQs.
- 9.(Chapter 9 p229-257) Choose one of the 6 areas described on pages 240-241. How have you assessed similarly to what is described in that area and how do you plan to modify your assessments for the future in this area?
10. (Chapter 9 p229-257) Choose a second of the 6 areas described on pages 240-241. How have you assessed similarly to what is described in that area and how do you plan to modify your assessments for the future in this area?

Application #1- (45 points)

Create a 10-20 slide Powerpoint or slideshow including information on the cultural demographics of your classroom, school, and school district. Compare these demographics to your very first class that you taught and describe how they are similar and different.

Application #2- (45 points)

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.

Action Research- (100 points)

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).

Evaluation Essay

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 abides 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.

InTASC Principles

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.

