



Midwest Teachers Institute
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MTI 595-Vocabulary for the Modern Day Classroom: K-12 Strategies for ELL/ESL, Content Areas, and Beyond

Instructor Information:

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Instructor Background:	Elissa Kruse is an upper elementary school teacher in a diverse district in the western suburbs of Chicago, IL. She teaches language arts, math, science, and social studies. She has a Bachelor's Degree in Elementary Education from Western Illinois University. She also has a Master's Degree in Teaching from Aurora University. Elissa has a middle school endorsement, and she holds endorsements in reading and language arts as well. She likes blogging about her teaching adventures and creating original resources, aligned with the Common Core State Standards, for students and teachers to enjoy.

Course Information

Course Format (distance learning, online, webinar, experiential onsite courses):	Online Course 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 45 hours of instructional time is devoted to this course. 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 Canvas 101 .
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	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> .
Prerequisites	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. When you register, you may choose which of our accredited university partners you would like to receive your official transcript from.
Accrediting Partners	For information about our accrediting partners, please visit our website at www.midwestteachersinstitute.org and click on partners to learn more about the choices available for you.
Required Books and Materials	<ul style="list-style-type: none"> ● Textbook: Beck, Isabel, Margaret McKeown and Linda Kucan. (2013). <i>Bringing words to life: Robust vocabulary instruction</i> (2nd ed.). New York, NY: The Guilford Press. ● Uploaded PDF of vocabulary activity examples and templates: Kruse, Elissa. (2013). <i>Authentic, engaging, and fun vocabulary activities and games: For any set of words and students of all ages.</i> ● Internet access ● LMS- Canvas Account and Login
<p>Learning Outcomes/Competencies At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the rationale for robust vocabulary instruction. INTASC Standard 1 2. Design authentic and engaging vocabulary activities across grade levels and content areas. INTASC Standards 3, 5, 6, 7, 8 3. Design authentic and engaging vocabulary activities for English Language Learners, Native Language Learners, and student with special needs. INTASC Standards 2, 4, 5, 6, 7, 8 4. Confidently and effectively select the most appropriate vocabulary words for instruction. INTASC Standards 4, 7 5. Create student-friendly definitions for selected words. INTASC Standards 2, 4, 7 6. Select and/or design age-appropriate assessments that match instructional goals and require deep understanding of vocabulary. INTASC Standards 4, 6 7. Use strategies to maintain newly learned words in students’ repertoires. INTASC Standards 4, 5, 7, 8 8. Create a rich verbal environment. INTASC Standards 3, 4 9. Use newly gained knowledge about robust vocabulary instruction to evaluate, critique, and reflect upon pre-made vocabulary assessments and activities. INTASC Standards 1, 9 	
<p>Course Description: <i>Vocabulary for The Modern Day Classroom: K-12 Strategies for ELL/ESL, Content Areas, and Beyond</i> is designed to assist teachers with developing authentic, engaging, and meaningful vocabulary activities and assessments for students in all grade levels and across all content areas. It is especially helpful in identifying activities and strategies to use with English Language</p>	

Learners and Native Language learners. No matter the grade or makeup of students in a particular setting, it provides strategies for use with all of them. The goal is for teachers to help diverse populations of students, even in the same classroom, to build their own vocabularies and a genuine interest in words.

Learning Strategies: Professional literature analysis, whole group discussions, personal reflection, application assignments and project-based learning.

Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

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.

Assessments		Approximate contact hours for each assessment
Answer and Discuss- Weekly Questions Posted By Instructor to Online Classroom at Canvas Forum. Questions Found On Canvas Classroom. One question per week for 5 weeks. 9 points per question.	45 points	6 hours
Reflect and Respond to 2 Posts Weekly (10 posts total) Made By Colleagues Online at Canvas Classroom Forum. 9 points per response.	90 points	9 hours
Application Assignments#1 and #2 (45 points ea)	90 points	10 hours
Research Project- Due end of week # 4	100 points	10 hours
Evaluation/Reflection Paper- Due end of week #5	100 points	10 hours
Total	425 points	45 hours
Grading Scale: A (90-100%); B (80-89%)		

***Anything below a B will not receive graduate credit and result in 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.

Answer and Discuss Rubric- 5 questions @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
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.

Reflect and Response Rubric- 10 responses @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
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 Project Rubric- 2 assignments @ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
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.

<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.

Research Project Rubric- 100 points			
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
<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.

Evaluation/Reflection Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
<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.
<i>Logical Sequencing</i> ____/20	Response is written in a clear, concise, and well organized manner.	Response is mostly clear, concise, and well organized. Thoughts are	Response is somewhat unclear and/or disorganized. Some	Response is mostly unclear and/or disorganized. Many

	Thoughts are presented in a coherent and logical manner.	presented in a coherent and logical manner.	thoughts are presented in a coherent and logical manner.	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 Schedule

Week 1- Rationale for Robust Vocabulary Instruction and Selecting Words

- Read Chapters 1 and 2
- Reply to the discussion question posted by the teacher by Tuesday night
- Read the posts from other students and respond to at least 2 by Thursday night
- Application #1 due by Sunday night

Application # 1

Choose a piece of text that you will use with your students. Complete a 2-page minimum paper that includes the following:

- Choose 10-12 words from the three tiers that you think will be the most beneficial for your students to learn.
- Identify which tier they belong to- Tier 1, Tier 2, or Tier 3
- Explain why you chose each word. Be sure to refer to what you learned about choosing words to teach.

Week 2- Activities for Introducing Words and Continued Work with Words

- Read Chapters 3 and 4 **OR** 5 (Choose to read 4 **or** 5)
- Reply to the discussion question posted by the teacher by Tuesday night
- Read the posts from other students and respond to at least 2 by Thursday night
- Application Assignment #2 must be completed by Sunday night

Application #2

Choose one area, subject, unit, theme, story, or topic that you teach. Choose 10-12 words that you believe students should learn during instruction within that topic. Create a 3-page minimum paper that includes the following:

- List each word and a student-friendly definition for each.
- Create one word introduction activity from your list of words that you learned about on pages 52 and 53 in the textbook. You can use the templates and examples provided to help you set them up.
- Design 3 vocabulary activities (from Chapters 4 or 5) for your list of words that would be effective with your students. You can use the templates and examples provided to help you set them up.

Week 3- Assessments and Using Words in Instructional Contexts

- Read Chapters 6 and 7
- Reply to the discussion question posted by the teacher by Tuesday night
- Read the posts from other students and respond to at least 2 by Thursday night

Week 4- Differentiating Instruction and Keeping Up the Momentum

- Read Chapters 9 and 10

- Reply to the discussion question posted by the teacher by Tuesday night
- Read the posts from other students and respond to at least 2 by Thursday night
- Research Project must be completed by Sunday night

Research Project

Using what you've learned about robust vocabulary instruction, you'll research and evaluate three pre-made vocabulary activities and rate several aspects of the activities. You'll report your findings and ratings in a 3-5 page paper. Cite your work.

Locate two different vocabulary activities or assignments that were created for teachers to use as instructional vocabulary activities. (These don't have to be in the area in which you teach if you're having trouble finding something.) For each of the three activities, include the following:

- Give a very brief description of the activity and its objectives.
- Based on what you learned about robust vocabulary instruction, evaluate each assignment. Explain specifically what parts of the assignment reflect robust vocabulary instruction and what you would change, add, or remove to ensure robust instruction. Use specific examples of strategies and ideas that you learned. Be sure to address:
 - The appropriateness of the selected words
 - The effectiveness of this specific assignment in meeting the variety of your students' needs
 - The degree to which the assignment is appealing and engaging to students

Week 5- Putting it All Together

- Reply to the discussion question posted by the teacher by Tuesday night
- Read posts from other students and respond to at least 2 by Thursday night
- Evaluation/Reflection Assignment must be completed by Sunday night

Final Evaluation/Reflection Assignment

Create a PowerPoint presentation (14 slide minimum) that you would use in a professional development setting to inform your peers about robust vocabulary instruction. Your presentation should include:

- An explanation of robust vocabulary instruction and how it is different than traditional methods of vocabulary instruction
- An explanation of the differences between Tier 1, Tier 2, and Tier 3 words and how staff can use that information to plan their own lessons
- Reasons why this type of vocabulary instruction would be beneficial for the diverse population of students in your school (identify different groups- gifted, ESL/ELL, general classroom, content areas, etc.)
- Strategies that staff can use to choose words to study
- Descriptions and a brief example of 8 different activities that would benefit the students in your school or department the most (include introduction activities along with general ones)
- Descriptions and a brief example of at least two different assessments that would benefit the students in your school or department the most
- An explanation of how these activities and are aligned with your district's mandates

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.

Academic Honesty

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.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

ADA Statement

The University abides by the Americans with Disability 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 affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator 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 Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

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.