



Midwest Teachers Institute
Teachers Helping Teachers

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**MTI 537- Powerful Teacher Language:
Using Words to Help Children Succeed**

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.
Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor's degree. 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 from our partnering university, Calumet College of St. Josephs.

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Required Books and Materials	<ul style="list-style-type: none"> ● Textbook: Textbook: Denton, Paula (2015). <i>The power of our words: Teacher language that helps children learn</i> (2nd ed.). Turners Falls, MA: Center for Responsive Schools, Inc. ● Internet access ● LMS- Canvas Account and Login
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> ● Use language to generate a vision for students that encourages them to do their best work and be their best selves <ul style="list-style-type: none"> ○ INTASC Standards 2, 3, 4, 10 ● Use words to help students identify and build upon their strengths <ul style="list-style-type: none"> ○ INTASC Standards 1, 3, 5, 10 ● Listen to students in order to help them be reflective, optimistic, and thoughtful learners <ul style="list-style-type: none"> ○ INTASC Standard 3, 4, 5, 10 ● Use appropriate teacher language strategies to problem-solve for and with students <ul style="list-style-type: none"> ○ INTASC Standard 3, 10 ● Use teacher language to empower students in the classroom and in life <ul style="list-style-type: none"> ○ INTASC Standard 3, 5 ● Identify teacher language strategies that can be troublesome and use positive strategies instead <ul style="list-style-type: none"> ○ INTASC Standard 1, 8 ● Apply teacher language strategies for students in different subgroups (ELL/ESL, special education, gifted, general classroom, etc.) <ul style="list-style-type: none"> ○ INTASC Standard 2, 8 	
<p>Course Description: <i>Powerful Teacher Language: Using Words to Help Children Succeed</i> is designed to assist teachers with developing simple changes in their language to promote profound changes in student behavior and academic, social, and emotional success. The goal is for teachers to increase student engagement with academics, build a positive community, and effectively manage a classroom.</p>	
<p>Learning Strategies: Professional literature analysis, whole group discussions, personal reflection, application assignments and project-based learning.</p>	
<p>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.</p>	

Assessments		Approximate contact hours for each assessment
Answer and Discuss- Weekly Questions Posted By	45 points	6 hours

Instructor to Online Classroom at Canvas Forum. Questions Found On Canvas Classroom. One question per week for 5 weeks. 9 points per question.		
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
<p>Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i></p> <p>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.</p>		

Answer and Discuss Rubric- 5 questions @ 9 points each			
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			
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 Project Rubric- 2 assignments @ 45 points each			
Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
<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.
<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.
<i>Grammar and Spelling</i> ____/5	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)
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.
Logical 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 Schedule
<p><u>Week 1</u></p> <ul style="list-style-type: none"> • Read Introduction, 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 <p><u>Week 2</u></p> <ul style="list-style-type: none"> • Read Chapters 3 and 4 • 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 #1 must be completed by Sunday night <p>Application # 1</p> <p>Choose a topic, theme, or lesson that you teach or will teach. For this topic, theme, or lesson, generate a list of 6-8 effective open-ended questions that you will ask students to engage and foster powerful academic learning. There is a chart on pages 54-55 that is a great reference. If you want to create a chart of your own to</p>

complete the assignment, that is completely acceptable. Then, for each of the questions, complete the following (modeled after the chart on pages 54-55):

- Describe the classroom situation (introducing an activity, during the lesson, etc.)
- Identify the purpose for asking the question (generating interest, identifying problems, etc.)

This should be typed and at least one page long.

Week 3

- Read Chapters 5 and 6
- 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

After reading the scenario below, complete the outlined items in a 2-3 paged paper.

Scenario: Your class is full of very talkative students who have struggled to control their talking since the beginning of the year. You're now a couple of months into the year, and with lots of patient teaching and effective teacher language strategies in practice, they're doing much better. However, sometimes they're still talking too much when they shouldn't be.

Reflect on Chapter 5's strategies about "Naming Concrete Behaviors" and "Finding Positives to Name in All Children" and any other strategies discussed in the text. Also, find a scholarly article, journal, etc., that provides additional strategies for using effective "teacher talk." Using these resources:

- Identify the grade of students with which you could try these strategies
- Describe at least three strategies you could use to help your chatty students chat less
- Explain why these strategies would be most suited for these students
- Cite your outside source

Week 4

- Read Chapter 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
- Application Assignment #2 must be completed by Sunday night

Application #2

In chapter 5, the author talks about using reinforcing language with regard to student behavior and gives some specific strategies for doing so. Complete the following items in a 1-2 paged paper:

- Download the attachment/Word Document (created by the instructor). On the left side of the Chart there are examples that are too generic and aren't effective with students.
- Based on what you learned about using teacher language to recognize and reinforce positive behavior, redesign the statements. You can use the examples in the T-Chart on page 95 if you'd like.
- Leave the "Instead Of" examples, and type your new ones in the "Try" side of the chart.
- Under the chart, write a paragraph or two explaining why your redesigned statements are better.
- Save it as a new document, and turn it in.

Week 5

- 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

After reading the text, complete the following:

Create a 10-15 page PowerPoint or Google Slides presentation that you would use in a professional development setting to inform your peers about using powerful teacher language. Your presentation should include:

1. An explanation of “*teacher language*” that helps children learn and a description of the goals of teacher language
2. Some guidelines (rules) for using powerful teacher language with specific examples and “not so good” examples
3. Reasons why powerful teacher language would be beneficial for the population of students in your school (identify different subgroups- gifted, ESL/ELL, general classroom, special education, content areas, etc.)
4. 5 Specific Teacher Language Strategies that can be used to help children learn (related to bullet point 5 below)
5. 5 Specific Examples of the teacher language that you’d actually use for each of the identified Strategies in bullet point 4 above. This may include brief descriptions of when teacher language is needed to prevent unwanted behavior.
6. Three scenarios for the audience where powerful teacher language is needed. You’ll ask them to work with a partner/group to develop a strategy or plan for using teacher language to remedy the situation.
7. An explanation of how this information is aligned with your school’s or district’s goals (or how it could positively impact your school or district if it’s not aligned with their goals).

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.