MTI 531: Methods and Materials for Teaching ESL

ONLINE INSTRUCTOR-LED COURSE FOR ANDREWS UNIVERSITY
ESL/BILINGUAL ENDORSEMENT

Instructor Information:

Instructor Name:	**Shannon Vera, M. Ed**
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Instructor Background:	Shannon Vera is the Director of Language Acquisition at a Suburban Chicago school district where she has been an employee since 2004. As a faculty member in the district, she has served as a classroom teacher, districtwide ESL teacher, PLC lead facilitator, and a curriculum and assessment writer. Mrs. Vera received a bachelors in Elementary Education and a masters in reading, with an ESL endorsement from Governors State University. From there she went on to complete her administrative degree at Concordia University. As the director, she has restructured the district EL program to include three models of instruction: Dual Language, ESL, and TBE. She has extensive knowledge in Urow and Beeman's Teaching for Biliteracy model, Literacy Squared, and WIDA standards. Mrs. Vera has presented at state conferences on best EL instructional practices and serves as a consultant to surrounding school districts supporting implementation of EL instructional models.

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 135 hours of instructional time is devoted to this course to obtain 3 graduate credits.

	All questions, customer service, grades and transcript questions are to be directed to MTI, **NOT ANDREWS UNIVERSITY** for 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 *help* tab, then [Canvas 101](#). If you are having trouble with Canvas, technical support is available online 24/7 under the *help* tab, then *report a problem*.
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.
Course Resources	Resources provided for this course can be found towards the bottom of this document in the section labeled **Course Resources**.

Learning Outcomes/Competencies:
At the completion of this course, the learner will be able to:

- Understand the foundational principles and theories of effective ESL instruction. InTASC 7
- Analyze and evaluate a variety of teaching techniques and approaches, including task-based learning, communicative language teaching, and content-based instruction, and select the most appropriate ones for different learning situations. InTASC 1,3
- Demonstrate an understanding of how to differentiate instruction for students at different levels of English proficiency, including those with special needs. InTASC 1,2
- Understand how to effectively integrate technology into ESL instruction and evaluate the potential benefits and drawbacks of technology in the classroom. InTASC 4
- Develop effective lesson plans and materials that align with appropriate teaching strategies and meet the needs of students at various levels of English proficiency. InTASC 6,7

Course Description: This course is designed to equip aspiring and practicing ESL teachers with a range of effective strategies, tools, and activities for teaching English to non-native speakers.

Throughout the course, we will explore a variety of teaching techniques and approaches, such as task-based learning, communicative language teaching, and content-based instruction. We will also discuss how to differentiate instruction for students at different levels of English proficiency and how to effectively integrate technology into ESL instruction.

*20 hours of clinical work in course: Included in this course is 20 of the 100 required hours of clinical work for the ESL/bilingual endorsement.
**Clinical hours alternative: As an alternative to the clinical hours you may provide an administrator's letter stating that you are assigned to classes with English learners and/or in a bilingual setting. If you are using this option you will need to provide this documentation to each instructor in the 5 courses you are taking for the endorsement.

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

You are required to complete all of the assessments 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
Introduction to using Canvas video and pre-survey		1 hour
Required reading from the textbook.		35 hours
Answer and discuss weekly questions posted by the 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 hours
Application assignment 2 @s (45 points each)	90 points	12 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	33 hours
Research project (planning, researching, and formulating)	100 points	14 hours
Research on foundational principles and theories of effective ESL instruction.		4 hours
Final evaluation/reflection essay	100 points	12 hours
Total	**485 points**	**135 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 ___/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.

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.
Grammar and Spelling ___/10	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Journal Rubric- 10 journal entries @ 6 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.
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.

Research Project Rubric- 100 points			
Category	**Superior (20-18 pts)**	**Sufficient (17-16 pts)**	**Minimal (15-14pts)**
Understanding of web tool ___/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.
Practical evidence ___/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.
Completion ___/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.
Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ___/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

Week 1
- Syllabi/assignment review
- Explore resource group 1
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Week 2
- Explore resource group 2
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Application #1- Due Sunday end of week #2 (45 points)

Resource group 1 discusses building relationships. Combine some of the activities listed and incorporate it with the curriculum concepts discussed this week. How can you build lessons in the ELL classroom that fit within your curriculum (or focus on daily instruction)? 2-3 pages (APA)

Week 3
- Explore resource group 3
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Application #2- Due Sunday end of week #3 (45 points)
The resources this week list a number of useful instructional strategies that can be used by content area teachers to help their ELL (and other students). Choose two of them and discuss how you would implement them into your class. 2-3 pages (APA)

Week 4
- Explore resource group 4
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Research Assignment- Due Sunday end of week #4 (100 points)
In your resources they discuss the key elements of a curriculum for beginning ELLs. Research at least two articles or online journals, and choose whether to compare or contrast those elements from the resources and the researched information you find. Write a 2-3 page paper, APA format.

Week 5
- Explore resource group 5
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)
Reflect on your class, resources, discussion questions, and your knowledge of ESL/ELL learners and answer this question.

How can ESL/ELL teachers effectively support the academic and social-emotional needs of culturally and linguistically diverse students in today's increasingly diverse classrooms, and what strategies can they use to promote equitable and inclusive learning environments that honor students' identities and foster their success? Write 3-5 pages, APA Format.

Journaling

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. These are done at your own pace and are to be shared with your instructor at the end of class. You will not need to share them with the other students. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

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.

Course Resources

The following is a list of resources that can help you complete this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

Resource Group 1: Foundations, Environment, Relationships, Routines

Article: What You Need to Know About ELLs: FAQs
Resource: Teaching English Language Learners
Article: Essential Actions: 15 Research-based Practices to Increase ELL Student Achievement
Article: 6 Essential Strategies for Teaching English Language Learners

Resource: [Resource Guide for Working With ESL Students](#)
Video: [5 Ways to Build Rapport With Students!](#)
Resource: [Building Rapport With Your Students](#)
Video: [Practicing Routines: Building a Positive Classroom Environment](#)
Article: [How to Create a Welcoming Classroom Environment](#)
Article: [5 Tips for Creating a Safe Learning Environment](#)
Article: [A Classroom Culture Built on Trust](#)

Resource Group 2: Curriculum, Daily Instruction (Beg/Int ELLs), Planning

Article: [Designing Effective TESOL Curriculum: Best Practices](#)
Article: [How to Develop a Lesson Plan that Includes ELLs](#)
Article: [Beginning of the Class Routines every ESL Teacher Should Use](#)
Video: [Daily Routines - Grade 3-4 ESL Lesson Walkthrough](#)
Video: [ESL Plan 101: How to Make an ESL Lesson Plan for ESL Learners](#)
Video: [P. L. A. N. Method- A simple way to lesson plan with English Language Learners in mind!](#)
Article: [Using Informal Assessments for English Language Learners](#)
Article: [7 Reflection Tips for Assessment, Empowerment, and Self-Awareness](#)
Video: [Scaffolding Literacy Instruction for English Language Learners](#)
Article: [Successful Field Trips with English Language Learners](#)
Article: [The Power of Field Trips and ELLs](#)
Article: [Strategies for Effective Lesson Planning](#)
Resource: [Guidance for Planning a Long-term ELL Strategic Academic and Literacy Support Model that Builds College and Career Readiness](#)
Article: [Oral Language Development and ELLs: 5 Challenges and Solutions](#)

Resource Group 3: Mainstream Integration, Content Area Strategies

Article: [Enhancing Collaboration Between Classroom Teachers and ELL Specialists](#)
Video: [We Go Together: Collaboration Strategies for Multilingual Learners](#)
Article: [10 Strategies That Support English Language Learners Across All Subjects](#)
Article: [Supporting English Language Learners: Resources for Educators and Administrators](#)
Article: [3 Strategies to Support English Language Learners in Social Studies](#)
Article: [Using ELL Strategies in the Science Classroom](#)
Article: [Math Instruction for English Language Learners](#)
Video: [Scaffolding for the English Language Learners](#)
Podcast: [Lesson planning for ESL/ELL: how to write content and language objectives](#)
Video: [How to Increase Student Engagement of English Learners](#)

Resource Group 4: Games, Motivation, Assessment, Family Engagement

Video: 5 AI tools that can change the way to teach languages
Video: How to use gamification in language learning
Article: 22 Fun ESL/ELL Warm Up Activities and Games
Article: Using Incremental Progress to Foster Students' Intrinsic Motivation
Article: How to Motivate Students: 12 Classroom Tips & Examples
Video: Mastering the Multilevel Classroom
Article: Effective Solutions: Student Behavior in Today's Classrooms
Video: Top 10 Essential Classroom Management Strategies For ESL Teachers
Video: Out of control English class: ESL Classroom Management Tips and Tricks
Article: Effective and Appropriate Feedback for English Learners
Article: Effective Assessment Methods for EFL/ESL Teachers
Article: The Impact of Parental Involvement in Academic Performance
Article: Empowering Parental Engagement: 10 Strategies to Build Stronger School-Home Partnerships

Resource Group 5: Cultural Responsiveness, Special Populations, SEL

Article: Differentiated Instruction for English Language Learners
Article: Build Better Lessons for Every Learner with Universal Design for Learning
Resource: Culturally Responsive-Sustaining Education Framework
Article: Redesigning the Future of Schooling through Personalized Learning
Article: Nine Powerful Ways to Promote Inclusion in the Classroom
Article: Smart Strategies for Differentiated Teaching Success
Video: How classroom teachers, ESL specialists, and reading specialists can collaborate to teach reading
Article: Making the Most Out of Teacher Collaboration
Video: Supporting Secondary Content-Area Teachers With ESL Strategies

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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.