



MTI 544: Methods of Teaching in a Bilingual Setting

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

Instructor Information:	
Instructor Name:	Dr. Ariana Leonard
Instructor Email:	Ariana9906@gmail.com
MTI Email:	info@midwestteachersinstitute.org
Instructor Background:	<p>Dr. Ariana Leonard has been a school District Director of Language Acquisition for the last 15 years in both the state of Florida and Illinois. As a district administrator, she has overseen EL/Bilingual and World Language programming EC-12, written and managed all federal Title I, Title II and Title III grants, has written standards-based curriculum for EL, bilingual, dual language and world language programs, and has provided professional development on best instructional practices for language learners. She developed and implemented a two-way immersion 80/20 dual language program, which included developing a district-wide lottery and transportation process as well as a district curriculum that provided integrated units of study and authentic resources. She was also one of the first to implement the Illinois State Seal of Biliteracy. Prior to her administrative roles, Dr. Leonard taught middle school Spanish and Intensive Reading for ESOL, taught high school Spanish and Developmental Language Arts for ESOL and taught Bilingual Kindergarten.</p> <p>Dr. Leonard holds a Bachelor's degree in Political Science from Illinois Wesleyan University, a Bachelor's degree in Spanish Education from Illinois State University, a Master's degree in Educational Leadership from Saint Leo University, an Educational Specialist degree with Superintendent endorsement from Northern Illinois University, and a</p>

	<p>Doctorate in Educational Administration and Policy from Northern Illinois University. She is a member of multiple professional organizations that are dedicated to the education and instruction of multilingual learners and partners with several community organizations to ensure that resources are readily available for the multilingual families in the community she serves. She collaborates and consults with other districts to support implementation of EL/Bilingual and World Language programming.</p>
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Course Information	
<p>Course Format (distance learning, online, webinar, experiential onsite courses):</p>	<p>Online Course</p> <p>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 .</p> <p>All questions, customer service, grades and transcript questions are to be directed to MTI, NOT ANDREWS UNIVERSITY for this course.</p> <p>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. 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>.</p>
<p>Prerequisites</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.</p>
<p>Course Resources</p>	<p>Resources provided for this course can be found towards the bottom of this document in the section labeled Course Resources.</p>
<p>Learning Outcomes/Competencies:</p> <p>At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> • Understand the theoretical foundations of bilingual and ESL education and apply this knowledge to classroom practice. InTASC 2,7 • Design and implement appropriate instructional strategies for bilingual and ESL learners based on their linguistic and cultural backgrounds. InTASC 1,7 • Develop and use appropriate materials and resources for bilingual and ESL instruction. InTASC 1,5,8 • Create strategies to effectively communicate with families, colleagues, and community members to support bilingual and ESL learners. InTASC 9,10 	
<p>Course Description: This course provides an in-depth look at teaching methods and strategies</p>	

for bilingual and ESL classrooms. Students will explore the theoretical foundations of bilingual and ESL education, language acquisition theories, and the role of culture in language development. They will learn how to develop assessments, implement effective instructional strategies, and create materials and resources that support bilingual and ESL learners.

***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
Resources and reflection time.		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 theoretical foundations of bilingual and ESL education		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.
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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.
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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
<u>Week 1</u> <ul style="list-style-type: none"> • Syllabi/assignment review • Explore resource groups 1-2 • 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.

Week 2

- Explore resource groups 3-4
- 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.

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

Design a lesson plan for a bilingual or ESL classroom that incorporates 1 or more of the instructional strategies from this week. Describe how the strategy (or strategies) you selected supports language acquisition and content learning for bilingual and ESL learners.

Week 3

- Explore resource groups 5-6
- 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 #3 (100 points)

Select a topic related to bilingual and ESL education that interests you (language acquisition, cultural competence, family and community partnerships, assessment, curriculum design) and conduct a literature review on this topic. Then write a research paper that summarizes your findings and their applications for ESL/bilingual education. 2-3 pages, APA format.

Week 4

- Explore resource groups 7-8
- 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 #4 (45 points)

Design a parent-teacher conference for a bilingual or ESL learner that demonstrates effective communication strategies. Your conference should include strategies for building rapport with families, assessing bilingual and ESL learner's language and content knowledge, and developing a plan for supporting the student's academic and social success. Discuss with the teacher the format for demonstrating your conference.

Week 5

- Explore resource group 9
- 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)

Write an essay that synthesizes the key themes and topics covered in this course. Reflect on your learning and describe how this course has impacted your understanding of bilingual and ESL education. Your essay should include content on the challenges and opportunities of teaching in a bilingual or ESL classroom, as well as strategies for creating inclusive learning environments that promote academic success for all learners. 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 of Bilingual and ESL Education

Article: [The Importance of Diversity & Multicultural Awareness in Education](#)
Video: [Role of SES in Bilingual Students on Vocabulary and Comprehension](#)
Article: [Multicultural Education: How Schools Teach it and Where Educators Say it Falls Short](#)
Essay: [Social Justice Challenges of “Teaching” Languages](#)
Research: [Translanguaging in Bilingual Education](#)
Article: [How Immigration Issues Can Impact Students](#)
Video: [Adolescent Language, Culture, and Identity Development](#)

Resource Group 2: Policy, Programs, and Legal Frameworks in Bilingual Education

Article: [A Brief History of Bilingual Education in the United States](#)
Video: [Types of Bilingual & ESL Programs](#)
Resource: [National Association for Bilingual Education](#)
Article: [Program Models for Teaching English Language Learners](#)
Article: [Lau v. Nichols – The Law in Education](#)
Resource: [Every Student Succeeds Act \(ESSA\)](#)
Article: [ELL Policy Recommendations for Policy Makers](#)

Resource Group 3: Effective Teaching Strategies for Bilingual and ESL Classrooms

Article: [How to Make Your Class Less Stressful for English Language Learners](#)
Video: [How To Develop Students’ Academic Language Skills and Content Knowledge Using The SIOP® Model](#)
Video: [SIOP® Teaching Technique with Jana Echevarría - Show What You Know](#)
Article: [Co-Teaching ELLs: 8 Strategies for Success](#)

Resource Group 4: Language Acquisition and Development in Multilingual Settings

Article: [8 Leading Theories in Second Language Acquisition](#)
Video: [CODE-SWITCHING: Jumping Between 2 Different Languages](#)
Article: [Language Acquisition: An Overview](#)
Article: [Importance of Home Language Maintenance](#)
Article: [8 Strategies for Teaching Academic Language](#)

Resource Group 5: Cultural Responsiveness and Multicultural Education

Article: [The Role of Culture in Language Learning](#)
Video: [Why Culture is So Important When Learning a New Language](#)
Video: [Two Cultures, One Identity: The Journey of Biculturalism](#)
Video: [How to Recognize Cultural Bias in Education](#)
Article: [Culturally Responsive Teaching](#)

Resource Group 6: Teaching Content Areas: Mathematics, Science, and Social Studies

Resource: [Strategies to Support STEM and Language Learning for Your ELL Students](#)

Video: [Content-Based Language Instruction for Multilingual Learners](#)

Resource: [Math Instruction for ELLs](#)

Resource: [Science Instruction for ELLs](#)

Resource: [Social Studies Instruction for ELLs](#)

Article: [Strategies to Support STEM and Language Learning for Your ELL Students](#)

Resource Group 7: Assessment and Evaluation in Bilingual and ESL Education

Article: [Making Assessments More Equitable for Multilingual Learners](#)

Video: [Assessment of English Language Learners](#)

Article: [Three Strategies for Equitable Assessment of ELLs](#)

Article: [ELL Assessment Strategies](#)

Research: [How Can Multilingual Learners and Their Teachers Make a Difference in Classroom Assessment?](#)

Resource Group 8: Bilingual Special Education and Inclusive Practices

Article: [Language Acquisition Difficulty or Learning Disability? How to Differentiate and Support English Language Learners with a Learning Disability](#)

Video: [How to do an Evidence-Based & Culturally Responsive Speech-Language Evaluation](#)

Article: [Bridging Special Education and Bilingual Learning: Strategies to Support Multilingual Students with Disabilities](#)

Article: [English Language Learners with Special Needs: Effective Instructional Strategies](#)

Article: [Response to Intervention in Reading for English Language Learners](#)

Resource Group 9: School, Family, and Community Partnerships

Article: [Engaging ELL Families Through Community Partnerships](#)

Video: [Family and Community Support for Dual Language Programs](#)

Video: [Gene Garcia - Pioneer in Early Childhood Education](#)

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.