



MTI 528: Effective Instructional Practices for English Learners

ONLINE INSTRUCTOR-LED COURSE FOR ANDREWS UNIVERSITY

Instructor Information:	
Instructor Name:	Stephanie Cryer-M.Ed
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Instructor Background:	<p>Mrs. Cryer has a Masters in Education degree from Lewis University and an English as a Second Language endorsement from St. Francis University. Mrs. Cryer had spent many years teaching at the primary and elementary level before moving to the middle school grade levels teaching at a STEM academy in Illinois. Her 10+ years of experience as an educator and PLC facilitator in a culturally diverse and low SES area have provided her with the knowledge and experience to advise, manage, and create a good rapport with her students as well as guide teachers towards best practices.</p>

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	<p>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 .</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,</p>

	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.
Course Resources	Resources provided for this course can be found towards the bottom of this document in the section labeled Course Resources .
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Develop strategies to provide English Learners with practice and application of key content and language concepts. InTASC 2,3,5,6 2. Identify ways to promote students' interaction with each other and with the teacher. InTASC 4,6,7,8 3. Facilitate instructional learning opportunities for students to use English while reading, writing, listening, and speaking. InTASC 2,5, 9,10 4. Design lesson plans with content and language objectives aligned to their subject areas and grade levels. InTASC 1,3,9,10 	
<p>Course Description: This class is designed to assist classroom teachers and support staff in tailoring instructional practices to support English Learners to develop both content knowledge and language growth. The class is organized to explore the 8 components of the Sheltered Instruction Observation Protocol (SIOP) Model and 30 features identified to guide educators in their development of effective lessons and assessments for instructing English Learners. Participants will also learn techniques and strategies to increase interaction, engagement, and comprehension for English Learners in their classrooms.</p>	
<p>Learning Strategies: Professional literature analysis, whole group discussions, professional collaboration, personal reflection, individual assignments (discussions, application assignments, research project and evaluation essay).</p>	
<p>Experiential Learning Opportunities: Educators will reflect on their current practices and improve as an educator, disciplinarian and leader in the classroom.</p>	

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
Introduction to using Canvas video and pre-survey		1 hour
Required resources		25 hours
Additional course websites provided and reflection time.		5 hours
Answer and discuss weekly questions posted by instructor to online classroom at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	12 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	12 hours
Studying (time to reread and take notes)		7 hours
Application assignments (45 points each)	90 points	14 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
Final evaluation essay	100 points	12 hours
Total	485 points	135 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 @ 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.

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 @ 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 Rubric- 2@ 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.
Accuracy ___/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

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	Response includes 0-1 mistakes in grammar or	Response includes a few grammar and spelling	Response includes several grammar and spelling

___/3	spelling.	mistakes.	mistakes.
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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 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	Response is mostly clear, concise, and well organized. Thoughts are presented in a	Response is somewhat unclear and/or disorganized. Some thoughts are presented	Response is mostly unclear and/or disorganized. Many thoughts are presented

	presented in a coherent and logical manner.	coherent and logical manner.	in a coherent and logical manner.	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

**All assignments must be completed the week assigned. In emergencies, please contact instructor.*

Week 1

- 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

- Resource group 2
- Answer and Discussion Activity- Answer Week #2 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)

Respond to at least 3 of the questions listed below highlighting differentiated instruction:

- 1.) "How will I meet the needs of all learners so that they achieve grade level standards?"
- 2.) "How will I plan for multilevel responses according to students' English proficiency levels?"
- 3.) "How do I plan appropriate grade-level instruction for my English learners if they do not have the requisite knowledge to understand what is being taught?"
- 4.) "How can I clarify concepts for struggling students? How can I present concepts in a way that is relevant and meaningful?"
- 5.) "How do I make content material accessible to all students?"
- 6.) "How will I organize my classroom for a variety of meaningful activities to occur at once?"

Week 3

- Resource group 3
- Answer and Discussion Activity- Answer Week #3 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)

Review the Levels of Second Language Acquisition from the resources. Write about an English Learner (or Learners) that you have (or had) in your classroom and their stage(s) of English language acquisition. What strategies did you use in your instruction to help support them at their English proficiency level(s)?

-The paper should be 2-3 pages long, double spaced following APA format.

Week 4

- Resource group 4
- Answer and Discussion Activity- Answer Week #4 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)

Research **two** articles on improving instructional practices for ESL learners. Compare the strategies(from the resources) and those of your researched articles. Explain an incident in your classroom or that has happened to a colleague as it pertains to ESL, including how you improved the students' instruction. What learning outcomes were achieved? Which strategies did you employ? Did learning actually improve?

You may complete your assignment in a 3 to 5 page research paper following APA format.

To complete this assignment, you must find at least **2 resources** related to the content of this course. The resources should be:

- Recent, having been published within the last 5 to 7 years.
- Cited, you must provide the web address or other identification for the research you conducted. Include the date that it was published/retrieved, as well as the author(s).

Week 5

- Resource group 5
- Answer and Discussion Activity- Answer Week #5 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)

For your final assignment, read the article [SIOP HELPS, BUT IT IS NOT ENOUGH](#), or find another article related to the topic.

Once you have finished reading the article, complete one of the following (100 points):

1) State your position on the article. You may choose to argue for the article, against it, or in favor of some points and not others. Make sure to fully support your argument. Write 3-5 pages.

2) Compare the thoughts of the resources to the article. Then compare the work of both to the current situation in your own school or district. In what ways are they similar? In what ways do they differ? Write 3-5 pages APA format.

Journal entries

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. 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

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

[What Is CAL SIOP?](#)

[How to Make Your Class Less Stressful for English Language Learners](#)

[How SIOP Helps English Learners Thrive in Content Classes](#)

[SIOP 8 Components and 30 Features](#)

[Components of the SIOP Model](#)

[Writing and Using Content and Language Objectives](#)

[SIOP Lesson Preparation](#)

[Top Tips for Selecting ESL Materials](#)

Resource Group 2

[Strategies that Matter: How to Use SIOP's Building Background in Social Studies](#)

[Activating Prior Knowledge with English Language Learners](#)

[SIOP Component #2: Explicitly Connect Background Knowledge, Past Learning, and Key Vocabulary](#)

[What is a Book/Picture Walk?](#)

[Anticipation Guide](#)

[KWL](#)

[Pre-Teaching Content and Vocabulary](#)

[Improve Vocabulary Using the Frayer Model](#)

[Comprehensible Input Strategies Every Teacher Should Know](#)

[Increase English Vocabulary with TPR](#)

[Differentiated Instruction for English Language Learners](#)

[Can Do Descriptors and the WIDA ELD Standards Framework](#)

[Adapt Content to All Levels of Student Proficiency for Elementary](#)

Resource Group 3

[Language Acquisition: An Overview](#)

[From preproduction to fluency: the 5 stages of language learning](#)

[The 6 Second Language Acquisition Stages: How to Measure Progress](#)

[The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12](#)

[Integrated ELD Instructional Strategies & Supports](#)

[Strategies for English Learners: A Guide for Novice Teachers](#)

[Strategies for Supporting ELLs in the Mainstream Classroom](#)

Resource Group 4

[How to Effectively Harness the Power of SIOP's Practice and Application](#)

[SIOP Component #6: Apply Knowledge with Meaningful Hands-On and Language Activities](#)

[Practice and Application](#)

[SIOP 99 Ideas and Activities](#)

[Lesson Delivery](#)

[Chapter 8: Lesson Delivery](#)

[Evidence-Based Instructional Strategies for Elementary English Learner Students](#)

[Meeting the Needs of English Learners With and Without Disabilities](#)

[Essential Actions: 15 Research-based Practices to Increase ELL Student Achievement](#)

Resource Group 5

[Review and Assessment](#)

[6 Formative Assessment Strategies to Boost Student Learning and Engagement in English Class](#)

[Designing effective assessments for English language learners](#)

[The Sheltered Instruction Observation Protocol \(SIOP\)](#)

[27 easy formative assessment strategies for gathering evidence of student learning](#)

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.

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.