



MTI 660-ED 501: First and Second Language Acquisition

DISTANCE COURSE FOR COLORADO STATE UNIVERSITY-PUEBLO

MTI Contact Information:	
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Instructor:	Mike Kavaliunas
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Instructor Background:	Michael Kavaliunas is the ELL Building Supervisor at a suburban Chicago school district where he has been an employee since 2009. As a faculty member in the district, he has served as a classroom teacher, districtwide ESL teacher, PLC lead facilitator, and a curriculum and assessment writer. Mr. Kavaliunas received a bachelors in Secondary Education and a masters in arts of teaching, with an ESL endorsement from the American College of Education. Mr. Kavaliunas has utilized the best EL instructional practices and provides guidance for teachers who lack experience in teaching ELL learners. Mr. Kavaliunas has utilized school conferences, learning sessions, and classroom support in implementing the proper instructional strategies for ELL students and models of instruction.

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses,etc):	Asynchronous-Self-paced Once you have registered for this course, you can immediately begin working. This is the syllabus for the course, and all materials needed can be found at the bottom of this syllabus under "Course Materials" or via your own research on the topic. Approximately 112.5 hours of instructional time is devoted to this course. Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10

	business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student. ALL questions, customer service, grades and transcript questions are to be directed to MTI, NOT COLORADO STATE- PUEBLO for this course. All courses allow you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, YOU MUST contact MTI at the address provided above to request an extension. OTHERWISE-your grade will rollover to an F.
Formatting Requirements	All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information: • Name • Home address • Email address • School district name, address • Date of submission All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero. Once you have completed all of your assignments, please submit them to ellgrades@midwestteachersinstitute.org to be graded by your instructor.
Prerequisites and Credit Limits	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours (credits).
Course Materials	Resources provided for this course can be found towards the bottom of this document in the section labeled Course Materials.
Learning Outcomes/Competencies: At the completion of this course, the learner will be able to: 1. Analyze major theories and research related to first and second language acquisition and explain how they inform instructional practices for multilingual learners. InTASC 1,4,9; TESOL P-12 Standards 1,2	

2. Evaluate the linguistic, cognitive, social, cultural, and environmental factors that influence language development, bilingualism, and multilingual identity. InTASC 1,2,3; TESOL P-12 Standards 1,2,3
3. Examine the developmental characteristics of multilingual learners, including language transfer, interlanguage, biliteracy, and academic language development, to support appropriate instructional decision-making. InTASC 1,2,7; TESOL P-12 Standards 2,3,4
4. Apply principles of language acquisition research to design equitable, research-based learning experiences that promote language growth and academic achievement for English learners. InTASC 2,7,8; TESOL P-12 Standards 3,4
5. Interpret language development through multiple perspectives, recognizing the influence of family, community, culture, and educational environments on multilingual students. InTASC 2,3,10; TESOL P-12 Standards 1,3,5
6. Explain major theories and processes of language acquisition and second language acquisition and their relationship to language development. InTASC 1,2; TESOL P-12 Standard 1
7. Analyze bilingualism and bilingual language development, including how a learner's first language can influence the acquisition and development of an additional language. InTASC 1,2; TESOL P-12 Standards 1,2
8. Reflect on current research and emerging trends in language acquisition to inform professional practice and continuous improvement in multilingual education. InTASC 9,10; TESOL P-12 Standard 5

Course Description: This course examines the foundations and processes of language acquisition, second language acquisition, bilingualism, and language development, with particular attention to culturally and linguistically diverse learners. Students explore major theories of first and second language acquisition, stages and patterns of language development, and the cognitive, social, cultural, and educational factors that influence language learning. The course also examines bilingual and multilingual development and the relationship between a learner's first language and the acquisition of additional languages. Emphasis is placed on applying research and theory to instructional practices that support multilingual learners' linguistic and academic development.

Learning Strategies: Professional literature analysis, personal reflection, 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.

Assessments		Approximate contact hours for each assessment
Resources and reflection time.		20 hour
Resource questions-(Ten questions at 9 points each)	90 points	10 hours
Studying (time to reread and take notes)		10.5 hours

Applications- 2 @ 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	28 hours
Action research project	100 points	14 hours
Research on first and second language acquisition		8 hours
Final evaluation essay	100 points	10 hours
Total points possible	440 points	112.5 hours
Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and receive a failing grade of F.</i> 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.		

Resource Question Rubric- 10 questions @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
<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 Rubric- 2 applications @ 45 points each				
Category	Superior (15-14 pts)	Sufficient (13-12 pts)	Minimal (11-10 pts)	Below Standard (9 to 0)
<i>Supporting Evidence in Practice</i> ___/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.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
<i>Accuracy</i> ___/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.	Many of the supporting facts and statistics are inaccurately 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.	Response includes numerous grammar and spelling mistakes.
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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.

Action Research Rubric- 100 points				
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
Review of Literature ___/20	Outstanding inclusion of major theories and/or research studies.	Inclusion of major theories and/or research studies.	Limited inclusion of major theories and/or research studies.	No inclusion of major theories and/or research studies.
Appropriate and Accurate Results/Findings are Described ___/20	Results/Findings appropriately and accurately described in extensive detail in relation to the research questions.	Results/Findings appropriately and accurately described in relation to the research questions.	Results/Findings either not appropriately or not accurately described.	Results/Findings not described.
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.
Methods and Procedures ___/20	Complete and thorough description of data analysis methods.	Complete description of data analysis methods.	Incomplete and/or unclear description of data analysis methods.	No description of data analysis methods.
Conclusions ___/20	Insightful conclusions supported by the data and clearly linked to review of literature.	Accurate conclusions supported by the data and clearly linked to review of literature.	Limited or unsupported conclusions.	No conclusions.

Evaluation Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
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.
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 Assignments

Resource Questions: Read, view, and Reflect (90 points)

Each question is designed to get you thinking about the concepts explored in the resources. As you engage with the resources, use the questions to help you reflect and determine how the information can be related to your current work. You may also include some of your own research for any of your answers. Each response is expected to be one paragraph or more. *(Note: some resources may provide information that impacts other resource groups as well. These are simply suggestions to help with resource questions).*

1. Based on the resources in this section, describe three key factors that influence how children acquire and develop language. Explain how each factor contributes to language development and provide at least one example of how this knowledge could help a teacher better support students in the classroom. **Resource group 1.**
2. Language development can vary considerably among children, particularly for students who are learning more than one language. Using information from the resources, explain

the difference between typical language development, language differences associated with multilingualism, and potential signs of atypical language development. Why is it important for educators to understand these distinctions when working with multilingual learners? **Resource group 1.**

3. Using the resources in this section, compare two theories of second language acquisition. What does each theory suggest about how an additional language is learned, and how could these ideas influence the way a teacher supports multilingual learners in the classroom? **Resource group 2.**
4. Explain how a student's first language and bilingual development can influence the learning of an additional language. In your response, consider concepts such as simultaneous or sequential bilingualism, language transfer, interlanguage, and translanguaging. How can understanding these concepts help educators view students' multilingual abilities as an asset? **Resource group 2.**
5. Using the resources in this section, explain three factors that can influence a multilingual learner's English language development and academic success. How might these factors affect the type of support an educator provides? **Resource group 3.**
6. Multilingual learners have diverse backgrounds, abilities, and educational experiences. Explain why educators should avoid making assumptions about a student's academic ability based solely on English proficiency. In your response, discuss how understanding factors such as BICS and CALP, giftedness, disabilities, prior schooling, or newcomer status can help teachers make more appropriate instructional decisions. **Resource group 3.**
7. Using the resources in this section, identify and explain three research-based instructional strategies that can support multilingual learners' language development while they are learning academic content. How could you apply these strategies in your own classroom or educational setting? **Resource group 4.**
8. Explain how educators can create instruction that is both linguistically accessible and academically challenging for multilingual learners. In your response, consider concepts such as differentiation, scaffolding, language objectives, assessment, culturally responsive teaching, or family engagement. **Resource group 4.**
9. Using the resources in this section, identify two current or emerging issues that are influencing language education today. Explain how these developments may affect multilingual learners and the educators who serve them. **Resource group 5.**
10. Explain why ongoing professional learning, reflection, and advocacy are important responsibilities for educators of multilingual learners. How can teachers use research, professional development, and reflection to improve their practice and promote equitable opportunities for multilingual students? **Resource group 5.**

Application #1- (45 points)

Scenario: You have recently begun teaching in a fifth-grade classroom where six multilingual learners are at different stages of English language development.

Your students include:

- A newcomer student with limited English proficiency who recently arrived in the United States.
- A student who speaks English socially but struggles with academic vocabulary and complex texts.

- A bilingual student who frequently uses both English and Spanish during classroom discussions.
- A long-term English learner who participates in class but has shown little growth on recent language proficiency assessments.
- A student who demonstrates strong oral language skills but has difficulty expressing ideas in writing.
- A multilingual learner with interrupted formal education due to displacement.

Your principal has asked you to explain how language acquisition theory can guide instructional decisions for these students.

Write a **1-2 page essay** addressing the following:

1. **Choose two** theories or concepts from this module or your own research (such as Krashen's Input Hypothesis, Sociocultural Theory, Translanguaging, Language Transfer, or Interlanguage).
2. Briefly explain each theory in your own words.
3. Describe how each theory would influence your instructional decisions for the students in the scenario.
4. Identify **at least two** instructional strategies you would use to support multilingual learners and explain why those strategies align with the theories you selected.
5. Conclude with a brief reflection describing one idea from this module that will influence your future teaching.

Application #2- (45 points)

Write a **1-2 page essay** addressing the following:

1. Identify **three factors** discussed in this module that influence language learning (such as age, motivation, first-language literacy, culture, family involvement, identity, interrupted formal education, or academic language development).
2. Explain why each factor is important to consider when working with multilingual learners.
3. Describe **at least two instructional practices or classroom strategies** you can use to address these factors and better support language development.
4. Conclude with a brief reflection describing one new insight you gained from this module and how it will influence your future work with multilingual learners.

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.

Research Assignment- (100 points)

Write a **1–2 page research paper** addressing the following:

1. Select **one evidence-based instructional strategy** discussed in this module (examples include scaffolding, translanguaging, sheltered instruction, Universal Design for Learning (UDL), differentiated instruction, academic language supports, or formative assessment).
2. Locate **one scholarly or professional source** (in addition to the course materials) that discusses the strategy.
3. Briefly summarize the strategy and explain why research supports its use with multilingual learners.
4. Describe how you could implement this strategy in your own classroom or educational setting to support language development and academic success.
5. Conclude by explaining why educators should use research to guide instructional decisions for multilingual learners.

Final Evaluation Assignment (100 points)

Write a **3–5 page paper** that addresses the following components.

Part 1: Foundations of Language Acquisition

- Describe **two important concepts or theories** you learned about first and second language acquisition.
- Explain why these concepts are important for educators working with multilingual learners.

Part 2: Factors That Influence Language Learning

- Discuss **three factors** that influence language development and explain how these factors can affect student learning and classroom success.

Part 3: Research-Based Instruction

- Identify **two instructional strategies** supported by research that promote language development and academic achievement for multilingual learners.
- Explain how these strategies align with principles of language acquisition and how they can be used in the classroom.

Part 4: Professional Reflection

Reflect on your learning throughout this course by addressing the following questions:

- What is the most important idea you will take away from this course?
- How has your understanding of multilingual learners changed?
- What is one instructional practice you plan to implement or strengthen in your classroom?
- How will your learning in this course improve outcomes for multilingual learners?

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 Language Acquisition

[Meaning, Nature, and Functions of Language](#)

[The 5 Components and Development of Language](#)

[Young Children's Oral Language Development](#)

[Communication Milestones: Age Ranges](#)

[The Neuroscience of Language](#)

[Typical and Atypical Language Development](#)

[Typical and Atypical Child Development, Ages 4-8](#)

[Multilingualism](#)

[The Linguistic Genius of Babies](#) One of the most influential presentations explaining how young children naturally acquire language.

[English Language Learners: An Introduction](#) Provides an overview of who multilingual learners are, how language develops, and key concepts every educator should understand.

Resource Group 2: Theories of Second Language Acquisition and Bilingual Development

[8 Leading Theories in Second Language Development](#)

[Usage Based Theory](#)

[Theories of Language Development \(Nativism\)](#)

[Simultaneous Bilingualism](#)

[Sequential Bilingualism](#)

[A Guide to Translanguaging in the Classroom](#)

[Interlanguage Theory: Understanding Student Language Development Stages](#)

[Why Transfer is a Key Aspect of Language Use and Processing](#)

[Bilingual Acquisition](#)

Resource Group 3: Factors Influencing Language Learning

[9 Factors That Influence Language Learning](#)

[What are BICS and CALP?](#)

[ELLs in Gifted/Talented Programs](#)

[Who are Gifted Multilingual Learners and How Do We Support Them?](#)

[Supporting Multilingual Learners Identified as Students With Limited or Interrupted Formal Education](#)
[Supporting Multilingual Learners with Disabilities](#)
[Newcomer Students' English Language Development](#)
[Academic Language and ELLs](#)
[Integrating Trauma Awareness Into Early Language Support](#)
[The Components of Effective Vocabulary Instruction](#)

Resource Group 4: Applying Language Acquisition Research to Instruction

[Language Acquisition: An Overview](#)
[Differentiated Instruction for English Language Learners](#)
[The Top 10 Research-Backed Instructional Techniques for the Language Classroom](#)
[Facilitate Target Language Use](#)
[Language Objectives: The Key to Effective Content Area Instruction for English Learners](#)
[Helping All Learners: Scaffolding](#)
[Designing Teaching Materials to Integrate Content and Language in Secondary Dual Lang and Immersion](#)
[Language-Focused Family Engagement](#)
[Integrating Classroom Assessment to Enhance Language Development](#)
[Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Student Equitably](#)
[Connecting Research to Practice for English Learners](#)

Resource Group 5: Current Issues and Professional Practice

[New Research Indicates That Even With Suspension of Input, a Child Acquires Language](#)
[Second-Language Acquisition Theory: Introduction](#)
[AI Won't Replace Language Learning. But It Will It Will Change It](#)
[Latest Trends in Education in 2025: Insights for TESOL Teachers](#)
[TESOL Advocacy](#)
[Exploring the Relationship Between Reflective Practice and Language Teachers' Self-Efficacy Beliefs](#)
[New UNESCO report calls for multilingual education to unlock learning and inclusion](#)
[The Talent Before Our Very Eyes: Paving the Way for Future Bilingual Educators](#)
[Professional Development Guide](#)

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.

CSU-Pueblo's Policies

Accommodations: Colorado State University-Pueblo abides by the Americans with Disabilities 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 impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center 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 & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty: 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. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

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 CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Mandatory Reporting: Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).

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.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table.

Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1

6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1