



MTI 662-ED 501: Knowledge of English and Linguistics

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):	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: • Understand the basic concepts and terminology of linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics. They will also learn about the different levels of linguistic analysis and the methods used in linguistic research. InTASC 1,4	

- Develop an appreciation for the diversity of human languages including their structures, typological features, and historical development. They will also learn about the role of language in shaping cultural identity and social relations. InTASC 2,4
- Analyze linguistic data using various methods, such as data elicitation, transcription, and corpus analysis. They will also learn how to apply different theoretical frameworks to the analysis of linguistic data. InTASC 6
- Analyze the major components of language, including grammar, syntax, and semantics, and explain their relationship to the language development of multilingual learners. InTASC 1,4
- Apply principles of linguistics, sociolinguistics, psycholinguistics, and applied linguistics to understand language variation, language development, and the instructional needs of culturally and linguistically diverse students. InTASC 1,2,4
- Explore the relationship between language and cognition, including the role of language in shaping perception, memory, and reasoning. Also included are the cognitive processes involved in language acquisition and use. InTASC 1,4,8
- Critically evaluate linguistic theories and approaches, including their strengths and weaknesses. InTASC 1,6

Course Description: This course provides an introduction to the major areas of linguistics and applied linguistics relevant to teaching culturally and linguistically diverse students. Students examine the structure and use of language, including grammar, syntax, semantics, sociolinguistics, and psycholinguistics, and explore how these areas influence language acquisition, communication, and classroom learning. Emphasis is placed on applying linguistic knowledge to understanding multilingual learners' language development and making effective instructional decisions.

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 ELL students		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)
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 applications @ 45 points each				
Category	Superior (15-14 pts)	Sufficient (13-12 pts)	Minimal (11-10 pts)	Below Standard (9 to 0)
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.	Response shows little evidence of ideas and insights from this course and there is little evidence 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.	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.

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	Response shows strong evidence of ideas and insights	Response shows evidence of ideas and insights from this	Response shows some evidence of ideas and insights from this	Response shows little evidence of ideas and insights from this

___/20	from this course and how they are applied to the classroom.	course and how they are applied to the classroom.	course and how they are applied to the classroom.	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. How have biological development, human interaction, and social environments contributed to the development and use of language? Explain why language should be understood as more than simply a system of words and grammar. **Resource group 1.**
2. Why is understanding the sound system of English important when working with multilingual learners? Describe how differences in pronunciation and speech sounds can influence a student's development of spoken English and communication skills. **Resource group 2.**
3. How can an understanding of English sound patterns and word formation help educators support multilingual learners in developing clearer communication and stronger vocabulary skills? **Resource groups 3-4.**

4. How can an understanding of word structure and grammar help educators recognize patterns in multilingual learners' English development and provide more effective language instruction? **Resource groups 5-6.**
5. How can understanding sentence structure and word meaning help educators recognize how multilingual learners construct and communicate ideas in English and support their continued language development? **Resource groups 7-8.**
6. How can understanding social communication and conversational patterns help educators recognize the differences between everyday interpersonal language and the more complex academic language multilingual learners need for success in school? **Resource group 9-10.**
7. How can understanding how the brain processes language, how first languages develop, and the factors that influence second language acquisition help educators make more effective instructional decisions for multilingual learners? **Resource group 11-13.**
8. In what ways can knowledge of different forms of communication and writing systems help educators better understand how multilingual learners develop and use spoken, visual, signed, and written language? **Resource groups 14-15.**
9. Why is it important for educators to recognize that languages change over time and English exists in many dialects, accents, and regional varieties, and how can this understanding support multilingual learners in the classroom? **Resource groups 16-17.**
10. In what ways do social factors, culture, identity, and community expectations influence how people use and interpret language, and why should educators consider these influences when working with culturally and linguistically diverse learners? **Resource groups 18-19.**

Application #1- (45 points)

Using the information from resources groups 1-8 related to students and language (or your own resources), take one of your current groups of students (or past classes you can access) and use your criteria to choose which ones you would identify as learners that have limited academic language. Once you have done this, choose one of the students to complete this assignment. Create a short presentation (8-12 slides) on the following three questions:

- How do language attitudes and ideologies shape our perceptions and use of language, and what are some examples of this in different cultures and contexts?
- What are some common features of discourse and conversation, and how do they relate to broader social and cultural contexts?
- What is the difference between syntax and grammar, and how do these concepts relate to language comprehension and production?

Application #2- (45 points)

Create a chart identifying the key differences between spoken and written language, and how these differences affect language use and comprehension. Once that is complete write a short summary (2-3 paragraphs) of your findings.

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)

Examine the functions and forms of discourse markers in conversation, drawing examples from the resources as well as research literature you find on your own. Analyze the different types of discourse markers used in conversation, their functions, and how they contribute to effective communication. Then consider the implications of your analysis. How can instructors incorporate the teaching of discourse markers into their classes to promote effective conversation? 2-3 pages, APA format.

Final Evaluation Assignment (100 points)

Using what you have learned from this class, as well as at least 2 other outside sources, write a 3-5 page paper on one of the following topics:

-How does the study of language contribute to our understanding of human cognition and perception? Reflect on what you have learned during this course and from outside sources.

-How can an understanding of language and its role in communication be applied in real-world contexts, such as language teaching, language policy, or cross-cultural communication?

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: Understanding Language Origins for Educators

[Origins of language pathway in the brain at least 25 million years old](#)
[Social Practice and Social Interaction](#)
[The Origins and Evolution of Language](#)

Resource Group 2: Phonetics: Teaching the Sounds of English

[Voiced vs. Unvoiced Sounds | English Pronunciation | Phonology](#)
[Improve Your English Pronunciation: Voiced & Voiceless Consonants](#)
[The Sounds of Language An Introduction to Phonetics and Phonology](#)
[Introduction to Linguistic Theory](#)

Resource Group 3: Phonology in the ESL/Bilingual Classroom

[Phonemes and allophones](#)
[Phonemes & Allophones](#)
[Phonology](#)

Resource Group 4: Word Formation and Vocabulary Development

[Vocabulary Development with ELLs](#)
[Vocabulary Building through Word Formation](#)

Resource Group 5: Morphology: Building Words in English

[Lexical, Functional, Derivational, and Inflectional Morphemes](#)
[Morphology: Crash Course Linguistics #2](#)
[Types of Morphemes](#)

Resource Group 6: Grammar Fundamentals for Language Learners

[Why study grammar?](#)
[Constituent Analysis, First Steps](#)
[The Importance of Grammar in English Language](#)
[Constituent: Definition and Examples in Grammar](#)
[The 8 Parts of Speech](#)
[The Parts of Speech in the Spanish Language](#)

Resource Group 7: Teaching Sentence Structure

[What is Syntactic Analysis?](#)
[An Introduction to Lexical Rules](#)
[Phrase Structure Rules and Trees](#)

Resource Group 8: Teaching Meaning and Vocabulary

[Lexical Relations to Know for Intro to Semantics and Pragmatics](#)
[Thematic Roles and Word Relations](#)

Resource Group 9: Language Use in Social Contexts

[Avoiding Speaking Habits That Can Damage Credibility](#)

[Interpersonal Communication: Types, Importance, and 7 Ways to Master Interpersonal Communication](#)
[Avoiding Speaking Habits That Can Damage Credibility | by Matt Abrahams | Medium](#)
[Direct and Indirect Speech: Rules and Examples](#)
[Basic Interpersonal Communication Skills](#)

Resource Group 10: Understanding Text and Conversation

[Turn taking in Conversation Analysis](#)
[Discourse Analysis 101: What it is and when to use it](#)
[What are BICS and CALP?](#)

Resource Group 11: Language and the Brain: Implications for Learning

[Dichotic Listening](#)
[Slips of the Tongue and Slips of the Ear](#)
[Neuroanatomy, Broca Area](#)
[Wernicke Area](#)
[Motor Cortex](#)
[What is Aphasia?](#)

Resource Group 12: First Language Acquisition and Its Influence on ESL Learners

[The 7 Stages of Language Acquisition in Children](#)
[The 5 Components and Development of Language and Language Development](#)

Resource Group 13: Second Language Acquisition: Theories and Classroom Practice

[How Learning a Language Changes Depending on Your Age](#)
[The Influence of Affective Factors in Second Language Acquisition on Foreign Language Teaching](#)
[Acquisition Barriers in Second Language Learning](#)
[8 Common LThe Influence of Affective Factors in Second Language Acquisition on Foreign Language Teaching](#)
[language Teaching Methods](#)
[Other Common Approaches-Language Teaching Pedagogy](#)

Resource Group 14: Gestures, Sign Languages, and Multimodal Communication

[The 5 Rules of Every Sign in ASL-5 Parameters of Sign](#)
[Sign Language Alphabets from Around the World](#)

Resource Group 15: Teaching Written English: Literacy for ESL/Bilingual Students

[Alphabetic Systems and Syllabaries](#)
[Pronouncing pictures! - History of Writing Systems #4 \(Rebus writing\)](#)
[Pictograms and Ideograms in Logographic Systems](#)

Resource Group 16: Language Change and Its Impact on English Learners

[Using Cognates to Develop Comprehension in English](#)
[Old English, Middle English, Modern English](#)
[Teaching About Language Variation](#)

Resource Group 17: Regional Varieties of English: Teaching Dialects and Accents

[Regional Dialects in English](#)

[Language vs Dialect vs Accent: What's The Difference?](#)

[Dialect Continuum](#)

Resource Group 18: Sociolinguistics: Social Variation in the ESL/Bilingual Context

[Mastering Social Dialects: A Linguistic Guide](#)

[The Definition of Taboo Language](#)

Resource Group 19: Language and Culture: Supporting Multicultural Learners

[The Power of Language: How Words Shape People, Culture](#)

[Linguistic Relativity \(Sapir-Whorf Hypothesis\)](#)

[Guidelines for Gender-Inclusive Language in English](#)

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
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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