



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:



Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

Course Name	Making Content Accessible for Your English Language Learners
Course Number	OL 5025
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

As school demographics change, teachers are challenged to address the needs of an ever-expanding variety of English language learners. In this course, you will discover strategies, templates, and activities to build a toolkit for working with ELs in your classroom. Explore the importance of academic conversations and teaching academic language in your classroom while implementing different scaffolds, vocabulary, and background knowledge activities. Most of all, you will learn how to create a collaborative environment that focuses on advocacy for creating a positive learning environment for ALL students, while making the content more comprehensible for students who may struggle with language.

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use provided prompts specific to educating English learners, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design classroom tools and resources for use with English learners, colleagues or parents focused on vocabulary, background knowledge and/or academic language.
3. Prepare an activity to encourage student collaboration via academic conversations.
4. Implement an activity using text dependent questions.
5. Develop an action plan to challenge the status quo related to cultural competence.
6. Document, in writing, scaffolds (OR tiers) to use with English learners.

Required Text/Articles:

Text: Staehr Fenner, D., & Snyder, S. (2024). *Unlocking multilingual learners' potential: strategies for making content accessible, 2nd edition*. Thousand Oaks, CA: Corwin.

All readings and resources are linked within their respective assignments.

Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

- Calderon, M., et al. (2019). *Breaking down the wall: Essential shifts for English learners' success*. Thousand Oaks, CA: Corwin.
- Ferlazzo, L., Sypnieski, K. (2018). *The ELL teacher's toolbox: Hundreds of practical ideas to support your students*. New York, NY: Jossey-Bass.
- Helman, L., Ittnew, A., McMaster, K. (2019). *Assessing language and literacy with bilingual students: Practices to support English learners*. New York, NY: Guilford Press.
- Herrera, S., Murry, K., Cabral, R. (2019). *Assessment of culturally and linguistically diverse students (3rd edition)*. New York, NY: Pearson.
- MacSwan, J., Faltis, C. (2019). *Codeswitching in the classroom: Critical perspectives on teaching, learning, policy, and ideology*. New York, NY: Routledge.
- Singer, T. (2018). *EL excellence every day*. Thousand Oaks, CA: Corwin.
- Wager, A., et al. (2019). *The reading turnaround with emergent bilinguals: A five-part framework for powerful teaching and learning (K-6)*. New York, NY: Teachers College Press.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

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Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about students who are Multilingual Learners (ML).
2. Summarize your previous knowledge or experience with students who are ML.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

From the Introduction and Chapter 1-3 in the course text:

- A. Describe the key aspects of "equitable and excellent" ML education.
- B. Evaluate how well your school or ML program aligns with the five core beliefs outlined in Chapter 1.
- C. Briefly explain the guiding principles of culturally responsive teaching outlined in Chapter 2.
- D. It's important to draw on students' cultural background and experience to make connections to content in your classroom. Share two ways you can collaborate with others to learn about these unique experiences.
- E. Describe which key student information is needed to successfully implement scaffolds for MLs to enhance their academic achievement,

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From Chapters 4-9 of the course text:

- F. Chapter 4 focuses on supporting ML's oral language development through peer learning. Review Fig. 4.2 for specific benefits! Then, identify how you can utilize peer learning with your ML students.



- G. Chapters 5 and 6 discuss teaching academic language by breaking it into a word/phrase level, then a sentence and discourse level. Review information from Figs. 5.1 and 5.2 to learn more about this approach, then summarize the benefits of this method.
- H. Articulate your understanding from Chapter 6 about expanding ML's academic language skills past the vocabulary phase.
- I. After reading Chapter 7 about teaching background knowledge to MLs, share your thoughts about including the strengths of MLs in the teaching of background knowledge. If you'd like, look back to Activity 1.1 to inform your answer.
- J. Chapter 8 offers a variety of strategies to assist MLs with reading and writing skills, including aspects of both scaffolding and peer learning. How does the information in this chapter shape how you will shift your reading and writing instruction for success of MLs?
- K. Explain how the 4-step formative assessment process in Chapter 9 can change the way you assess MLs.

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Challenge the Status Quo

The following scenario at the beginning of Chapter 2 emphasizes the need to use culturally responsive techniques in teaching:

During parent-teacher conference time, four elementary teachers are eating lunch together. They begin to complain that many of the parents of the multilingual learners (MLs) in their class do not attend conferences, show up late, attend the conference with a younger child in tow, or do not actively participate in the conference. Conferences are scheduled over the course of three afternoons between 12:00 p.m. and 3:30 p.m. The teachers feel that, in general, ML families are less invested in their children's education than non-ML parents. They decide they will share their frustrations with the English language development (ELD) teacher.

In order to serve our ML's with justice and equity, we need to get curious about our students as whole beings, not just what is evident in school each day. This allows us to tap into the strengths and contributions of the ML, benefitting their learning and that of the mainstream students. While there have been several models showing the depths of culture, as mentioned on page 36, Zaretta Hammond uses the analogy of a tree to illustrate the deep roots of culture, which grounds us in our sense of self.

To challenge the status quo by reflecting on cultural competence, please complete one of the following options:

Option A: Know Thyself

Who you are, with all your layers, plays a large role in how you work with students! Consider Hammond's tree analogy, and how it relates to you and your identity.

Then, please complete Application Activity 2.2: My Multicultural Self (pg. 37 of the course text*). In addition to your responses to questions 1-4, please include a summary of how this activity has required you to reflect and challenge your own status quo with cultural competence and your work with MLs. Your responses should be a total of 1 page.

Please submit your responses to the activity, along with your summary, with your Module coursework.

**You may print out the PDF and complete/scan the work, or create a document including your responses to each of the questions.*

Option B: Know Your ML

We all work to get to know our students in order to form relationships. Doing so is essential to connecting and understanding your MLs beyond the surface levels of Hammond's Culture Tree (above).

All coursework is to be completed in the Teaching Channel online environment.

Complete Figure 2.3: What I Know About My ML (pp. 43-45 of the course text*) focused on a past, current, or hypothetical student. You may wish to consider an informal interview with a student to learn more!

In addition to completing the form, please write a one paragraph or more summary on how this activity has helped you see the various aspects of culture, and how this can help you serve MLs in your classroom.

**You may print out the PDF and complete/scan the work, or create a document including your responses to each of the sections.*

After removing any student identifying information from your form, please submit your completed form, along with your summary, with your Module coursework.

3. Application: Scaffolding

Scaffolding can be a critical approach that can provide temporary support for teaching ML students. Plus, Chapter 3 is packed with ideas and strategies to help ML students succeed! As we look to scaffold our lessons and units, there are three categories of scaffolds (Figure 3.1 - also listed on page 69).

Here's an example from Teaching Channel showing how to scaffold text structure for ML students: "Scaffolding Text Structure for ELLs." Watch the video, and complete the assignment that follows.

Time to plan scaffolds for our ML students! To complete this application, please follow these steps:

- A. Make a list of the scaffolds you have used with ML students *so far*. This could be from a past or current year. You do not need to provide descriptions, just the titles of the scaffolds. Note how your scaffolds fall into the three categories in Figure 3.1, and how they are distributed. *Please do not submit your work for letter A.*
- B. After reviewing all the ideas and strategies in the chapter, please select 3 new-to-you scaffolds you would like to try in your classroom to support ML students.
- C. Please provide a description of how each of your three selected scaffolds will be implemented in your classroom. The scaffolds can be for the same student, or 3 different students. In your description of each, please include:
 - The category (above)
 - Content or skill area
 - Rationale for your choice for implementation
 - Implementation plan
 - How it will benefit the ML student

Your plan and responses for this application should be 1 page or more in length. Please submit this assignment with your Module coursework.

4. Application: Innovate

Chapter 4 includes an overview of how peer learning can be a successful strategy to improve ML students understanding of content, with practice in oral language development. Watch this video showing how peer-to-peer tutoring works for this class of ML students:

All coursework is to be completed in the Teaching Channel online environment.

Next, read Colorín Colorado's guide, "6 Strategies to Help ELLs Succeed in Peer Learning and Collaboration," for additional tips about peer learning.

Now's a great time to review an existing lesson to ensure that it includes the recommended elements of peer learning. To complete this application, please complete the following steps:

- Choose a lesson you already use that involves small group work. In one paragraph or more, explain the lesson, including content and how group work is currently facilitated.
- Read through the lesson, and evaluate it for strong peer learning components using Figure 4.10, "Peer Learning Activity Checklist." Be sure to record your notes and responses to each section, indicating ways you can improve the lesson for better peer learning.
- Now, choose 2 of the criteria on which to take action, and in a table like the one below, share your revision process. Note the level of detail and length of the example for assignment expectations:

Criteria	Describe the element of the original lesson	Describe the changes you made to the element of the lesson
6. Have I thought about how to intentional group students?	In most groupings, I ask the kids to number off by 3s. This is a quick and easy way to group them and ensures fairness because its random.	When I grouped students by numbering them off, the randomness of it ended up affecting my ML students, because they usually didn't have someone who was mindful of their needs in their group. In this revision, I am going to connect ML students with those students who can model what the activity requires, and can help the MLs with understanding and participation. It would be best if I could find 2 ML students with different levels of proficiency to help one another.

Please submit your completed checklist and table like the one above with your Module coursework.

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content that enhance your professional practice, and deepen your understanding of the concepts.

All coursework is to be completed in the Teaching Channel online environment.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, such as gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges your beliefs, and explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Collaborate

Chapters 5 and 6 go into depth on how we introduce academic language in phases (pg. 136).

This development is necessary to increase ML students' skills in the Key Language Uses, which correlates with the levels above: narrate (word/phrase level), inform (sentence level), explain, and argue (discourse level). Review Chapters 5 and 6, then please complete one of the following options related to phases of academic language.

Option A: Vocabulary

Vocabulary is just the beginning of familiarizing students with academic language, and Chapter 5 includes wonderful strategies to support ML students' language development! Please watch the following videos with ideas for introducing vocabulary to ML students.

We hope you are inspired! Now, to practice planning for vocabulary instruction for your ML students, please complete the following steps:

- After reviewing Chapter 5, consider a text you use in class that includes vocabulary that could prove challenging to your ML students
- Then, complete Figure 5.16 Academic Vocabulary Planning Template to articulate how you will plan to help your ML students learn the vocabulary from the selected text.

Please submit your completed template with your Module coursework.

Option B: Academic Discourse

Academic discussions are an excellent method to engage ML students! Additionally, having these conversations encourage ALL students to collaborate.

All coursework is to be completed in the Teaching Channel online environment.

To complete this application, begin by reviewing Chapters 5 and 6, and the following resources:

- Developing Students' Discussion Skills, from Colorín Colorado
- "Why are Academic Discussions So Important for our ELLs?" by Nicole Knight, Teaching Channel

Then, watch the following videos showing different ways to implement academic discussions.

Now, develop a lesson plan to increase collaborative, academic conversations in your classroom using one or more of the strategies from the text to support all learners. Your lesson plan should contain:

- Goals/Objective
- Materials Needed
- Content area and/or topic
- Step-by-step procedures
- Enough detail so a colleague could facilitate the activity in your absence.

Please submit your lesson plan with your Module coursework.

3. Application: Implement

As ML students are coming from a variety of backgrounds, we cannot assume prior knowledge about issues or content they are learning about in class. Watch these two videos illustrating different ways to connect background knowledge to the lessons at hand.

Now, read the following scenario, from Reading Rocket's "10 Key Policies and Practices for Teaching English Language Learners," by the University of Texas at Austin/The Meadows Center for Preventing Educational Risk:

*Ms. Corcoran, a social studies teacher in a diverse middle school, has several ELLs in her class. She regularly checks for relevant background knowledge of her students and fills in gaps to make her instruction relevant. She knows that Juan Carlos has linguistic and literacy skills in his first language, Spanish, and can use his knowledge of Spanish to help him understand concepts in English. For example, when they discussed the concept of democracy in class, he related it to the Spanish word *democracia*, a familiar concept. Ms. Corcoran checked his understanding and asked him to give an example.*

In contrast, Alina came from a country with a dictatorship. When they discussed this concept in class, Ms. Corcoran knew that Alina might not have background knowledge of democracy, having no personal experience with this type of government. Ms. Corcoran provided additional explanation and examples for the whole class, following up later with Alina individually in a brief discussion to practice reading and pronouncing the word and to explore its meaning.

The examples above show opportunities to connect background knowledge ML students bring with them so they can make connections *within the lesson*. Try it out with content you currently use by completing the following assignment.

- Choose a topic you use in your teaching that requires some level of activating prior knowledge.

All coursework is to be completed in the Teaching Channel online environment.

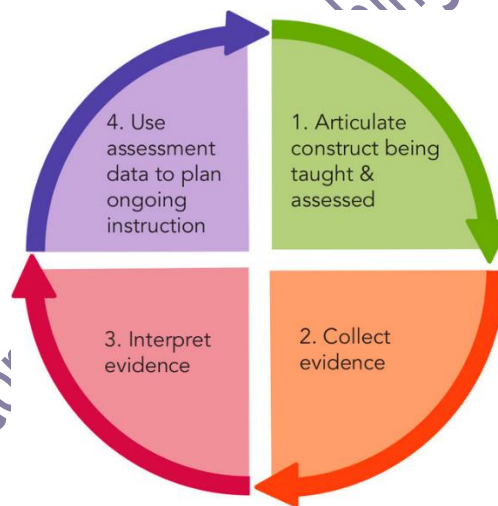
- Pre-planning: use the flowchart, 7.4 Flowchart for Determining Background Knowledge to Teach MLLs, (pg. 204), to determine how much background information you will need to provide to ML students in your classroom. This may be different for each ML student, so you may find it beneficial to concentrate on just one of your ML students for this exercise. You can also use the questions below from the left hand column of *Figure 7.7: Background Knowledge Considerations and Comments on the word, "Ancient"* on page 210 to determine your path forward. *There is no submission for this step.*
- Next, complete our template of Figure 7.16: Activating and Building ML's Background Knowledge Planning Tool (or follow steps 1-3 with your own format) to show how you will break down topics to teach background knowledge for ML students.

Please submit your completed template with your Module coursework.

4. Application: Formative Assessment

Using academic language and content assessments with ML students requires intentionality and thoughtfulness. To begin this application, please review Chapter 9, and watch the following examples of formative assessment for MLs:

Next, review Figure 9.2: Formative Assessment Process for MLs on page 270 (and pictured below):



Then, consider your own formative assessments through the above lens, and in two paragraphs or more, compare one of your current formative assessment with the 4 step process pictured. Please use the following prompts to guide you in your response:

- Explain whether or not your formative assessment process aligns with the 4 step process.
- Describe the feasibility of the 4 step process.
- Articulate how you can revise your current formative assessment to move closer to the process. If your assessment already aligns with the process, identify which of the 4 steps you feel needs improvement, and share how you can align your assessment even more with that step.

Please submit your response, in 2 paragraphs or more, with your Module submission.

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.