Teaching Channel
With Learners Edge

Your Education Ally.

By Teachers, *For Teachers.*

...g Channel online environment.

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:

Intention
Establish learning goals
& explore motivations

Awareness
Analyze prior knowledge & experience related to the topic

Investigation
Examine relevant, research-based resources to build personal & professional connections to the topic

Application
Apply new learning through practical design, implementation, & collaboration

Reflection
Consider the impact of new learning to influence and transform future professional practice.

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	Going Above and Beyond Academics for English Learners
Course Number	OL 5068
Course Credits	3

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:

Do you ever wonder how you can deepen your support for English Language Learners and their overall development? This course will inspire you to identify six specific ways you can help your ELs grow academically, socially, and emotionally that will strengthen the work you are already doing with them. This course is for any teacher who wants to reach English Learners and help them unlock their potential for learning now and in their future. Educators will understand the interaction between students' mindsets, relationships, and skills and how to develop these concepts in students to empower them to achieve learning success.

Goals and Objectives:

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

1. Use provided prompts specific to supporting English language learners, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design a lesson on student agency.
3. Prepare activities to collaborate with colleague(s) on EL student support and connection.
4. Create an action plan to implement the use of coping strategies for students needing additional support.
5. Document, in writing, methods for using growth mindsets in professional practice or with learners.
6. Develop an action plan to challenge the status quo related to extending connections for students or increasing asset-based thinking vs. deficit-based thinking.

Required Text/Reading:

Text(s): Asgedom, M. and Even, J. (2017). *Empowering English Learners for Classroom Success: 6 keys to academic and social-emotional growth.* Mawi Learning, Inc.
All readings and resources are linked within their respective assignments.

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

Knowledge Base:

Knowledge base, 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.

Calderon, M., Sinclair-Slakk, S. (2018). *Teaching reading to English learners, grades 6-12: A framework for improving achievement in the content areas (2nd edition).* Thousand Oaks, CA: Corwin.

Ferlazzo, L., Hull Symnieski, K. (2018). *The ELL teachers toolbox: Hundreds of practical ideas to support your students.* New York, NY: Wiley.

Haas, E., Esparza Brown, J. (2019). *Supporting English learners in the classroom: Best practices for distinguishing language acquisition from learning disabilities.* New York, NY: Teachers College 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.

Mellom, P., Hixon, R., Weber, J. (2019). *With a little help from my friends: Conversation-based instruction for culturally and linguistically diverse classrooms.* 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.	

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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.	

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

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.	

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

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 Learners Edge, 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 English Learners' academic and SEL growth.
2. Summarize your previous knowledge or experience with English Learners' academic and SEL growth.
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 Chapters 1-3 of the course text:

A. In Chapter 1, the author discusses 3 myths about English Learners. Choose one myth and explain why it is important for educators to understand the truth behind the myth.
B. In the Introduction, Asgedom says, "... I looked back at my journey and realized that learning English was actually the easy part." Explain what you think he means by this and how it connects to your EL students' challenges.
C. Explain the difference between a growth mindset and a fixed mindset, and the need for an educator to have a growth mindset when working with ELs.

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D. Describe the difference between an internal and external locus of control. Why is it important to help ELs identify ways they can demonstrate "agency" in their lives?

E. Think of 2 ways in which you use the "victim button" in your professional life. Explain how changing your mindset and language could influence your actions or the outcome of your situation.

From Chapters 4-8 of the course text:

F. The authors argue that one important factor of success for EL students is having a strong cultural identity and having that reflected in their learning environment. Schools often try to reflect their students' cultures beyond just the "tip of the iceberg". Explain one specific way your school or classroom reflects students' cultural identity.

G. Review the chart in Chapter 4 that compares important ideas between Ethiopian and U.S. culture. Reflect on your main takeaway from this chart and discuss a time when you managed cultural differences and what you learned.

H. At the beginning of Chapter 5, the authors present two example diagrams reflecting possible EL structures. Discuss how these diagrams differ and why having an inclusive structure for EL students is important.

I. Summarize your understanding of the "affective filter" and tell how it impacts student learning.

J. In Chapter 7, the authors discuss the importance of having healthy coping mechanisms to manage stress. Using examples from the text, identify one way you encourage students to identify stress and manage it in a healthy, positive way.

K. At the end of Chapter 8, the authors include a quote by Zig Zigler, "You never know when a moment and a few sincere words can have an impact on a life." Connect the Zigler quote to an experience you have had with a student.

Module 2

1. Tell us about yourself!
Provide a one sentence or longer explanation of your role in the field of education.

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

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.

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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, i.e.: 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 assumptions, *and* explain two ways this resource will impact your professional practice.

3. Application: Yes, You Can!
Using a growth mindset is beneficial for students, as it helps them understand, "Intelligence and talents are malleable. We can learn to do almost anything with hard work, focused practice, and the willingness to learn from failure." This is a good thing! For both students and teachers, this can be an important step in learning to address challenges along the way.

To practice applying the principles of a growth mindset to teaching and learning, complete one of the following options:

Option 1: Believe in Yourself
The chart summarizes Asgedom's ideas about mindset:

Fixed Mindset	Growth Mindset
The belief that intelligence and ability are permanent traits and cannot change	The belief that intelligence and ability can be grown through targeted and sustained effort

How can you influence your own growth mindset regarding teaching? In the "Reflection and Application" section at the end of Chapter 2, the authors present an opportunity to reflect on your progress towards a growth mindset.

- First, identify one area in your work where you struggle to incorporate a growth mindset
- For one week, keep a daily journal of your thoughts and actions in this area
- In two or more paragraphs, summarize what you learned about your own progress towards a growth mindset based on your observations, and include excerpts or references to your journal in your summary

Option 2: Believing in Students
How can teachers support students to ensure they achieve a growth mindset approach to learning?

- Read the mini-case studies presented at the end of Chapter 2, then think about the students' levels based on the "growth mindset framework" table presented earlier in the chapter
- Next, choose one of the students from the chapter or one of your students

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- In two or more paragraphs, summarize the evidence you see of a growth, or fixed, mindset and ways you could support the student in moving to the next level in the framework

4. Application: Challenge the Status Quo
Choose one of the following options to challenge the current status quo in your classroom, or with colleagues, and to extend your positive reach to learners.

Option 1: Intrinsic Motivation - Circle of Familiarity
To complete this option, being by watching the following video to see how one school addresses the importance of making sure ALL students feel seen by their teachers.

Teachers know that relationships are the key to creating a positive learning environment. In Chapter 5, the authors use the "Circle of Familiarity" concept to explain how we are drawn to others and, in turn, develop relationships with them. Just like in our personal relationships, teachers are naturally drawn to certain types of students, but it's important to challenge the status quo and extend our reach.

For this option, be as honest as you can in identifying the types of relationships you create with your students.
- First, create and complete the "Circle of Familiarity" diagram to demonstrate the types of students you connect to most easily (changing the diagram labels accordingly)
- Next, in 2 or more paragraphs, think about your diagram and include ideas about how you could extend your connections to students in the outer circles
- Submit your diagram (screenshot, scan, illustration, etc.) along with your reflection for this assignment

Option 2: Extrinsic Influence - Assets or Deficits?
To complete this option, begin by watching the following video, which discusses the importance perspective of the "gifts" ELs bring to the classroom.

In the Introduction of the text, Asgedom outlines two lists that describe him as a child. He explains that one list presents his deficits while the other presents his assets. These two lists present a very important distinction between how we see our students.

Imagine that a colleague came to you and complained that her EL students faced too many obstacles to learning success and she was having a hard time figuring out how to help them. In two or more paragraphs, explain how you could assist your colleague in reframing their thinking and challenge their "status quo view" of the students' "obstacles" and turn them into assets.

5. Application: Innovate
It's easy to understand how important agency can be for students, especially EL students who may not have the cultural context or background to understand the school environment.

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Communicating agency to students and letting them know it is something they can use to help them learn is important. Chapter 3 demonstrates this with the "Turbo" and "Victim" button, but there are other ways to communicate this concept to students. Educators need to be creative or innovative to get the message across!

For this application, create an innovative lesson to assist learners in understanding the concept of *agency*. You can refer to the strategies listed in the text for ideas.

Include the following with the lesson:
- How the lesson teaches students about agency
- Student learning goals (include your goals related to agency and any content areas included in the lesson)
- Materials needed
- Step-by-step procedure of the lesson
- Enough detail so a colleague could teach the lesson in your absence.

Please submit the lesson plan with your Module 2 work.

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
At the end of Chapter 5, the authors present several strategies that can be used to help build connections in the classroom. To complete this application, write a draft email to a colleague requesting an opportunity to collaborate on building connections in your classrooms.

Include the following in your email:
- Based on the ideas from Chapter 5, a brief reminder about why building connections with or between students is important
- Information about one or more of the strategies listed at the end of Chapter 5 (grouping strategy, get to know your students, name pronunciation, threshold greeting, be the bridge, extend an invitation, the two-minute technique)
- An explanation about how to use one of the strategies to help students feel less isolated or excluded
- One other idea you have for collaborating with your colleagues to build student connections

No need to send the email to your colleagues, but please include the email draft with your coursework for this module.

3. Application: Implement
In Chapter 7, the authors remind us that students are constantly having to cope with stress in their lives-whether from school or outside of school. As teachers, we are often the first resource for students experiencing stress and are called on to support them in many ways. At the end of Chapter 7, the authors present 3 "Mini-Case Studies" designed to help teachers identify and implement opportunities for students to learn and use coping strategies.

To complete this application, please:
- Choose the student (Angelina, Bo, or Karina) who most closely matches your current teaching situation
- Review and think about the 3 reflection questions following the case studies
- Next, think about a student you have now or have had in the past who could have benefited from assistance with coping strategies

Now, using what you have learned and thought about above, develop an action plan to assist the student you identified.
Your action plan should include:
- A general description of the learner and why you think they would benefit from coping strategies
- The coping strategy or strategies you think the learner would respond to or benefit from the most
- Three actionable steps you can take to assist the learner through the development or use of coping strategies
- Resources or people to assist you
- Any roadblocks or challenges you can foresee and possible proactive solutions to mitigate challenges

4. Application: Keep Going!
In Chapter 8, the authors encourage readers to think beyond the scope of the book, to "plan for impact," and ways teachers can continue to develop support for their ELs. Asgedom gives the example of Kari Keith, an educator who developed a voluntary and widely attended EL training PD opportunity for teachers that demonstrated the amount of support the district had for ELs. This is one example of how to "expand your impact." Many more ideas are listed at the end of the chapter!

What if you do not have an EL program in your district? This presentation is the perfect opportunity to present evidence and reasons for creating a program.

Think about how you would "expand your impact" at your current school. Prepare a 10-minute presentation for teachers, administrators, and/or support staff. You may use a presentation tool of your choice (Google Slides, PowerPoint, Canva, etc.).
Include the following in your presentation:
- 5 or more slides
- Three things you learned in this course and why they are impactful for students and teachers
- Two practical, relevant suggestions that support EL growth (You can choose to adapt them from those listed at the end of Chapter 8 or create your own)

Please submit your presentation, or a link to your presentation (please set share settings to "anyone can view"), along with your module coursework.

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.

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