

Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
Winona Campus

Spring 2016
Professional Book Study: *What Works for English Language Learners*
GPDI 5050
1 Semester Credit
Blended Delivery

Course Meeting Dates and Locations

March 8, 15, 29, April 4, 11, 2016, Face-to-Face meetings at CESA 10, Chippewa Falls, WI
Distance learning options are available

Instructor

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Course Description

The most effective way to improve classroom practice is through work located within schools, conducted among colleagues, and integrated with teachers' day-to-day practice. Participants in a professional book study read and discuss a book related to theoretical and pedagogical frameworks to expand their understanding of best practices, enhance their teaching, and make connections to their own classroom. By collaboratively sharing and building knowledge, participants develop and implement an inquiry plan that focuses on enhancing their teaching and improving student achievement.

Student Learning Objectives

Upon completion of this class, students are expected to be able to do the following:

1. Examine existing classroom instructional practices to identify strengths and gaps for professional growth.
2. Share and/or analyze diverse perspectives on the text content in order to build knowledge on the topic.
3. Examine the ideas and perspectives of the research in relation to a classroom learning environment.
4. Apply the book's theoretical and pedagogical approaches to the teaching and learning practice.
5. Utilize professional inquiry skills (a tool for sustained "job-embedded" professional development.)
6. Employ reflection and self-assessment through individual and collaborative efforts.
7. Participate in professional dialogue.

Textbook

- *Classroom Instruction that Works for English Language Learners* 2nd Edition by Jane D. Hill & Kirsten B. Miller
- *Classroom Instruction that Works for English Language Learners: Participants Workbook*

Additional Resources

Students in collaboratively delivered graduate courses can access additional resources through the GPDI website at gpd.smumn.edu. Instructors will provide the required username

and passwords. Resources include access to ProQuest, an extensive database of practitioner-oriented and research-based articles. The ProQuest link is accessible once students log in to the website that is available through your school's collaboration with Saint Mary's University. Guides for using ProQuest are posted on that website. Additional library resources and assistance are available upon request, especially for students in degree-seeking programs at Saint Mary's University. Contact the PDI Program Office via email at pdia@smumn.edu for further assistance.

Course Outline

- March 8
 - Course Introduction
 - Expectations
 - Norms
 - Background Knowledge
 - Chapter 1-3
 - Research
 - Stages of Language Acquisition
 - Cues and Questions
- March 15
 - Chapters 4-7
 - Setting Objectives
 - Presented by course participants
 - Providing Feedback
 - Presented by course participants
 - Summarizing
 - Presented by course participants
 - Nonlinguistic Representation
 - Presented by course participants
 - Putting it all together
- March 29
 - Chapters 8-10
 - Practice and Homework
 - Presented by course participants
 - Cooperative Learning
 - Presented by course participants
 - Advance Organizers
 - Presented by course participants
 - CRISS Strategies
- April 4
 - Chapters 11-14
 - Similarities and Differences
 - Notetaking
 - Reinforcing Efforts
 - Providing Recognition
- April 11
 - Chapter 14- 15
 - Generating and Testing Hypotheses
 - Pulling it all Together

I used to think, but now I know

Teaching Methods

The GPDI program works collaboratively with teacher leaders, administrators, and schools to design and facilitate job-embedded and application-based professional learning. Course instructors design instructional and reflective strategies and activities that require the application and analysis of job-embedded learning, where teachers engage in additional inquiry-based professional learning related to the student learning objectives.

Assessment of Student Performance

Throughout the course, students will be assessed and evaluated on the completion of the following assessments:

1. Read the book: Classroom Instruction that Works (SLO's 1-3 & 6)
2. Participate in book discussions (SLO's 2, 3, 6, 7)
3. Each participant will prepare one activity for the book study from the Classroom Instruction that Works Participant Workbook. (formative assessment) (SLO-s 1-4 & 6)
4. Participants will keep a Google doc as a reflective journal with a reflection after each of book study meetings (reflective journal)(SLO's 1-5)
 - a. Reflections should include answers to the questions
 - i. What?
 - ii. So What?
 - iii. Now What?
5. Participants will work with their school leaders to present a short presentation at a staff meeting of adjustments that the staff can make to their lessons to help English Learners (inquiry plan) (SLO's 1-6)

Clarification of Criteria for Assessments of Student Performance

Participation in **professional dialogue** should document the following:

A conversation, or a series of conversations, between colleagues, which:

1. Explores an evaluation of personal teaching practice
2. Unpacks the text/research noting patterns, themes, strategies, and other perspectives.
3. Reviews or helps set personal development goals connected to the new learning.
4. Offers support and encouragement interwoven with a challenge toward best practices.

Formative assessments should document the following:

1. Key concepts, knowledge or strategies that you can incorporate into your teaching.
2. Potential connections between the text and your teaching practice.
3. Adaptations to strategies and skills that best relate to your teaching context.
4. Potential areas for further inquiry.

Reflective journal prompts and reader responses should document the following:

1. Patterns, themes, and strategies from the readings that examine your beliefs and extend your understanding of the text.
2. Potential connections between the text and your practice.
3. Potential questions for further inquiry.

Self-assessments should document the following:

1. Prior experiences and existing beliefs that guide your teaching and learning.
2. Gaps in your learning to guide the development of goal setting that connects your learning to your plans for implementing the connections you are making.
3. Areas for further inquiry.
4. Level of participation in professional dialogue.

- The degree to which you have developed your inquiry plan in relation to the plan's criteria.

The inquiry plan should document the following:

- Annotations for additional, related professional journal articles that broaden your understanding of the key concepts.
- A plan of what you will implement as a result of your participation in the professional book study.
- A process for how you will implement the plan.
- A clear connection of how you will incorporate the concepts, knowledge, and strategies related to the study of the text.
- Considerations that may be addressed prior to implementing the plan.
- The context in which you will be implementing the plan.
- The evaluation measures and criteria for determining the quality of the inquiry plan.

Criteria for each assessment will be explained more thoroughly, in conjunction with the instructional activities.

Grading Policies

Grading policies are consistent with university policy as stated in the current Catalog and Student Handbook. Grading is based solely on the assessment of the student learning objectives. The grade of "I" (Incomplete) may or may not be given by the instructor at the student's request when the required work is not completed. The student must submit a written request to the instructor prior to the final class session, indicating when the work will be completed.

Participation in professional dialogue	20 Points	
Formative assessments	20 Points	
Reflective journal prompts	20 Points	
Self-assessments	20 Points	
Inquiry plan	20 Points	
Total		100 Points

Graduate Grading Scale

A	90-100%
B	80-89%
C	70-79%
NC	below 70%

University Conduct and Academic Policies

[Schools of Graduate and Professional Programs Student Handbook](#)

Included in the Handbook are details regarding SGPP Academic Policies, Registration & Tuition Policies, and University Conduct policy. Transcripts may be requested, free of charge, by submitting a [Transcript Request](#) form, which is found on the pdi.smumn.edu website.