



2020 - 2021

Course Catalog



UCLA

Extension

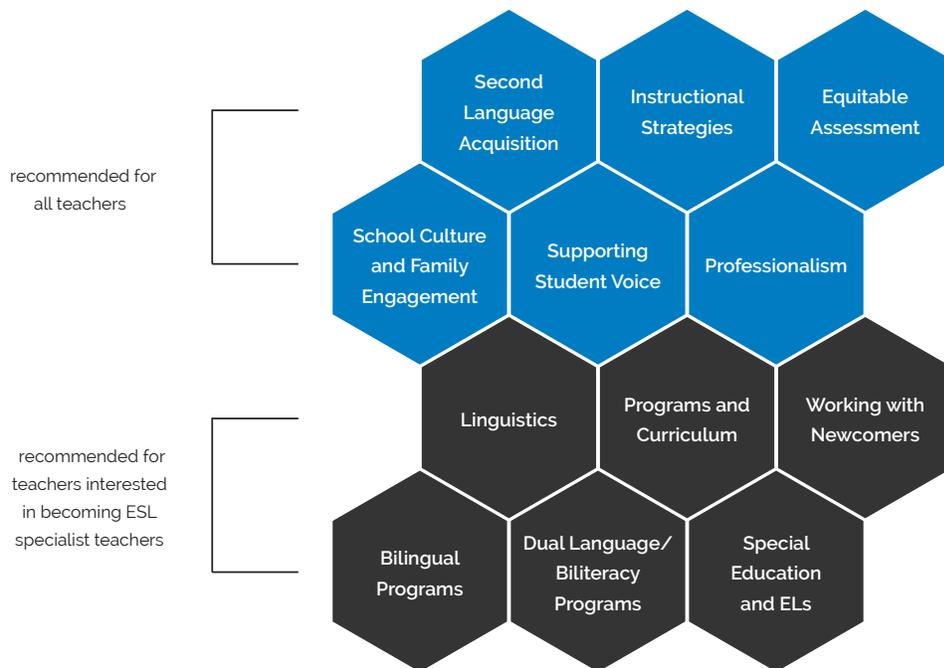
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INTRODUCTION AND OVERVIEW

A Tiered Approach to Micro-credentials in Career Advancement

WORKING WITH ENGLISH LEARNERS HONEYCOMB



The ExcEL Leadership Academy facilitates professional learning for teachers working with English Learners. ExcEL has developed a sequential, tiered approach to career advancement. Every classroom teacher working with English Learners should complete the six basic courses (shown in blue on the diagram above). Those who are interested in becoming ESL specialist teachers may go on to complete the second set of six courses (shown in black on the diagram). Syllabi for 7 courses are attached, the remaining 5 courses will be developed this year and submitted for approval.

Currently professional learning and growth is recognized through earned micro-credentials, facilitated through our LMS partner BloomBoard, Inc. The ExcEL micro-credentials are rigorous and ensure educators have reached the highest professional standards and demonstrated competence through evidence of improved classroom practice. ExcEL professional standards are aligned with national and state standards. We are seeking partnership with UCLA Extension to make graduate credit available for each individual course.

The ExcEL Leadership Academy is supported by funding from the US Department of Education's Office of English Language Acquisition through the National Professional Development program awards #T365Z170196 and #T365Z160244.



COURSE TITLE:

Fostering Positive School Cultures and Family Engagement for English Learners

COURSE NUMBER:	Education 317.7
COURSE DATES:	9/28/20 – 12/20/20
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR CONTACT INFORMATION:	
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment
UCLA EXTENSION CONTACT:	Helen Davis; hdavis@unex.ucla.edu

DESCRIPTION

The term school culture generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions. The term is often extended to include more concrete issues like the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity. School culture results from both conscious and unconscious perspectives, values, interactions, and practices. Students, parents, teachers, administrators, and other staff members all contribute to their school's culture, as do other influences such as the community in which the school is located, the policies that govern how it operates, or the principles upon which the school was founded. Individual educators positively impact the culture and climate of their schools in many ways. Effective educators demonstrate knowledge and respect for the backgrounds and cultures of the students and families living in their communities. They ensure multi-cultural perspectives are integrated in curriculum and resources are available. They take steps to ensure families, caregivers and community members are engaged and actively involved in supporting successful outcomes for students. The central question explored in this course is: How can you influence your school culture to make it welcoming and supportive for English Learners and their families? Students will demonstrate the capacity to foster positive school cultures and engage families of English Learners in the educational community (for example, by incorporating multi-cultural perspectives and materials) by applying four principles:

- Demonstrate knowledge of and respect for the backgrounds and cultures of the students and families living in their communities.
- Implementing curriculum that incorporates multicultural perspectives and materials.
- Engaging families as partners in their child's education.
- Supporting community connections that leverage and reinforce support for families.



Students will also build capacity in analysis, development, implementation and evaluation skills.

Effective educators of English Learners don't necessarily need to be experts or know everything, but they need to be open to and willing to learn about new ideas and perspectives. They can take positive steps to support positive school cultures and family engagement for English Learners in their classrooms and schools. Providing a safe learning environment is imperative to reduce a student's stress and anxiety and maximize language acquisition. This course addresses inequities experienced by students who are English Learners, and ensures educators develop strategies that improve fair access to education.

LEARNING GOALS AND OBJECTIVES

- Students understand the 4 principles characterizing a welcoming, inclusive and safe school culture for English Learners and their families.
- Students develop and implement programs or strategies promoting a welcoming, inclusive and safe school culture for English Learners and their families.
- Students will promote and implement developmentally, culturally and linguistically appropriate strategies for addressing diverse approaches to learning.

STUDENT OUTCOMES AND EVIDENCE OF LEARNING

Students will demonstrate their learning goals through:

- Analyzing their current professional practice. Analysis shows a clear understanding of the components supporting positive school culture and family engagement.
- Identifying professional skills for improvement. Two components for improvement are clearly identified. Reasons for the choices are included, and a clear description of the expected impact on students is included.
- Developing and implementing a plan for improvement professional skills. Goals are specific and measurable and clearly aligned to targeted components. Clear timelines and a process for measuring progress are included. Resources for professional learning are cited. Artifacts with annotations clearly demonstrate implementation of the skills you targeted for improvement.
- Providing evidence and written reflection to show achievement of goals. At least 1 new insight is clearly described. At least 1 component is highlighted for future improvement, and the reason for choice is clear and specific.



READINGS AND RESOURCES

<https://www.excelleadershipacademy.org/pages/design-studio/>

Explore ExcEL Leadership Academy resources on implementing student-led conferences with English Learners.

<https://www.excelleadershipacademy.org/pages/community-resources/>

The ExcEL Leadership Academy resource site provides multiple exemplars of family and community partnerships, including school-based celebrations of family heritage.

<https://talkingpts.org/>

Talking Points software allows you to reach all students and families in their home language, fostering strong partnerships and improved communication.

<https://diversebooks.org/resources/where-to-find-diverse-books/>

'We Need Diverse Books' is a grassroots organization of children's book lovers that advocates essential changes in the publishing industry to produce and promote literature that reflects and honors the lives of all young people.

https://www.youtube.com/watch?v=TuGL9_Isfyg

'Your Name is the Key' – Huda Essa speaks of the power behind your name and the ways in which learning names can teach us to be more culturally inclusive.

<https://www.colorincolorado.org/books-authors/multicultural-literature>

Colorin Colorado focus on multicultural literature, where you can learn more about books representing diverse cultures and backgrounds along with guidelines for selecting appropriate titles for libraries and classrooms.

<https://www.colorincolorado.org/create-welcoming-classroom>

Colorin Colorado focus on creating welcoming classrooms that foster a sense of belonging and ease anxiety, making students more receptive to learning.

<http://www.shellyterrell.com/cdt.html>

Shelly Terrell's 'Multiculturalism and the Culturally Diverse Curriculum' provides tips and resources for establishing school communities that recognize cultural diversity.

<https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>

Teaching Diverse Learners (TDL) Website. resource dedicated to enhancing the capacity of teachers to work effectively and equitably with English language learners (ELLs). This Web site provides access to information -- publications, educational materials, and the work of experts in the field -- that promotes high achievement for ELLs.

Bailey, A. & Heritage, M. 2018. Progressing students' language day by day. Thousand Oaks, CA: Corwin Press.

Hill, J. & Bjork, C. 2008. Classroom Instruction that Works with English Language Learners Facilitator's Guide. Alexandria, VA: ASCD.



EVALUATION

ASSIGNMENT 1: ANALYZE

Shadow an English Learner for a full day. Shadowing can be done physically or virtually.

Choose a student that you do not normally see or work with. The purpose is to expand your understanding from the perspective of the student. Use the shadowing opportunity to chat with the student and explore these questions:

- To what extent do you feel your culture and background are respected?
- To what extent do you see classroom materials and curricula that reflect perspectives, authors, and role models from your culture?
- Does your family feel connected and welcomed by the school?
- Are there community organizations and connections that are helpful to you and your family?

Complete the analysis template (attached), addressing the following in 300- to 500-words:

- A short reflection on each culture principle, including evidence from your shadowing experience and practice to support your analysis.
- Identify 2 specific skills or components that you would like to improve. Describe why you chose them and why you think they will have an impact on the students in your classroom.

Analyze Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Analysis of current skills	Analysis shows a clear understanding of the instructional strategies that scaffold learning at each stage of second language acquisition.	Analysis shows a partial understanding of the instructional strategies that scaffold learning at each stage of second language acquisition.	Analysis does not show a clear understanding of the instructional strategies that scaffold learning at each stage of second language acquisition.
Skills for improvement	Two components for improvement are clearly identified. Reasons for the choices are included and a clear description of the expected impact on students is included.	Two components for improvement are clearly identified. A clear description of the rationale for the choices or the expected impact on students is not evident.	Two components for improvement are not identified and clear descriptors of the rationale and student impact are not addressed.



ASSIGNMENT 2: DEVELOP

Develop a plan to improve your use of the 2 skills or components you identified in Analyze.

Write a 300- to 500-word plan that addresses the following:

- A clear description of the skills or components you will be working on.
- Highlight the supports that ensure access for English Learners.
- Measurable, specific goals for improvement with expected outcomes.
- Specific resources you will access to build your skill and professional knowledge.
- A timeline for implementation.
- A framework for determining if you met your goals.

Develop Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Improvement Plan	<p>Goals are specific and measurable, and clearly aligned to targeted components.</p> <p>Clear timelines and a process for measuring progress are included.</p> <p>Resources for professional learning are cited.</p>	<p>Goals are included but either are not specific and measurable, or not clearly aligned to targeted components.</p> <p>Timelines and a process for measuring progress are included.</p> <p>Resources for professional learning are cited.</p>	<p>The plan lacks clarity and specifics. Goals are not aligned with components targeted for improvement.</p> <p>Timelines and a process for measuring progress are not included.</p> <p>Resources for professional learning are not included.</p>

ASSIGNMENT 3: IMPLEMENT

Implement your improvement plan generated in Develop.

Capture and upload 5-7 artifacts from your implementation. Capture and upload 5-7 artifacts from your implementation. Make sure your artifacts illustrate both components you have targeted for improvement.

Annotate each artifact to provide context for how it demonstrates implementation.



Implement Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Improvement Plan	Artifacts with annotations clearly demonstrate implementation of the components you targeted for improvement.	Artifacts and annotations match some, but not all, of the components you have targeted for improvement.	Artifacts with annotations are not provided.

ASSIGNMENT 4: EVALUATE

Evaluate the impact your plan had with regard to your desired outcomes.

Write a 300- to 500-word reflection addressing the following prompts:

- Did you achieve your goals? Justify your response with examples from the artifacts in the Implement section and the evidence you collected as part of Develop.
- Review your rationale for selecting these two skills. What new learning or insights have you acquired, and how have they impacted your professional growth as a teacher?
- Reflecting back on your analysis of the 4 culture principles, what specific components do you plan to work on in the future, and why?

Evaluate Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Goals	Evidence and written reflection show achievement of goals.	Evidence and written reflection show effort toward achievement of goals.	Evidence and written reflection do not show achievement of goals.
Reflection	At least 1 new insight is clearly described. At least 1 component is highlighted for future improvement, and the reason for the choice is clear and specific.	At least 1 new insight is somewhat described. At least 1 component is highlighted for future improvement, but the reason for the choice is not clear and specific.	No new insight is described. No component is highlighted for future improvement.



FINAL PORTFOLIO

Students will combine the four completed assignments into a cohesive portfolio for review by the instructor.

The portfolio must be accompanied by a narrative reflection that addresses the essential question of the course: *How can you influence your school culture to make it welcoming and supportive for English Learners and their families?*

The narrative reflection should also address:

- A statement of teaching philosophy around linguistic diversity and linguistically appropriate practice in classrooms; and
- Growth in student perspectives around linguistic diversity and linguistic, developmental and culturally appropriate practice in classrooms.

The narrative reflection should be 500 – 1000 words in length.

EVALUATION

Satisfactory/Unsatisfactory

Students will receive a grade of 'satisfactory' upon review and acceptance of the final portfolio, including:

- Four completed assignments are provided with evidence of earning the Fostering Positive School Cultures and Family Engagement for English Learners micro-credential.
- A satisfactory narrative reflection addressing all required points.

COURSE POLICIES

- Students must first register and complete the associated micro-credential.
- All assignments will be assessed using the rubrics provided.
- Materials must be submitted within 8 weeks of registration.
- The policy for the ExcEL program is that course incompletes are only given under extenuating circumstances, with documentation.



ATTACHMENT — FOSTERING POSITIVE SCHOOL CULTURES AND FAMILY ENGAGEMENT FOR ENGLISH LEARNERS ANALYSIS TEMPLATE

SELF-RATING AND REFLECTION			
To what extent do you feel like you understand and respect the cultures and backgrounds of all your students?	<input type="checkbox"/> Not at all	<input type="checkbox"/> A bit	<input type="checkbox"/> Very well
Please explain, and provide evidence from your practice to support your self-rating ...			
To what extent do your classroom materials and curricula incorporate multicultural perspectives, authors and role models for students?	<input type="checkbox"/> Not at all	<input type="checkbox"/> A bit	<input type="checkbox"/> Very well
Please explain, and provide evidence from your practice to support your self-rating ...			
To what extent are you engaged with the families of your English Learners?	<input type="checkbox"/> Not at all	<input type="checkbox"/> A bit	<input type="checkbox"/> Very well
Please explain, and provide evidence from your practice to support your self-rating ...			
Are you aware of community connections that leverage and support immigrants and families that do not speak English? If you are aware, to what extent do you help students and families make connections with these community organizations?	<input type="checkbox"/> Not at all	<input type="checkbox"/> A bit	<input type="checkbox"/> Very well
Please explain, and provide evidence from your practice to support your self-rating ...			
Identify 2 specific skills or components that you would like to improve. Describe why you chose them and why you think they will have an impact on the students in your classroom.			



CSSR PROTOCOL FOR STUDENT SHADOWING

The purpose of shadowing is to help you see the school from the students' perspective. You should shadow students that you don't see in the normal course of your day.

This exercise is not about evaluating any individual teachers, but rather it's designed to give you a better sense of the needs of the students in the school.

GUIDANCE FOR SHADOWERS:

- Greet the student assigned to you as soon as he or she enters school.
- Introduce yourself and make sure the student understands that you will accompany him or her throughout the entire day.
- Introduce yourself to any of your student's friends that you meet during the course of the day.
- As you enter each classroom be sure that the teacher understands that you are not there to evaluate them in any way, but that you are there as part of a student needs assessment to support your own professional learning. Ask them to treat you as any other student and not to alter their plans for the class in any way.
- Do everything the student does during the entire day. If the student is expected to sit quietly and take notes, you do likewise. It's not okay to get lunch at some other time or place than the students or to stand outside of the classroom at any time during the class. If the students can't have impromptu conversations with the teachers then neither can you.
- In each class sit as close to your student as you can without disrupting the class.
- You must follow the rules established for student behavior. If passes are needed to go to the bathroom, you will need to obtain a pass.
- Lunch is a great opportunity to get the student perspective. Ask them and their friends any questions that might help to clarify some issues that have entered your mind up to that time. It is usually helpful to ask if this is a typical day at the school and how it might be different on other days.
- Take notes of what you observe during the course of the day.

A note-taking template is attached. Make as many copies of this as needed to support your memory during the day. Only use a computer or tablet to record notes if students are allowed to do the same.

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<p>What is the student doing in class? (Give examples)</p>	<p>On a scale of 1 - 10 (1 = lowest, 10 = highest), how engaged is the student in the class? Explain your answer.</p>
<p>What kind(s) of interactions does the student have with the teacher? (Give examples)</p>	<p>What is the student's opinion of the class?</p>
<p>How does the student interact with his / her classmates? (Give examples)</p>	<p>Other information:</p>

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COURSE TITLE:

Supporting Student Voice for English Learners

COURSE NUMBER:	Education 317.1
COURSE DATES:	9/28/20 – 12/20/20
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR CONTACT INFORMATION:	
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment
UCLA EXTENSION CONTACT:	Helen Davis; hdavis@unex.ucla.edu

DESCRIPTION

The irony of school life is that the students at the center of the educational enterprise are the least empowered members of the community. The barriers to empowerment are particularly challenging for English Learners who may literally find themselves without a voice in the school community. Students are empowered when education is designed to support student agency, voice, and student-centered-learning. Student voice emerges when the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school are respected, and when instructional approaches and techniques reflect student choices, interests, passions, and ambitions. Student agency refers to the level of control, autonomy, and power that a student experiences in an educational situation. Student agency can be manifest in the choice of learning environment, subject matter, approach, and/or pace. Student-centered learning refers to a systemic approach or way of thinking intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students. The central question explored in this course is: How do you empower English Learners in a student-centered environment? Students will demonstrate support for English Learners by promoting these four conditions for their students that develop student voice and agency in the educational community:

- The chance to belong to a group working to effect positive change in the learning environment (e.g., student governance or ambassador clubs).
- A trusting relationship with an adult advocate who knows and values them (e.g., advisories).
- Students have choice in what they learn and how they learn it (e.g., project-based learning).
- Students take ownership for their learning by setting goals and monitoring their progress (e.g., personal learning plans and student-led conferences).

Students will also build capacity in analysis, development, implementation and evaluation skills.



Effective educators of English Learners don't necessarily need to be experts or know everything, but they need to be open to and willing to learn about new ideas and perspectives. They can take positive steps to support student agency, voice, and student-centered learning in their classrooms and schools. Providing a safe learning environment is imperative to reduce a student's stress and anxiety and maximize language acquisition. This course addresses inequities experienced by students who are English Learners, and ensures educators develop strategies that improve fair access to education.

LEARNING GOALS AND OBJECTIVES

- Students understand the 4 conditions that support student voice for English Learners in the educational community.
- Students develop and implement a set of conditions in which EL students have a voice in the decision-making process about their own learning and issues that affect their daily experiences in school.
- Students will promote and implement developmentally, culturally and linguistically appropriate strategies for addressing diverse approaches to learning.

STUDENT OUTCOMES AND EVIDENCE OF LEARNING

Students will demonstrate their learning goals through:

- Analyzing their current professional skills. Analysis shows a clear understanding of the components supporting student voice.
- Identifying professional skills for improvement. Two components for improvement are clearly identified. Reasons for the choices are included, and a clear description of the expected impact on students is included.
- Developing and implementing a plan for improving professional skills. Goals are specific and measurable and clearly aligned to targeted components. Clear timelines and a process for measuring progress are included. Resources for professional learning are cited. Artifacts with annotations clearly demonstrate implementation of the skills you targeted for improvement.
- Providing evidence and written reflection to show achievement of goals. At least 1 new insight is clearly described. At least 1 component is highlighted for future improvement, and the reason for choice is clear and specific.

READINGS AND RESOURCES

<https://www.excelleadershipacademy.org/pages/design-studio/>

Explore ExcEL Leadership Academy resources on implementing student-led conferences with English Learners.

<https://www.excelleadershipacademy.org/pages/empowering-students/>

The ExcEL Leadership Academy resource site provides multiple exemplars of school and classroom practices that empower ELs, including advisories, mentoring, student ambassador groups, and student-led conferences for ELs.



<https://www.kqed.org/mindshift/43376/how-to-cultivate-student-agency-in-english-language-learners>

A good, basic overview of simple classroom strategies that can help ELs develop student agency and voice.

<https://i3.cssr.us/student-agency>

Resources and tools from the Center for Secondary School Redesign addressing ways to build student agency, including student governance and advisory programs. This resource is not EL-specific but applicable to students at all grade levels.

<https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>

Teaching Diverse Learners (TDL) Website. resource dedicated to enhancing the capacity of teachers to work effectively and equitably with English language learners (ELLs). This Web site provides access to information -- publications, educational materials, and the work of experts in the field -- that promotes high achievement for ELLs.

Bailey, A. & Heritage, M. 2018. Progressing students' language day by day. Thousand Oaks, CA: Corwin Press.

Hill, J. & Bjork, C. 2008. Classroom Instruction that Works with English Language Learners Facilitator's Guide. Alexandria, VA: ASCD.

EVALUATION

ASSIGNMENT 1: ANALYZE

Invite 3 to 5 of your English Learning students to share their perceptions. You can do this through a face-to-face conversation or a survey. There are some apps that can be useful for facilitating these conversations. You might try Flipgrid or Seesaw. Once you have settled on a method, explore these four questions:

- Do you feel like you have any control over how this school operates? Do you do anything to help make the school better? For example, do you help make decisions about rules and policies?
- Is there an adult in the building who knows you well, someone you trust and can talk with? Does anyone check in with you to see how you are doing?
- Do you feel like you have a say in what and how you learn? For example, do you ever get to choose topics or how you demonstrate what you learned?
- Have you ever set personal learning goals? Do you know how you are doing in school, and where to get academic help when needed? Would you like the opportunity to conduct a conference with your teacher and your family?

Complete the Supporting Student Voice for English Learners analysis template (attached) describing in 300- to 500-words:

- A short summary of what you learned from the students for each student voice principle, as well as your own reflection on how your current state of practice supports the principle.



- Identify 2 specific skills or components that you would like to improve. Describe why you chose them and why you think they will have an impact on the students in your classroom.
- in your classroom.

Analyze Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Analysis of current skills	Analysis shows a clear understanding of the current level of practice for each of the four components. Analysis refers to evidence provided by students.	Analysis shows a partial understanding of the current level of practice for each of the four components. Analysis refers to evidence provided by students.	Analysis does not show a clear understanding of the current level of practice for each of the four components. Analysis does not refer to evidence provided by students.
Skills for improvement	Two components for improvement are clearly identified. Reasons for the choices are included, and a clear description of the expected impact on students is included.	Two components for improvement are clearly identified. A clear description of the rationale for the choices or the expected impact on students is not evident.	Two components for improvement are not identified, and clear descriptors of the rationale and student impact are not addressed.

ASSIGNMENT 2: DEVELOP

Develop a plan to improve your use of the 2 skills or components you identified in Analyze.

Write a 300- to 500-word plan that addresses the following:

- A clear description of the skills or components you will be working on.
- Highlight the supports that ensure access for English Learners
- Measurable, specific goals for improvement with expected outcomes.
- Specific resources you will access to build your skill and professional knowledge.
- Timeline for implementation.
- A framework for determining if you met your goals.



Develop Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Improvement Plan	<p>Goals are specific and measurable, and clearly aligned to targeted components.</p> <p>Clear timelines and a process for measuring progress are included.</p> <p>Resources for professional learning are cited.</p>	<p>Goals are included but either are not specific and measurable, or not clearly aligned to targeted components.</p> <p>Timelines and a process for measuring progress are included.</p> <p>Resources for professional learning are cited.</p>	<p>The plan lacks clarity and specifics. Goals are not aligned with components targeted for improvement.</p> <p>Timelines and a process for measuring progress are not included.</p> <p>Resources for professional learning are not included.</p>

ASSIGNMENT 3: IMPLEMENT

Implement your improvement plan generated in Develop.

Capture and upload 5-7 artifacts from your implementation, including at least one 2-3 minute video recording and one student-generated artifact.

Annotate each artifact to provide context for how it demonstrates implementation. Make sure your artifacts illustrate both components you have targeted for improvement.

Implement Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Improvement Plan	<p>Artifacts with annotations clearly demonstrate implementation of the components you targeted for improvement.</p>	<p>Artifacts and annotations match some, but not all, of the components you have targeted for improvement.</p>	<p>Artifacts with annotations are not provided.</p>



ASSIGNMENT 4: EVALUATE

Evaluate the impact your plan had with regard to your desired outcomes.

Write a 300- to 500-word reflection addressing the following prompts:

- Did you achieve your goals? Justify your response with examples from the artifacts in the Implement section and the evidence you collected as part of Develop.
- Review your rationale for selecting these two skills. What new learning or insights have you acquired, and how have they impacted your professional growth as a teacher?
- Reflecting back on your analysis of the 4 empowerment principles, what specific components do you plan to work on in the future, and why?

Evaluate Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Goals	Evidence and written reflection show achievement of goals.	Evidence and written reflection show effort toward achievement of goals.	Evidence and written reflection do not show achievement of goals.
Reflection	At least 1 new insight is clearly described. At least 1 component is highlighted for future improvement, and the reason for the choice is clear and specific.	At least 1 new insight is somewhat described. At least 1 component is highlighted for future improvement, but the reason for the choice is not clear and specific.	No new insight is described. No component is highlighted for future improvement.

FINAL PORTFOLIO

Students will combine the four completed assignments into a cohesive portfolio for review by the instructor.

The portfolio must be accompanied by a narrative reflection that addresses the essential question of the course:
How do you empower English Learners in a student-centered environment?

The narrative reflection should also address:

- A statement of teaching philosophy around linguistic diversity and linguistically appropriate practice in classrooms; and
- Growth in student perspectives around linguistic diversity and linguistic, developmental and culturally appropriate practice in classrooms.

The narrative reflection should be 500 – 1000 words in length.



EVALUATION

Satisfactory/Unsatisfactory

Students will receive a grade of 'satisfactory' upon review and acceptance of the final portfolio, including:

- Four completed assignments are provided with evidence of earning the Supporting Student Voice for English Learners micro-credential.
- A satisfactory narrative reflection addressing all required points.

COURSE POLICIES

- Students must first register and complete the associated micro-credential.
- All assignments will be assessed using the rubrics provided.
- Materials must be submitted within 8 weeks of registration.
- The policy for the ExcEL program is that course incompletes are only given under extenuating circumstances, with documentation.



ATTACHMENT — SUPPORTING STUDENT VOICE FOR ENGLISH LEARNERS ANALYSIS TEMPLATE

	STUDENT OBSERVATIONS	MY OBSERVATIONS
The chance to belong to a group working to effect positive change in the learning environment.		
A trusting relationship with an adult advocate who knows and values them.		
Students have choice in what they learn, and how they learn it.		

Identify 2 specific skills or components that you would like to improve. Describe why you chose them and why you think they will have an impact on the students in your classroom.



COURSE TITLE:

Connecting the Stages of Second Language Acquisition to Instruction

COURSE NUMBER:	Education 317.2
COURSE DATES:	9/28/20 – 12/20/20
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR CONTACT INFORMATION:	
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment
UCLA EXTENSION CONTACT:	Helen Davis; hdavis@unex.ucla.edu

DESCRIPTION

A basic understanding of second language acquisition (SLA) allows educators to understand what their students are experiencing as they progress through the various stages. By knowing the characteristics of each stage, the educator can more effectively plan instruction that makes content comprehensible to students. Additionally, understanding SLA will reinforce the reality that students demonstrating fluency in conversational language may still be struggling with academic language. This need to develop academic language skills cannot be ignored. The central question explored in this course is: What is the process of Second Language Acquisition and how can educators apply this information to improve learning outcomes for English Learners? Students will identify and support the 5 stages of second language acquisition, and implement practices supporting effective instruction at each stage (for example, tiering questions to match the stages of language acquisition). Students will also build capacity in analysis, development, implementation and evaluation skills.

Effective educators of English Learners don't necessarily need to be experts or know everything, but they need to be open to and willing to learn about new ideas and perspectives. They can take positive steps to understand the language needs of ELs in their classroom. Providing a safe learning environment is imperative to reduce a student's stress and anxiety and maximize language acquisition. This course addresses inequities experienced by students who are English Learners, and ensures educators develop strategies that improve fair access to education.



LEARNING GOALS AND OBJECTIVES

- Students will develop a basic understanding of the five stages of second language acquisition (SLA) theory.
- Students will learn to apply effective instructional strategies that support students at each stage of language acquisition.
- Students will promote and implement developmentally, culturally and linguistically appropriate strategies for addressing diverse approaches to learning.

STUDENT OUTCOMES AND EVIDENCE OF LEARNING

Students will demonstrate their learning goals through:

- Analyzing their current pedagogical skills. Analysis shows a clear understanding of the instructional strategies that scaffold learning at each stage of second language acquisition.
- Identifying pedagogical skills for improvement. Two components for improvement are clearly identified. Reasons for the choices are included and a clear description of the expected impact on students is included.
- Developing and implementing a plan for improvement of pedagogical skills. Goals are specific and measurable and clearly aligned to targeted components. Clear timelines and a process for measuring progress are included. Resources for professional learning are cited. Artifacts with annotations clearly demonstrate implementation of the components you targeted for improvement.
- Providing evidence and written reflection to show achievement of goals. At least 1 new insight is clearly described. At least 1 component is highlighted for future improvement, and the reason for choice is clear and specific.

READINGS AND RESOURCES

<https://www.colorincolorado.org/article/language-acquisition-overview>

"Language Acquisition: An Overview" on the Colorin Colorado! Website:

https://docs.google.com/presentation/d/1CJcrh3C2SAensUaLJWU-nNO6nvOtFF86GaUQyy6m_GU/edit#slide=id.g3dd8882ebb_0_5

Characteristics of SLA Stages (short PowerPoint on the stages of language acquisition).

<http://www.actiondyslexia.co.uk/downloads/Principlesofsecondlanguageacquisition.pdf>

CAL Digest on SLA (pdf file)

https://mextesol.net/journal/index.php?page=journal&id_article=464

"How SLA Theory Changed My Practice: Content Area Teachers of ELLs Talk" (article in MEXTESOL Journal)

Bailey, A. & Heritage, M. 2018. Progressing students' language day by day. Thousand Oaks, CA: Corwin Press.



Hill, J. & Bjork, C. 2008. Classroom Instruction that Works with English Language Learners Facilitator's Guide. Alexandria, VA: ASCD.

<https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>

Teaching Diverse Learners (TDL) Website. resource dedicated to enhancing the capacity of teachers to work effectively and equitably with English language learners (ELLs). This Web site provides access to information -- publications, educational materials, and the work of experts in the field -- that promotes high achievement for ELLs.

EVALUATION

ASSIGNMENT 1: ANALYZE

Read the article "Language Acquisition: An Overview" on the Colorin Colorado! Website:

<https://www.colorincolorado.org/article/language-acquisition-overview>

Write a 300- to 500- reflection on your own instructional practice, and how you plan and deliver instruction for students at different stages of second language acquisition. What strategies do you routinely employ for students at each stage? What are your strengths?

Identify 2 specific instructional strategies you would like to improve. If you are working with students at different stages of language acquisition, choose one strategy designed to work well with beginning students and one designed to work well intermediate students. Describe why you chose them and why you think they will have an impact on the students in your classroom.

Analyze Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Analysis of current skills	Analysis shows a clear understanding of the instructional strategies that scaffold learning at each stage of second language acquisition.	Analysis shows a partial understanding of the instructional strategies that scaffold learning at each stage of second language acquisition.	Analysis does not show a clear understanding of the instructional strategies that scaffold learning at each stage of second language acquisition
Skills for improvement	Two components for improvement are clearly identified. Reasons for the choices are included and a clear description of the expected impact on students in included.	Two components for improvement are clearly identified. A clear description of the rationale for the choices or the expected impact on students is not evident.	Two components for improvement are not identified, and clear descriptors of the rationale and student impact are not addressed.



ASSIGNMENT 2: DEVELOP

Develop a plan to improve your use of the 2 skills or components you identified in your Analysis section. Write a 300 to 500-word plan that addresses the following:

- Describe the student(s) you will be targeting, including the stage of language acquisition, home language, and any English language proficiency assessment results available (i.e., state ELD annual assessment)
- A clear description of the skills or components you will be working on.
- Measurable, specific goals for improvement with expected outcomes.
- Specific resources you will access to build your skill and professional knowledge.
- Timeline for implementation.
- How you will determine if you met your goals.

Develop Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Improvement Plan	<p>Goals are specific and measurable, and clearly aligned to targeted components.</p> <p>Clear timelines and a process for measuring progress are included.</p> <p>Resources for professional learning are cited.</p>	<p>Goals are included but either are not specific and measurable, or not clearly aligned to targeted components.</p> <p>Timelines and a process for measuring progress are included.</p> <p>Resources for professional learning are cited.</p>	<p>The plan lacks clarity and specifics. Goals are not aligned with components targeted for improvement.</p> <p>Timelines and a process for measuring progress are not included.</p> <p>Resources for professional learning are not included.</p>

ASSIGNMENT 3: IMPLEMENT

Implement your improvement plan generated in your Design section. Capture and upload 5 to 7 artifacts from your implementation, including at least one 2-3-minute classroom video recording, 1 lesson plan and 1 example of student work. Annotate each resource to provide context for how it demonstrates implementation. Make sure your artifacts illustrate both instructional components you have targeted for improvement.

Implement Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Improvement Plan	<p>Artifacts with annotations clearly demonstrate implementation of the components you targeted for improvement.</p>	<p>Artifacts and annotations match some, but not all, of the components you have targeted for improvement.</p>	<p>Artifacts with annotations are not provided.</p>



ASSIGNMENT 4: EVALUATE

Evaluate the impact your plan had with regard to your desired outcomes. Write a 300 to 500-word reflection addressing the following prompts:

- Did you achieve your goals? Justify your response with examples from the artifacts in the Implement section and the evidence you collected as part of your design.
- What new learning or insights have you acquired?
- What specific instructional practices do you plan to work on in the future, and why?

Evaluate Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Goals	Evidence and written reflection show achievement of goals.	Evidence and written reflection show effort toward achievement of goals.	Evidence and written reflection do not show achievement of goals.
Reflection	At least 1 new insight is clearly described. At least 1 component is highlighted for future improvement, and the reason for the choice is clear and specific.	At least 1 new insight is somewhat described. At least 1 component is highlighted for future improvement, but the reason for the choice is not clear and specific.	No new insight is described. No component is highlighted for future improvement.

FINAL PORTFOLIO

Students will combine the four completed assignments into a cohesive portfolio for review by the instructor.

The portfolio must be accompanied by a narrative reflection that addresses the essential question of the course: What is the process of Second Language Acquisition and how can educators apply this information to improve learning outcomes for English Learners?

The narrative reflection should also address:

- A statement of teaching philosophy around linguistic diversity and linguistically appropriate practice in classrooms; and
- Growth in student perspectives around linguistic diversity and linguistic, developmental and culturally appropriate practice in classrooms.

The narrative reflection should be 500 – 1000 words in length.



EVALUATION

Satisfactory/Unsatisfactory

Students will receive a grade of 'satisfactory' upon review and acceptance of the final portfolio, including:

- Four completed assignments are provided with evidence of earning the Connecting the Stages of Second Language Acquisition to Instruction micro-credential.
- A satisfactory narrative reflection addressing all required points.

COURSE POLICIES

- Students must first register and complete the associated micro-credential.
- All assignments will be assessed using the rubrics provided.
- Materials must be submitted within 8 weeks of registration.
- The policy for the ExcEL program is that course incompletes are only given under extenuating circumstances, with documentation.



COURSE TITLE:

Implementing Instructional Strategies for English Learners

COURSE NUMBER:	Education 317.4
COURSE DATES:	9/28/20 – 12/20/20
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR CONTACT INFORMATION:	
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment
UCLA EXTENSION CONTACT:	Helen Davis; hdavis@unex.ucla.edu

DESCRIPTION

The central question explored in this course is: What strategies and technology can be implemented to make content comprehensible to English Learners at all proficiency levels? Given the right tools, English Learners (ELs) can make significant gains in acquiring the language. The key is finding appropriate strategies to support students. What are the research-based strategies that will make content comprehensible and facilitate language learning? This course will allow participants to investigate and apply various instructional techniques and learning strategies to improve academic and personal growth outcomes for students. Students will develop instructional scaffolds and supports, and implement them to ensure instruction meets the needs of English Learners (for example, using language and content objectives in lessons). Students will also build capacity in analysis, development, implementation and evaluation skills.

Effective educators of English Learners don't necessarily need to be experts or know everything, but they need to be open to and willing to learn about new ideas and perspectives. They can take positive steps to understand the language needs of ELs in their classroom. Providing a safe learning environment is imperative to reduce a student's stress and anxiety and maximize language acquisition. This course addresses inequities experienced by students who are English Learners, and ensures educators develop strategies that improve fair access to education.



LEARNING GOALS AND OBJECTIVES

- Students develop a basic understanding of research-based strategies that make content comprehensible and facilitate language learning.
- Students can scaffold learning in ways that make rigorous, grade-level appropriate academic content accessible for English Learners (ELs).
- Students will promote and implement developmentally, culturally and linguistically appropriate strategies for addressing diverse approaches to learning.

STUDENT OUTCOMES AND EVIDENCE OF LEARNING

Students will demonstrate their learning goals through:

- Analyzing their current instructional skills. Analysis shows a clear understanding of the current level of practice against research-based scaffolding techniques and refers to evidence of student engagement.
- Identifying instructional skills for improvement. Two components for improvement are clearly identified. Reasons for the choices are included and a clear description of the expected impact on students is included.
- Developing and implementing a plan for improvement of instructional skills. Goals are specific and measurable and clearly aligned to targeted components. Clear timelines and a process for measuring progress are included. Resources for professional learning are cited. Artifacts with annotations clearly demonstrate implementation of the skills you targeted for improvement.
- Providing evidence and written reflection to show achievement of goals. At least 1 new insight is clearly described. At least 1 component is highlighted for future improvement, and the reason for choice is clear and specific.

READINGS AND RESOURCES

<http://www.cal.org/siop/lesson-plans/>

The Center for Applied Linguistics has many resources on the SIOP model, including a wealth of lesson plans and samples of instructional approaches for each SIOP component.

<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

California English Language Development Standards (K-12)

https://portal.ct.gov/-/media/SDE/English-Learners/CELP_Standards.pdf?la=en

The Connecticut English Language Proficiency (CELP) Standards is a comprehensive document that describes what students can do in the classroom according to their language proficiency. The appendix includes a wide array of resources that are useful in supporting the language development of ELs.



<https://www.excelleadershipacademy.org/pages/personalizing-instruction/>

Growing library of classroom vignettes and teacher developed exemplars of personalized instructional approaches for ELs

<https://docs.google.com/document/d/1aLd1dm2MAbjtT-B79NxVYuSX-ZoUlouPK2eZaPou8SY/preview>

SIOP and various resources to aid the teacher with planning and instruction

<https://www.qtel.wested.org/>

WestEd's Quality Teaching for English Learners (QTEL) provides educators with the tools they need to help all students, particularly English language learners, achieve college and career readiness. Online resources include curriculum, lesson plans and research summaries.

<https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>

Teaching Diverse Learners (TDL) Website. resource dedicated to enhancing the capacity of teachers to work effectively and equitably with English language learners (ELLs). This Web site provides access to information -- publications, educational materials, and the work of experts in the field -- that promotes high achievement for ELLs.

Bailey, A. & Heritage, M. 2018. Progressing students' language day by day. Thousand Oaks, CA: Corwin Press.

Hill, J. & Bjork, C. 2008. Classroom Instruction that Works with English Language Learners Facilitator's Guide. Alexandria, VA: ASCD.

EVALUATION

ASSIGNMENT 1: ANALYZE

Analyze the strategies, supports, modifications and technologies you are currently using to engage ELs during class every day to facilitate content and language learning.

Recruit a trusted, knowledgeable peer who can observe your teaching. Then have your colleague observe you for one or more lessons, watching for your use of SIOP strategies, and completing the Instructional Strategies template (attached). Videotaping your classroom for review would work as well. Debrief the findings together.

Use this template to write a 300- to 500-word response to the following:

- Analyze your instructional strengths and challenges for each of the SIOP components. As part of your analysis, be sure to comment on evidence of student engagement in your classroom.
- Identify 2 specific SIOP components that you would like to improve. Include a clear rationale that describes why you think they will have an impact on the students in your classroom and how they will impact your professional growth as a teacher.



Analyze Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Analysis of current skills	Analysis shows a clear understanding of the instructional strategies that scaffold learning at each stage of second language acquisition.	Analysis shows a partial understanding of the instructional strategies that scaffold learning at each stage of second language acquisition.	Analysis does not show a clear understanding of the instructional strategies that scaffold learning at each stage of second language acquisition
Skills for improvement	Two components for improvement are clearly identified. Reasons for the choices are included and a clear description of the expected impact on students is included.	Two components for improvement are clearly identified. A clear description of the rationale for the choices or the expected impact on students is not evident.	Two components for improvement are not identified, and clear descriptors of the rationale and student impact are not addressed.

ASSIGNMENT 2: DEVELOP

Develop a plan to improve your use of the 2 SIOP components you identified in your Analysis section. Write a 300 to 500-word plan that addresses the following:

- A clear description of the instructional strategies you will be working on.
- Measurable, specific goals for improvement with expected outcomes.
- Specific resources you will access to build your skill and professional knowledge.
- Timeline for implementation.
- How you will determine if you met your goals.

Develop Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Improvement Plan	Goals are specific and measurable, and clearly aligned to targeted components. Clear timelines and a process for measuring progress are included. Resources for professional learning are cited.	Goals are included but either are not specific and measurable, or not clearly aligned to targeted components. Timelines and a process for measuring progress are included. Resources for professional learning are cited.	The plan lacks clarity and specifics. Goals are not aligned with components targeted for improvement. Timelines and a process for measuring progress are not included. Resources for professional learning are not included.

ASSIGNMENT 3: IMPLEMENT

Implement your improvement plan generated in your Design section. Capture and upload 5 to 7 artifacts from your implementation. Make sure to include at least one 2-3-minute classroom video recording, at least one lesson plan and at least one student assignment. Annotate each resource to provide context and specify which SIOP component(s) are being implemented. Make sure your artifacts illustrate both instructional components you have targeted for improvement.

Implement Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Improvement Plan	Artifacts with annotations clearly demonstrate implementation of the instructional skills you targeted for improvement.	Artifacts and annotations match some of the instructional skills you have targeted for improvement, but not all.	Artifacts with annotations are not provided.

ASSIGNMENT 4: EVALUATE

Evaluate the impact your plan had with regard to your desired outcomes. Write a 300 to 500-word reflection addressing the following prompts:

- Did you achieve your goals? Justify your response with examples from the artifacts in the Implement section and the evidence you collected as part of your design.
- Review your rationale for selecting these two skills. What new learning or insights have you acquired, and how have they impacted your professional growth as a teacher?
- Reflecting back on your analysis of the 8 SIOP principles, what specific instructional practices do you plan to work on in the future, and why?

Evaluate Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Goals	Evidence and written reflection show achievement of goals.	Evidence and written reflection show effort toward achievement of goals.	Evidence and written reflection do not show achievement of goals.
Reflection	At least 1 new insight is clearly described. At least 1 component is highlighted for future improvement, and the reason for the choice is clear and specific.	At least 1 new insight is somewhat described. At least 1 component is highlighted for future improvement, but the reason for the choice is not clear and specific.	No new insight is described. No component is highlighted for future improvement.



FINAL PORTFOLIO

Students will combine the four completed assignments into a cohesive portfolio for review by the instructor.

The portfolio must be accompanied by a narrative reflection that addresses the essential question of the course: What strategies and technology can be implemented to make content comprehensible to English Learners at all proficiency levels?

The narrative reflection should also address:

- A statement of teaching philosophy around linguistic diversity and linguistically appropriate practice in classrooms; and
- Growth in student perspectives around linguistic diversity and linguistic, developmental and culturally appropriate practice in classrooms.

The narrative reflection should be 500 – 1000 words in length.

EVALUATION

Satisfactory/Unsatisfactory

Students will receive a grade of 'satisfactory' upon review and acceptance of the final portfolio, including:

- Four completed assignments are provided with evidence of earning the Implementing Instructional Strategies for English Learners micro-credential.
- A satisfactory narrative reflection addressing all required points.

COURSE POLICIES

- Students must first register and complete the associated micro-credential.
- All assignments will be assessed using the rubrics provided.
- Materials must be submitted within 8 weeks of registration.
- The policy for the ExcEL program is that course incompletes are only given under extenuating circumstances, with documentation.



ATTACHMENT — IMPLEMENTING INSTRUCTIONAL STRATEGIES FOR ENGLISH LEARNERS **INSTRUCTIONAL STRATEGIES OBSERVATION AND ANALYSIS TEMPLATE**

Based on: The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008)

DIRECTIONS:

Have a colleague observe or videotape one (or more) lessons in your classroom, making note of each SIOP strategy used. Debrief, capturing comments on your use of strategies and student engagement during the lesson.

Next, analyze your instructional strengths and challenges for each of the SIOP components. As part of your analysis, be sure to comment on evidence of student engagement in your classroom. Include your analysis directly on the attached chart for each component.

Finally, identify 2 specific SIOP components that you would like to improve. Describe why you chose them and why you think they will have an impact on the students in your classroom. Include your reflections here:

Your reflections:



LESSON PREPARATION	
Content objectives are clearly defined, displayed and reviewed with students Language objectives are clearly defined, displayed, and reviewed with students Content concepts appropriate for age and educational background of students Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals) Adaptation of content (e.g., text, assignment) to all levels of student proficiency Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking	Observations:
Your reflections on personal strengths and challenges:	
BUILDING BACKGROUND	
Concepts explicitly linked to students' background experiences Links explicitly made between past learning and new concepts Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	Observations:
Your reflections on personal strengths and challenges:	
COMPREHENSIBLE INPUT	
Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) Clear explanation of academic tasks A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)	Observations:
Your reflections on personal strengths and challenges:	



STRATEGIES	
Ample opportunities provided for students to use learning strategies Scaffolding techniques consistently used to assist and supporting student understanding (e.g., think-alouds) A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)	Observations:
Your reflections on personal strengths and challenges:	
INTERACTION	
Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts Grouping configurations support language and content objectives of the lesson Sufficient wait time for student responses consistently provided Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text	Observations:
Your reflections on personal strengths and challenges:	
PRACTICE AND APPLICATION	
Hands-on materials and/or manipulatives provided for students to practice using new content knowledge Activities provided for students to apply content and language knowledge in the classroom Activities integrate all language skills (i.e., reading, writing, listening, and speaking)	Observations:
Your reflections on personal strengths and challenges:	



LESSON DELIVERY	
Content objectives clearly supported by lesson delivery Language objectives clearly supported by lesson delivery Students engaged approximately 90% to 100% of the period Pacing of the lesson appropriate to students' ability level	Observations:
Your reflections on personal strengths and challenges:	
REVIEW AND ASSESSMENT	
Comprehensive review of key vocabulary Comprehensive review of key content concepts Regular feedback provided to students on their output (e.g., language, content, work) Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson	Observations:
Your reflections on personal strengths and challenges:	



COURSE TITLE:

Utilizing Equitable Assessments for English Learners

COURSE NUMBER:	Education 317.3
COURSE DATES:	9/28/20 – 12/20/20
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR CONTACT INFORMATION:	
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment
UCLA EXTENSION CONTACT:	Helen Davis; hdavis@unex.ucla.edu

DESCRIPTION

Assessments can provide useful data for teaching and learning; however, concerning English learners, educators must ensure that these assessments are equitable and provide valid data. Classroom assessments should not be a one-size-fits-all, but should take a student's language proficiency into account. This course encourages educators to explore how they can design assessments that are appropriate for English Learners. These assessments in turn can be utilized to monitor student progress, provide constructive feedback to students, and drive instruction. Educators can also learn how to gather and analyze data from various assessments to get a clear understanding of a student's strengths and weaknesses. This analysis can then be used to plan instruction that addresses both areas. The central question explored in this course is: How can educators ensure that assessments of English Learners at various levels of proficiency are equitable and valid measures of their learning? Students will identify the challenges of assessment for English Learners, and modify assessments to accurately reflect what students learning English know and are able to do (for example, by using language progressions to understand the developmental nature of language features). Students will also build capacity in analysis, development, implementation and evaluation skills.

Effective educators of English Learners don't necessarily need to be experts or know everything, but they need to be open to and willing to learn about new ideas and perspectives. They can take positive steps to provide effective assessments in their classrooms. Providing a safe learning environment is imperative to reduce a student's stress and anxiety and maximize language acquisition. This course addresses inequities experienced by students who are English Learners, and ensures educators develop strategies that improve fair access to education.



LEARNING GOALS AND OBJECTIVES

- Students understand that language and content are interrelated in assessment.
- Students develop and implement equitable assessments that address developmental language and content in their classrooms.
- Students will promote and implement developmentally, culturally and linguistically appropriate strategies for addressing diverse approaches to learning.

STUDENT OUTCOMES AND EVIDENCE OF LEARNING

Students will demonstrate their learning goals through:

- Analyzing their current skill with formative and summative assessment. Analysis shows a clear understanding of the challenges of assessment for English Learners.
- Identifying assessment skills for improvement. Two modifications are clearly identified. Reasons for the choices are included, and a clear description of the expected impact on students is included.
- Developing and implementing a plan for improvement of assessment skills. Goals are specific and measurable and clearly aligned to targeted components. Clear timelines and a process for measuring progress are included. Resources for professional learning are cited. Artifacts with annotations clearly demonstrate implementation of the skills you targeted for improvement.
- Providing evidence and written reflection to show achievement of goals.

READINGS AND RESOURCES

<https://www.dllp.org/>

Dynamic Language Learning Progressions site. The Dynamic Language Learning Progression Project is part of a larger effort to improve the assessment of the English language proficiency of preK-12 English language learners. The project is funded through a subcontract to GSE&IS at UCLA from the ASSETS Consortium at the Wisconsin Center for Education Research. The project draws on the expertise of project staff in the areas of academic language development and assessment, as well as formative assessment and data use by education professionals.

<http://eveaproject.com/>

Site focused on evaluating validity of English Language Proficiency Assessments

<https://ell.stanford.edu/>

Stanford University Understanding Language site.

<https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>

Teaching Diverse Learners (TDL) Website. resource dedicated to enhancing the capacity of teachers to work



effectively and equitably with English language learners (ELLs). This Web site provides access to information -- publications, educational materials, and the work of experts in the field — that promotes high achievement for ELLs.

Bailey, A. & Heritage, M. 2018. Progressing students' language day by day. Thousand Oaks, CA: Corwin Press.

Hill, J. & Bjork, C. 2008. Classroom Instruction that Works with English Language Learners Facilitator's Guide. Alexandria, VA: ASCD.

EVALUATION

ASSIGNMENT 1: ANALYZE

Choose two examples of completed classroom assessments you regularly use. One should be a quick formative assessment tool that you typically use to quickly check in on student learning. The second should be a more summative type assessment, such as an end-of-unit exam or research paper.

Reflect on differences you observe between responses generated by ELs and those generated by native English speakers.

Write a 300- to 500-word response to the following:

- How confident are you that these assessments accurately reflect what your EL students know and are able to do? What barriers to student understanding or expression do you think might exist? Explain why you feel that way.
- Identify a specific modification you could make to each assessment (2 modifications) that would provide you with a more accurate understanding of EL student learning. Describe why you chose them and why you think they will have an impact on the students in your classroom.

Analyze Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Analysis of current skills	Analysis shows a clear understanding of the challenges of assessment for English Learners. Analysis refers to evidence of student work.	Analysis either shows a clear understanding of the current challenges of assessment for English Learners or includes evidence of student work.	Analysis does not show a clear understanding of the challenges of assessment for English Learners and does not include evidence of student work.
Skills for improvement	Two modifications are clearly identified. Reasons for the choices are included, and a clear description of the expected impact on students is included.	Two modifications are clearly identified. A clear description of the rationale for the choices or the expected impact on students is not evident.	Two modification are not identified, and clear descriptors of the rationale and student impact are not addressed.



ASSIGNMENT 2: DEVELOP

Develop a plan to improve your use of the 2 modifications you identified in Analyze.

Collect and save the results of both target assessments as 'pre' samples and scores before you begin. Write a 300- to 500-word plan that addresses the following:

- A clear description of the skills or components you will be working on.
- Measurable, specific goals for improvement with expected outcomes.
- Specific resources you will access to build your skill and professional knowledge.
- Timeline for implementation.
- A framework for determining if you met your goals.

Develop Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Improvement Plan	Goals are specific and measurable, and clearly aligned to targeted instructional strategies. Clear timelines and a process for measuring progress are included. Resources for professional learning are cited.	Goals are included but either are not specific and measurable, or not clearly aligned to targeted instructional strategies. Timelines and a process for measuring progress are included. Resources for professional learning are cited.	The plan lacks clarity and specifics. Goals are not aligned with instructional strategies targeted for improvement. Timelines and a process for measuring progress are not included. Resources for professional learning are not included.

ASSIGNMENT 3: IMPLEMENT

Implement your improvement plan generated in your Develop section.

Capture and upload 5-7 artifacts from your implementation, making sure you clearly show how assessments were altered. Include evidence of pre- (before modification) and post- (after modification) student results.

Annotate each artifact to provide context for how it demonstrates implementation. Make sure your artifacts illustrate both assessments you have targeted for modification.



Implement Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Improvement Plan	Artifacts with annotations clearly demonstrate implementation of the instructional skills you targeted for improvement.	Artifacts and annotations match some of the instructional skills you have targeted for improvement, but not all.	Artifacts with annotations are not provided.

ASSIGNMENT 4: EVALUATE

Evaluate the impact your plan had with regard to your desired outcomes.

Write a 300- to 500-word reflection addressing the following prompts:

- Did you achieve your goals? Justify your response with examples from the artifacts in the Implement section and the evidence you collected as part of Develop.
- What new learning or insights have you acquired?
- What specific assessment practices to you plan to work on in the future, and why?

Evaluate Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Goals	Evidence and written reflection show achievement of goals.	Evidence and written reflection show effort toward achievement of goals.	Evidence and written reflection do not show achievement of goals.

FINAL PORTFOLIO

Students will combine the four completed assignments into a cohesive portfolio for review by the instructor.

The portfolio must be accompanied by a narrative reflection that addresses the essential question of the course: How can educators ensure that assessments of English Learners at various levels of proficiency are equitable and valid measures of their learning?

The narrative reflection should also address:

- A statement of teaching philosophy around linguistic diversity and linguistically appropriate practice in classrooms; and
- Growth in student perspectives around linguistic diversity and linguistic, developmental and culturally appropriate practice in classrooms.



The narrative reflection should be 500 – 1000 words in length.

EVALUATION

Satisfactory/Unsatisfactory

Students will receive a grade of 'satisfactory' upon review and acceptance of the final portfolio, including:

- Four completed assignments are provided with evidence of earning the Ensuring Equitable Assessments for English Learners micro-credential.
- A satisfactory narrative reflection addressing all required points.

COURSE POLICIES

- Students must first register and complete the associated micro-credential.
- All assignments will be assessed using the rubrics provided.
- Materials must be submitted within 8 weeks of registration.
- The policy for the ExcEL program is that course incompletes are only given under extenuating circumstances, with documentation.



COURSE TITLE:

Ensuring Professionalism Through a Multi-Cultural Lens

COURSE NUMBER:	Education 317.5
COURSE DATES:	9/28/20 – 12/20/20
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR CONTACT INFORMATION:	
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment
UCLA EXTENSION CONTACT:	Helen Davis; hdavis@unex.ucla.edu

DESCRIPTION

Schools are the places in which immigrant students encounter and learn the values of the majority culture. Creating a positive learning environment that is respectful and responsive to the learning needs of all students is necessary for students to succeed. Students who are effective with English Learners require an understanding of current educational research and opportunities for their own professional learning and growth. The central question explored in this course is: What are the emerging pedagogical and social justice issues affecting engagement and readiness to learn for English Learners? Students will demonstrate a deep understanding of current pedagogical and social justice issues and know how they impact English Learners and their families (for example, the impact of residence status on college admission and financial aid). Students will also build capacity in analysis, development, implementation and evaluation skills.

Effective educators of English Learners don't necessarily need to be experts or know everything, but they need to be open to and willing to learn about new ideas and perspectives. Providing a safe learning environment is imperative to reduce a student's stress and anxiety and maximize language acquisition. This course addresses inequities experienced by students who are English Learners, and ensures educators develop strategies that improve fair access to education.



LEARNING GOALS AND OBJECTIVES

- Students understand the emerging pedagogical issues related to classroom instruction for English Learners and their impact on instruction and assessment.
- Students understand the pressing social justice issues related to English Learners and their impact on student and family engagement and success.
- Students develop and implement programs or strategies promoting a welcoming, inclusive and safe classroom and school culture for English Learners and their families.
- Students will promote and implement developmentally, culturally and linguistically appropriate strategies for addressing diverse approaches to learning.

STUDENT OUTCOMES AND EVIDENCE OF LEARNING

Students will demonstrate their learning goals through:

- Analyzing their teaching practice to show a clear understanding of the pedagogical and social justice issues relating to English Learners.
- Identifying teaching skills for improvement. One issue or area for exploration and improvement are clearly identified. Reasons for the choices are included, and a clear description of the expected impact on students is included.
- Developing and implementing a plan to improve their teaching skills. Goals are specific and measurable and clearly aligned to targeted components. Clear timelines and a process for measuring progress are included. Resources for professional learning are cited. Artifacts with annotations clearly demonstrate implementation of the skills you targeted for improvement.
- Providing evidence and written reflection to show achievement of goals. At least 1 new insight is clearly described. At least 1 component is highlighted for future improvement, and the reason for choice is clear and specific.

READINGS AND RESOURCES

<https://www.colorincolorado.org/research/leading-inclusive-ell-social-justice-leadership-english-language-learners>

"Leading Inclusive ELL: Social Justice Leadership for English Language Learners." This article attempts to build a better understanding of the leadership necessary to create socially just schools for English language learners (ELLs). To achieve this, it reports on the instrumental case studies of two urban elementary schools and the principals involved in school reform that resulted in inclusive ELL services.

<https://www.tesol.org/the-6-principles/>

The 6 Principles for Exemplary Teaching of English Learners (TESOL) is a great resource. Look at principle #6 (Engage and Collaborate within a Community of Practice) for specific ideas related to advocacy roles for teachers



of English Learners.

<https://bb-content.s3.amazonaws.com/Learning%20Experiences/ExcEL/Ensuring%20Professionalism%20Through%20a%20Multicultural%20Lens/EL%20Educators%20to%20Follow%20on%20Twitter.pdf>

EL Educators to follow on Twitter. These educators can be excellent resources as exemplars of online collaboration.

<https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>

Teaching Diverse Learners (TDL) Website. resource dedicated to enhancing the capacity of teachers to work effectively and equitably with English language learners (ELLs). This Web site provides access to information -- publications, educational materials, and the work of experts in the field -- that promotes high achievement for ELLs.

Bailey, A. & Heritage, M. 2018. Progressing students' language day by day. Thousand Oaks, CA: Corwin Press.

Hill, J. & Bjork, C. 2008. Classroom Instruction that Works with English Language Learners Facilitator's Guide. Alexandria, VA: ASCD.

EVALUATION

ASSIGNMENT 1: ANALYZE

Reflect on your own knowledge and awareness of the issues impacting the education of English Learners (ELs) in your own community.

In 300- to 500-words, reflect on your own knowledge and awareness of:

- Emerging pedagogical issues related to classroom instruction for ELs (e.g., the use of native language in the classroom).
- Pressing social justice issues that affect EL student engagement and readiness to learn (e.g., the impact of residence status on college admission and financial aid).

Identify 1 issue or area you would like to learn more about. Describe why you selected this issue and how you think it impacts your students and their families.



Analyze Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Analysis of current skills	Analysis shows a clear understanding of pedagogical and social justice issues relating to ELs. Analysis identifies impact on students.	Analysis shows a partial understanding of pedagogical and social justice issues relating to ELs. Analysis identifies impact on students.	Analysis does not show a clear understanding of pedagogical and social justice issues relating to ELs. Analysis does not identify impact on students.
Skills for improvement	An issue or area for exploration is clearly identified. Reasons for the choice are included and a clear description of the expected impact on students is included.	An issue or area for exploration is clearly identified. A clear description of the rationale for the choice or the expected impact on students is not evident.	An issue or area for exploration is not clearly identified and clear descriptors of the rationale and student impact are not addressed.

ASSIGNMENT 2: DEVELOP

Develop an activity or project that extends your knowledge of your chosen issue and does 1 of the following:

- Supports the professional growth of your peers.
- Improves conditions for your EL students and their families in your community.
- For example, you may choose to investigate community organizations and spend time volunteering at an event. Alternatively, you might decide to lead a discussion with your colleagues through a presentation or an interactive twitter chat.

Write a 300- to 500-word plan that addresses the following:

- A clear description of your issue and what you plan to do.
- Measurable, specific goals for improvement with expected outcomes.
- Specific resources you will access to build your skill and professional knowledge.
- Timeline for implementation.
- A framework for determining if you met your goals.



Develop Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Improvement Plan	<p>Goals are specific and measurable, and clearly aligned to the identified issue.</p> <p>Clear timelines and a process for measuring progress are included.</p> <p>Resources for professional learning are cited.</p>	<p>Goals are included but either are not specific and measurable, or not clearly aligned to the identified issue.</p> <p>Timelines and a process for measuring progress are included.</p> <p>Resources for professional learning are cited.</p>	<p>The plan lacks clarity and specifics. Goals are not aligned with the identified issue.</p> <p>Timelines and a process for measuring progress are not included.</p> <p>Resources for professional learning are not included.</p>

ASSIGNMENT 3: IMPLEMENT

Implement your improvement plan generated in your Develop section.

Capture and upload 3-5 artifacts from your implementation.

Annotate each artifact to provide context for how it demonstrates implementation. Make sure your artifacts illustrate both components you have targeted for improvement.

Implement Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Improvement Plan	Artifacts with annotations clearly demonstrate implementation of the issue you targeted for improvement.	Artifacts and annotations match some parts of the issue you have targeted for improvement but not the whole issue.	Artifacts with annotations are not provided.

ASSIGNMENT 4: EVALUATE

Evaluate the impact your plan had with regard to your desired outcomes.

Write a 300 to 500-word reflection addressing the following prompts:

- Did you achieve your goals? Justify your response with examples from the artifacts in the Implement section and the evidence you collected as part of Develop.



- Review your rationale for selecting this issue. What new learning or insights have you acquired, and how have they impacted your professional growth as a teacher?
- Reflecting back on your analysis of pedagogical and social justice issues, what specific areas do you plan to work on in the future, and why?

Evaluate Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Goals	Evidence and written reflection show achievement of goals.	Evidence and written reflection show effort toward achievement of goals.	Evidence and written reflection do not show achievement of goals.
Reflection	At least 1 new insight is clearly described. At least 1 issue is highlighted for future improvement, and the reason for the choice is clear and specific.	At least 1 new insight is somewhat described. At least 1 issue is highlighted for future improvement, but the reason for the choice is not clear and specific.	No new insight is described. No component is highlighted for future improvement.

FINAL PORTFOLIO

Students will combine the four completed assignments into a cohesive portfolio for review by the instructor.

The portfolio must be accompanied by a narrative reflection that addresses the essential question of the course: What are the emerging pedagogical and social justice issues affecting engagement and readiness to learn for English Learners?

The narrative reflection should also address:

- A statement of teaching philosophy around linguistic diversity and linguistically appropriate practice in classrooms; and
- Growth in student perspectives around linguistic diversity and linguistic, developmental and culturally appropriate practice in classrooms.

The narrative reflection should be 500 – 1000 words in length.



EVALUATION

Satisfactory/Unsatisfactory

Students will receive a grade of 'satisfactory' upon review and acceptance of the final portfolio, including:

- Four completed assignments are provided with evidence of earning the Ensuring Professionalism Through a Multi-Cultural Lens micro-credential.
- A satisfactory narrative reflection addressing all required points.

COURSE POLICIES

- Students must first register and complete the associated micro-credential.
- All assignments will be assessed using the rubrics provided.
- Materials must be submitted within 8 weeks of registration.
- The policy for the ExcEL program is that course incompletes are only given under extenuating circumstances, with documentation.



COURSE TITLE:

Working with Newcomers

COURSE NUMBER:	Education 317.6
COURSE DATES:	9/28/20 – 12/20/20
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR CONTACT INFORMATION:	
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment
UCLA EXTENSION CONTACT:	Helen Davis; hdavis@unex.ucla.edu

DESCRIPTION

The US Department of Education uses the term "newcomers" to refer to any foreign-born students and their families who have recently arrived in the United States. The challenge of integrating into their new home is compounded for newcomers who attend school, since they must learn not only how to navigate a new culture socially, but also how to function effectively in an education system and language that typically differs from their prior experience. The central question explored in this course is: What strategies and policies ensure newcomer students thrive in a new school and community? Schools play an important role in helping newcomers adapt and contribute as they integrate into American society. The learning environment created for newcomers is one of the most critical factors influencing academic achievement and language acquisition. When an educator is able to connect to a newcomer in various ways, the student will feel more comfortable in his or her experience and thrive both socially and academically. The key is understanding the newcomer's experience. As stated by the U.S. Department of Education, "Welcoming newcomers and ensuring that they thrive in a new school and community is a responsibility shared among school staff, newcomers and their families, and the wider community." Schools with successful newcomer programs have in place a variety of practices that are effective in welcoming newcomers. According to Breiseth, Robertson, & Lafond (2011) and Castellón et al. (2015), schools with successful newcomer programs have created systems of supports in six key areas to ensure that newcomers can thrive in the school community:

- Knowledge about students, including their prior schooling and life experiences;
- Program structures to support students' learning;
- Communication with students and their families;
- Parent and family engagement in the school community;
- Cultural and language integration; and
- Community integration.



Students will demonstrate know ways to connect with and support newcomer and their families (for example, learning about the students background, culture, and language). Students will also build capacity in analysis, development, implementation and evaluation skills.

Effective educators of English Learners don't necessarily need to be experts or know everything, but they need to be open to and willing to learn about new ideas and perspectives. Providing a safe learning environment is imperative to reduce a student's stress and anxiety and maximize language acquisition. This course addresses inequities experienced by students who are English Learners, and ensures educators develop strategies that improve fair access to education.

LEARNING GOALS AND OBJECTIVES

- Students understand the 6 areas of support needed to ensure newcomers can thrive in the school community.
- Students develop and implement programs or strategies promoting a welcoming, inclusive and safe school culture for newcomer students and their families.
- Students will promote and implement developmentally, culturally and linguistically appropriate strategies for addressing diverse approaches to learning.

STUDENT OUTCOMES AND EVIDENCE OF LEARNING

Students will demonstrate their learning goals through:

- Analyzing their current level of pedagogical skill. Analysis shows a clear understanding of the current level of implementation of the six support components.
- Identifying pedagogical skills for improvement. Two programs or practices for improvement are clearly identified. Reasons for the choices are included, and a clear description of the expected impact on students is included.
- Developing and implementing a plan for improvement of pedagogical skill. Goals are specific and measurable and clearly aligned to targeted components. Clear timelines and a process for measuring progress are included. Resources for professional learning are cited. Artifacts with annotations clearly demonstrate implementation of the skills you targeted for improvement.
- Providing evidence and written reflection to show achievement of goals. At least 1 new insight is clearly described. At least 1 component is highlighted for future improvement, and the reason for choice is clear and specific.



READINGS AND RESOURCES

<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>

U.S. Department of Education's Newcomer Toolkit.

<http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf>

New York State's Blueprint for English Language Learner/Multilingual Learner Success

<https://drive.google.com/file/d/1qHZqL5wp7mEUffSgbbdMPkWLHqoHwmND/view>

The First Days: Engaging Newcomer ELLs in the Classroom Community. Practical and insightful article in Educator's Voice.

https://www.rssed.org/uploaded/District/Federal_Programs/Download_Files/Strategies_for_Supporting_Newcomer_ESL_Students.pdf

Website focused on strategies for Newcomer English Learners, published by Rowan-Salisbury schools in North Carolina.

<https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>

Teaching Diverse Learners (TDL) Website. resource dedicated to enhancing the capacity of teachers to work effectively and equitably with English language learners (ELLs). This Web site provides access to information -- publications, educational materials, and the work of experts in the field -- that promotes high achievement for ELLs.

Calderon, M.E.; Slakk, S. 2019. Success with Multicultural Newcomers and English Learners: Proven Practices for School Leadership Teams. Alexandria, VA: ASCD.

Bailey, A. & Heritage, M. 2018. Progressing students' language day by day. Thousand Oaks, CA: Corwin Press.

Hill, J. & Bjork, C. 2008. Classroom Instruction that Works with English Language Learners Facilitator's Guide. Alexandria, VA: ASCD.

EVALUATION

ASSIGNMENT 1: ANALYZE

Read chapter 2 of the Newcomer Tool Kit, and then assess your own practices and programs using the Newcomer Supports Self-Assessment template (attached).

Then write a short reflection analyzing each of the six supports for newcomers, including evidence of which existing programs and practices specifically meet the needs of the students in your school.



Next, identify 2 specific programs or practices you would like to create or improve. Describe why you chose them and how you think they will have an impact on the newcomer students in your classroom or school.

Analyze Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Analysis of current programs and practices	Analysis shows a clear understanding of the current level of implementation for each of the six components. Analysis refers to evidence of student impact.	Analysis shows a partial understanding of the current level of implementation for each of the six components. Analysis refers to evidence of student impact.	Analysis does not show a clear understanding of the current level of implementation for each of the six components. Analysis does not refer to evidence of student impact
Skills for improvement	Two programs or practices for improvement are clearly identified. Reasons for the choices are included and a clear description of the expected impact on students is included.	Two programs or practices for improvement are clearly identified. A clear description of the rationale for the choices or the expected impact on students is not evident.	Two programs or practices for improvement are not identified, and clear descriptors of the rationale and student impact are not addressed.

ASSIGNMENT 2: DEVELOP

Develop a plan to create and implement the 2 programs or practices you identified in your Analysis section.

Write a 300 to 500-word plan that addresses the following:

- A clear description of the programs or practices you will be working on.
- Highlight the supports that ensure access for newcomer English Learners.
- Measurable, specific goals for improvement with expected outcomes.
- Specific resources you will access to build your skill and professional knowledge.
- Timeline for implementation.
- A framework for determining if you met your goals.



Develop Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Improvement Plan	<p>Goals are specific and measurable, and clearly aligned to the targeted components.</p> <p>Clear timelines and a process for measuring progress are included.</p> <p>Resources for professional learning are cited.</p>	<p>Goals are included but either are not specific and measurable, or not clearly aligned to the targeted components.</p> <p>Timelines and a process for measuring progress are included.</p> <p>Resources for professional learning are cited.</p>	<p>The plan lacks clarity and specifics. Goals are not aligned with the targeted components.</p> <p>Timelines and a process for measuring progress are not included.</p> <p>Resources for professional learning are not included.</p>

ASSIGNMENT 3: IMPLEMENT

Implement your improvement plan generated in your Design section.

Capture and upload 5 to 7 artifacts from your implementation.

Annotate each resource to provide context for how it demonstrates implementation. Make sure your artifacts illustrate both components you have targeted for improvement.

Implement Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Improvement Plan	<p>Artifacts with annotations clearly demonstrate implementation of the components you targeted for improvement.</p>	<p>Artifacts and annotations match some parts of the components you have targeted for improvement but not all.</p>	<p>Artifacts with annotations are not provided.</p>

ASSIGNMENT 4: EVALUATE

Evaluate the impact your plan had with regard to your desired outcomes. Write a 300 to 500-word reflection addressing the following prompts:

- Did you achieve your goals? Justify your response with examples from the artifacts in the Implement section and the evidence you collected as part of your design.
- Review your rationale for selecting these two programs or practices. What new learning or insights have you acquired, and how have they impacted your professional growth as a teacher?



- Reflecting back on your analysis of the 6 components in the Newcomer Self-Assessment, what specific components do you plan to work on in the future, and why?

Evaluate Rubric

	DEMONSTRATED	PROGRESSING	NOT MET
Goals	Evidence and written reflection show achievement of goals.	Evidence and written reflection show effort toward achievement of goals.	Evidence and written reflection do not show achievement of goals.
Reflection	At least 1 new insight is clearly described. At least 1 component is highlighted for future improvement, and the reason for the choice is clear and specific.	At least 1 new insight is somewhat described. At least 1 component is highlighted for future improvement, but the reason for the choice is not clear and specific.	No new insight is described. No component is highlighted for future improvement.

FINAL PORTFOLIO

Students will combine the four completed assignments into a cohesive portfolio for review by the instructor.

The portfolio must be accompanied by a narrative reflection that addresses the essential question of the course: What strategies and policies ensure newcomer students thrive in a new school and community?

The narrative reflection should also address:

- A statement of teaching philosophy around linguistic diversity and linguistically appropriate practice in classrooms; and
- Growth in student perspectives around linguistic diversity and linguistic, developmental and culturally appropriate practice in classrooms.

The narrative reflection should be 500 – 1000 words in length.

EVALUATION

Satisfactory/Unsatisfactory

Students will receive a grade of 'satisfactory' upon review and acceptance of the final portfolio, including:

- Four completed assignments are provided with evidence of earning the Working with Newcomers micro-credential.
- A satisfactory narrative reflection addressing all required points.



COURSE POLICIES

- Students must first register and complete the associated micro-credential.
- All assignments will be assessed using the rubrics provided.
- Materials must be submitted within 8 weeks of registration.
- The policy for the ExcEL program is that course incompletes are only given under extenuating circumstances, with documentation.

ATTACHMENT – WORKING WITH NEWCOMERS, NEWCOMER SUPPORTS SELF-ASSESSMENT

SUPPORT	TO WHAT EXTENT ARE QUALITY PROGRAMS RELATED TO THIS SUPPORT PRESENT IN YOUR SCHOOL?
Knowledge about students, including their prior schooling and life experiences	Not present 1 2 3 4 Strong program
Please describe the programs in your school related to this support ...	
Program structures to support students' learning	Not present 1 2 3 4 Strong program
Please explain, and provide evidence from your practice to support your self-rating ...	
Communication with students and their families	Not present 1 2 3 4 Strong program
Please explain, and provide evidence from your practice to support your self-rating ...	
Parent and family engagement in the school community	Not present 1 2 3 4 Strong program
Please explain, and provide evidence from your practice to support your self-rating ...	
Cultural and language integration	Not present 1 2 3 4 Strong program
Please describe the programs in your school related to this support ...	
Community integration	Not present 1 2 3 4 Strong program
Please explain, and provide evidence from your practice to support your self-rating ...	