



Catalog



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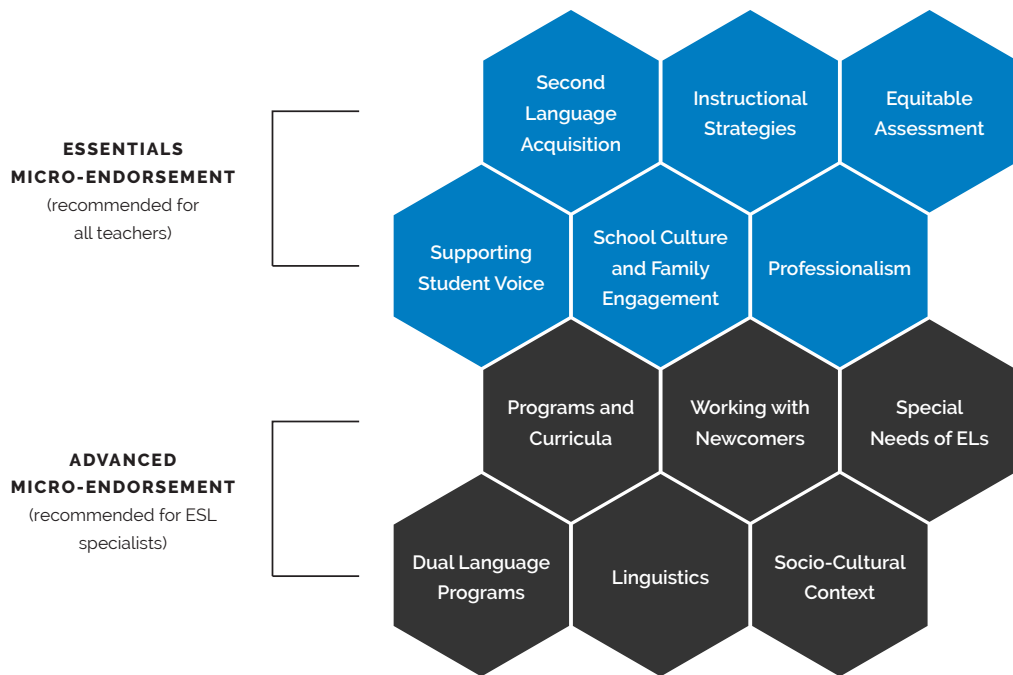
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INTRODUCTION AND OVERVIEW

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 multilingual learners. ExcEL has developed a sequential, tiered approach to career advancement that embraces an 'on the job' mentored approach to learning.

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.

Every classroom and content area teacher working with multilingual learners should complete the six Essentials micro-credentials (the top set on the diagram above). Those who are interested in becoming ESL specialist teachers may go on to complete the second set of six micro-credentials (the bottom set on the diagram above).

Professional learning and growth is recognized through earned micro-endorsements, facilitated through our LMS partner BloomBoard Inc. In addition, graduate credit is available for each completed micro-credential through UCLA Extension.



ESSENTIALS 1:

Connecting the Stages of Second Language Acquisition to Instruction

COURSE NUMBER:	Education 317.2
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment

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	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, 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	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 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.

OPTIONAL FINAL PORTFOLIO Only for UCLA Graduate Credit

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.

ESSENTIALS 2:

Implementing Instructional Strategies for English Learners

COURSE NUMBER:	Education 317.4
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment

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/eldstndspublication14.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-B7gNxVYuSX-ZoUlouPKzeZaPou8SY/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.

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

<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.

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.



OPTIONAL FINAL PORTFOLIO **Only for UCLA Graduate Credit**

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:



ESSENTIALS 3:

Utilizing Equitable Assessments for English Learners

COURSE NUMBER:	Education 317.3
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment

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	<p>Goals are specific and measurable, and clearly aligned to targeted instructional strategies.</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 instructional strategies.</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 instructional strategies 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 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	<p>Artifacts with annotations clearly demonstrate implementation of the instructional skills you targeted for improvement.</p>	<p>Artifacts and annotations match some of the instructional skills 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 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.



ESSENTIALS 4:

Supporting Student Voice for English Learners

COURSE NUMBER:	Education 317.1
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment

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	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 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	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 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, & the reason for the choice is clear & specific.	At least 1 new insight is clearly described. At least 1 component is highlighted for future improvement, & the reason for the choice is clear & specific.	No new insight is described. No component is highlighted for future improvement.



OPTIONAL FINAL PORTFOLIO **Only for UCLA Graduate Credit**

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.



ESSENTIALS 5:

Fostering Positive School Cultures and Family Engagement for English Learners

COURSE NUMBER:	Education 317.7
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment

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	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 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.



OPTIONAL FINAL PORTFOLIO Only for UCLA Graduate Credit

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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ESSENTIALS 6:

Ensuring Professionalism Through a Multi-Cultural Lens

COURSE NUMBER:	Education 317.5
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment

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 & improvement are clearly identified. Reasons for the choices are included, & 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	<p>Artifacts with annotations clearly demonstrate implementation of the issue you targeted for improvement.</p>	<p>Artifacts and annotations match some parts of the issue you have targeted for improvement but not the whole issue.</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 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.

OPTIONAL FINAL PORTFOLIO Only for UCLA Graduate Credit

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.



ADVANCED 1:

Defining and Implementing Effective Programs and Curricula

COURSE NUMBER:	Education X 317.8
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment

DESCRIPTION

Successful EL programs enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time. Research shows that effective programs for ELs eliminate achievement gaps by providing cohesive, sustained, support. While district and state administrators are responsible for the design and regulation of programs, teachers working with ELs must have a clear understanding of program goals and all components in order to ensure successful outcomes for the students in their classrooms and schools.

There are many educational approaches and models that have shown to be effective, including English as a Second Language, sheltered instruction, bilingual, and dual-language programs. Effective educators of ELs understand the approach used in their school or district, clearly understand the program goals, and can articulate how federal, state, and local regulations impact and shape implementation in the classroom.

Effective educators of ELs also successfully align instruction, curriculum, and assessment to support the achievement of the programmatic goals for students, and have accountability mechanisms in place to monitor student progress toward those goals.

The central question explored in this course is:

What educational programs and models have been shown to be effective with English Learners, and how can educators apply this information in their classrooms to improve learning outcomes for English Learners?



LEARNING GOALS AND OBJECTIVES

- Students can articulate the program model used in their school/district, including clear program goals that address academic outcomes and language outcomes.
- Students can articulate the federal, state, & local regulations that impact the EL students they are working with.
- Students can align instruction, curriculum, and assessment to support achievement of the programmatic goals for EL students.
- Students can Implement accountability mechanisms to monitor EL student progress toward program goals.

STUDENT OUTCOMES AND EVIDENCE OF LEARNING

Students will demonstrate their learning goals by:

- Describing the policies and practices in their district or school and provide a rationale that clearly relates how each component impacts their classroom practice.
- Describing the practices in their state, district or school, with a rationale that describes how each policy impacts their classroom practice.
- Providing a lesson or unit plan that shows specific curricular, instructional, and assessment modifications designed to support student progress toward programmatic goals.
- Providing evidence of a tool or protocol used to monitor overall EL student progress on a periodic basis.

READINGS AND RESOURCES

Overrepresentation: An Overview of the Issues Surrounding the Identification of English Language Learners with Learning Disabilities <https://files.eric.ed.gov/fulltext/EJ1111073.pdf>

Tools and Resources for Providing English Language Learners with a Language Assistance Program. In English Learner Toolkit published by the US Department of Education (OELA), October 2017. https://ncela.ed.gov/files/english_learner_toolkit/2-OELA_2017_language_assist_508C.pdf

Tools and Resources for Identifying All English Language Learners In English Learner Toolkit published by the US Department of Education (OELA), October 2017. <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf>

Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services. In English Learner Toolkit published by the US Department of Education (OELA), October 2017. <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap8.pdf>

What Legal Obligations Do Schools Have to English Language Learners? <https://ncela.ed.gov/faqs/view/6>



Blueprint for English Language Learner/Multilingual Learner Success (NYS)
<http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf>

Rhode Island's Blueprint for Multi-Lingual Learner Success
https://www.ride.ri.gov/Portals/0/Uploads/Documents/OSCAS/English-Learner-Pages/uploads%202021-22/RIDE%20Blueprint%20for%20MLL%20Success_final_508.pdf

English Learner's In Connecticut's Public Schools (Guidelines for Administrators)
https://portal.ct.gov/-/media/SDE/English-Learners/EL_AdminGuidelines.pdf

Instructional Programs for English Language Learners
<https://www.colorincolorado.org/article/instructional-programs-english-language-learners>

A Matter of Design: English Learner Program Models in K-12 Education
<https://www.migrationpolicy.org/sites/default/files/publications/EL-Program-Models-Final.pdf>

Programs for Newcomer Students
https://ncela.ed.gov/files/feature_topics/newcomers/ElevatingELs_ProgramsForNewcomerStudents.pdf

WIDA ELD Standards Framework 2020 <https://wida.wisc.edu/teach/standards/eld>

LAS Links Proficiency Descriptors
http://laslinks.com/PDFs/PLDs_LAS_Links_English_FormA_Interpretation_Guide.pdf

Placing English Language Learners in a Program of Instruction
<https://www.colorincolorado.org/article/placing-english-language-learners-program-instruction>

EVALUATION

ASSIGNMENT 1: POLICIES AND PRACTICE ANALYSIS

All successful programs have a clearly stated purpose and goals with curriculum, instruction, and assessments aligned to support those goals. Effective programs are sound in theory and in practice, enable ELs growth in English proficiency and academic areas, and support ELs for as long as needed, and effective teachers understand how to align their instruction, assessment, and monitoring practices in ways that support the program goals.

Using the [Program Model Description template](#), briefly describe the policies and practices for each component in your district or school. In cases where no written policy or practice exists, note that and describe the informal approaches that are commonly used or understood in your school. Provide a rationale that clearly relates how each component impacts your classroom practice.



Assessment/Competency Indicators (all competency indicators must be met)

- A clear description of policies and/or practices for each component is provided.
- In row A, an educational model or model(s) (i.e. Pull Out, Newcomer Program, Dual Language Program, Transitional Bilingual Program, Push In) are indicated.
- In row A, the rationale describes at least one example each for how the EL program option and goals positively impact the educator's classroom practice
- In row B, the program goals address English language development and academic growth.
- In row C, the educator describes the assessment tool and assessment frequency.
- In row D, the rationale addresses how the educator used ELD assessment data to modify or adjust their classroom practice.
- In row E, the rationale addresses how the educator used ELD assessment data to modify or adjust their classroom practice.
- In row F, the rationale addresses how the educator will monitor student progress using data from ELD, content area, and other assessments.

ASSIGNMENT 2: DISTRICT AND STATE REGULATIONS AND GUIDELINES ALIGNMENT

It is important that teachers understand the program components mandated by federal, district and state regulations that impact their students and their families.

Using the [District and State Regulations and Guidelines Alignment template](#), briefly describe the practices for each component in your state, district or school, noting whether the policies are from the federal, state, or local levels. Within the template, include a rationale that describes how each policy impacts your classroom practice, identifying ways it aligns and supports your work as well as any barriers or challenges it creates.

Assessment/Competency Indicators (all competency indicators must be met)

- A clear description of policies and/or regulations and a source, is provided.
- The rationale describes how the educator's work aligns with and supports the 'initial screening' policies, and addresses any barriers or challenges in fully complying with the policy.
- The rationale describes how the educator's work aligns with and supports the 'ELD assessment and placement' policies, and addresses any barriers or challenges in fully complying with the policy.
- The rationale describes how the educator's work aligns with and supports the 'program timeframe and exit criteria' policies, and addresses any barriers or challenges in fully complying with the policy.



ASSIGNMENT 3: ALIGNED LESSON/UNIT PLAN AND STUDENT SUMMARY

Daily activities and instruction must be designed in ways that align with and support student progress towards overall language, academic, and socio-emotional goals. Provide a lesson or unit plan for your classroom, no longer than three (3) pages in length, that clearly shows at least one example for each of the following:

- specific curricular adjustments (i.e., including specific language and content objectives);
- specific instructional adjustments (i.e., in the form of scaffolding activities for ELs); and
- specific formative assessment modifications (i.e., including additional time).

Assessment/Competency Indicators (all competency indicators must be met)

- Annotation identifies a specific portion of the lesson or unit where a curricular modification/adjustment was made, describes the modification/adjustment, and describes how it supports the EL student(s) described in the summary.
- Annotation identifies a specific portion of the lesson or unit where an instructional adjustment was made, describes the modification/adjustment, and describes how it supported the EL student(s) described in the summary.
- Annotation identifies a specific portion of the lesson or unit where specific assessment adjustments or modifications were made, describes the modification(s)/adjustment(s), and describes how it supported the EL student(s) described in the summary.
- Identified portions of the lesson/unit plan include enough detail that a reader would understand the instructional action.
- The modifications/adjustments will reasonably support the students specified in the summary.
- The student summary provides enough information about the ELD level of students that lesson plan modification(s)/adjustment(s) can be rationalized.

ASSIGNMENT 4: EVIDENCE OF PROGRESS MONITORING

Methods of monitoring student progress must consider progress towards language, academic, and socio-emotional goals. Provide an example of a tool or protocol you use to monitor overall EL student progress on a periodic basis.

Then provide a rationale, no longer than two (2) pages in length, that identifies all data used and explains the protocol for using the tool.

Assessment/Competency Indicators (all competency indicators must be met)

- The progress monitoring tool or protocol identifies assessments that support ELD progress monitoring.
- The progress monitoring tool or protocol identifies assessments that support academic progress monitoring.
- The rationale clearly describes the process used for progress monitoring, including the frequency and who is involved in the discussion.
- The rationale clearly describes at least one instance of a recommendation that was made based on data in progress monitoring.



OPTIONAL FINAL PORTFOLIO Only for UCLA Graduate Credit

Students will combine the four completed assignments into a cohesive portfolio for review by the instructor. The final portfolio demonstrates mastery of all competencies and reflects feedback on all assignments.

The portfolio must be accompanied by a narrative reflection that addresses the essential question of the course: *What educational programs and models have been shown to be effective with English Learners, and how can educators apply this information in their classrooms 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 *Defining and Implementing Effective Programs and Curricula* micro-credential.
- A satisfactory narrative reflection addressing all required points.

COURSE POLICIES

- Students must first register and complete the 'Programs & Curricula' micro-credential.
- All assignments must meet all competency indicators to move forward.
- Materials must be submitted within 8 weeks of registration.
- The policy for the ECE program is that course incompletes are only given under extenuating circumstances, with documentation.



ATTACHMENT – PROGRAM MODEL DESCRIPTION

Briefly describe the policies and practices for each component in your district or school. In cases where no written policy or practice exists, note that and describe the informal approaches that are commonly used or understood in your school. Then provide a rationale that clearly relates how each component impacts your classroom practice. *If you are not completing this template in Google Docs, save your completed template as a PDF file before uploading.*

PROGRAM COMPONENT	POLICY/PRACTICE DESCRIPTION	IMPACT RATIONALE
A. English Learner Program used in your school / district (i.e. ESL, SEI, TBE, Dual-Language, etc.)		
B. Programmatic Goals		
C. ELD assessment (i.e., tool and frequency)		
D. Alignment with ELD and grade level academic standards		
E. Assessment/grading practices and allowable/suggested modifications		
F. Progress monitoring (ELD and academics, other)		

From Hamayan et al., Special Education Considerations for English Language Learners: Delivering a Continuum of Services, ©2013. Reprinted with permission.



ATTACHMENT – DISTRICT AND STATE REGULATIONS AND GUIDELINES ALIGNMENT

Briefly describe the policies and practices for each component in your district or school. In cases where no written policy or practice exists, note that and describe informally the approaches that are commonly used or understood in your school. Then provide a rationale that clearly relates how each component impacts your classroom practice. *If you are not completing this template in [Google Docs](#), save your completed template as a PDF file before uploading.*

COMPONENT	DESCRIPTION	SOURCE (FEDERAL, STATE, OR LOCAL)	IMPACT RATIONALE
A. Initial English Learner screening processes			
B. Ongoing ELD assessment and placement			
C. Program timeframes and exit criteria for English Learners			



ADVANCED 2:

Working with Newcomers

COURSE NUMBER:	Education 317.6
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment

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/FederalPrograms/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	Goals are specific and measurable, and clearly aligned to the 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 the 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 the targeted components. 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.

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	Artifacts with annotations clearly demonstrate implementation of the components you targeted for improvement.	Artifacts and annotations match some parts of the components 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 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.



OPTIONAL FINAL PORTFOLIO **Only for UCLA Graduate Credit**

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 ...	



ADVANCED 3:

Identifying and Addressing the Special Needs of English Learners

COURSE NUMBER:	Education X 317.9
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment

DESCRIPTION

Every day teachers struggle to determine if the learning difficulties of ELs extend beyond 'expected' new language development and cultural adjustment. Existing assessment and intervention approaches may not reflect the complicated interrelationships between language and literacy development, or account for cultural and linguistic influences and backgrounds. Thus, interventions often fail for EL students because they do not address the holistic needs of the student.

ELs who are experiencing significant challenges in school, or not progressing as expected, are best served when assessment and intervention decisions are made collaboratively, including the perspective of the ESL specialist, special needs teacher, classroom teacher, and family. Supports are more effective when they are designed and implemented as part of a continuum that reflects the interrelated identified language, cultural, & learning needs.

The popularity of Multi-Tiered Systems of Support (MTSS), Response to Intervention (RtI), Planning and Placement Teams (PPT), or other forms of data teams at many schools has brought attention to the needs of EL students; but without a deep understanding of the relationships between language acquisition and learning disabilities, interventions may be ineffective, and even detrimental, for students. ESL specialists must be involved to provide specialized knowledge and advocate for EL students at all levels of intervention as well as during and following any referral and IEP process.

The central question explored in this course is:

How can you distinguish between potential learning disabilities and language development, and develop interventions that address identified academic challenges related to language development?

LEARNING GOALS AND OBJECTIVES

- Students participate in a data meeting (RtI, PPT, or IEP) focused on a struggling EL student. In the meeting, take on the role as the EL specialist/advocate. As part of the team process gather information relative to student



- needs and EL status by describing specific, observable behaviors with which the focus student has difficulty.
- Students can develop a list of potential EL interventions, based on the challenges identified by the team.
- Students prioritize, select, and implement interventions, and follow up to evaluate the impact of interventions.
- Students develop a critical reflection on student progress as the result of intervention.

STUDENT OUTCOMES AND EVIDENCE OF LEARNING

- Students advocate for EL students during collaborative teams focused on data and assessment review (PPT, Rtl, or other), referral, and intervention (IEP).
- Students distinguish between potential learning disabilities and language development behaviors and/or difficulties that ELs have in school, in ways that explicitly account for cultural and linguistic backgrounds.
- Students recommend applicable interventions to address identified academic challenges related to language development.

READINGS AND RESOURCES

Jackson, D. (2021). Leveraging MTSS to Ensure Equitable Outcomes. AIR. https://mtss4success.org/sites/default/files/2021-07/MTSS_Equity_Brief.pdf

Haas, E. M., & Brown, J. E. (2019). Supporting English learners in the classroom: Best practices for distinguishing language acquisition from learning disabilities. Teachers College Press. Chapter 3: https://www.google.com/books/edition/Supporting_English_Learners_in_the_Class/MpeTDwAAQBAJ?hl=en&gbpv=0

RTI-Based SLD Identification Toolkit – Considerations for English Language Learners
<http://rtinetwork.org/getstarted/sld-identification-toolkit/ld-identification-toolkit-considerations-for-ell>

Response to Intervention in Reading for English Language Learners
<http://www.rtinetwork.org/learn/diversity/englishlanguagelearners>

INTERNATIONAL JOURNAL OF SPECIAL EDUCATION Vol 31, No. 2, 2016 Overrepresentation: An Overview of the Issues Surrounding the Identification of English Language Learners with Learning Disabilities
<https://files.eric.ed.gov/fulltext/EJ1111073.pdf>

"Language Acquisition Difficulty or Learning Disability?"
<https://www.ldatschool.ca/language-acquisition-difficulty-or-learning-disability/>

Scientific Research-Based Interventions for English Language Learners: A Handbook to Accompany Connecticut's Framework for RTI. https://portal.ct.gov/-/media/SDE/English-Learners/SRBI_ELL.pdf
English Learners Around the World <https://www.southernct.edu/sites/default/files/a/sites/tat/Teacher-Resources-Country-Culture%20Cards-2020.pdf>



EVALUATION

ASSIGNMENT 1: INVENTORY OF OBSERVABLE BEHAVIORS

Participate in a data meeting (RtI, PPT, or IEP) focused on a struggling EL student. In the meeting, take on the role as the EL specialist/advocate. As part of the team process gather information relative to student needs and EL status by completing the [Sociocultural Checklist](#) (see pg. 64).

Then complete the Inventory of [Observable Behaviors Template](#) to describe the specific, observable behaviors with which the focus student has difficulty.

Assessment/Competency Indicators (all competency indicators must be met)

- The sociocultural checklist has been tallied in the total rows.
- The inventory of observable behaviors template has at least three observable behaviors (described or identified) (Column A).
- The inventory of observable behaviors template has a Possible EL Explanation described in column C for each observable behavior identified.
- The inventory of observable behaviors template has a Possible Disability Explanation described in column D for each observable behavior identified.
- Each possible explanation in columns C and D is reasonable and relates to the observable behavior in column A on the same row.

ASSIGNMENT 2: RECOMMENDED EL INTERVENTIONS

Prepare for a follow-up meeting by developing a list of potential EL interventions, based on the challenges you and the team have identified. Complete the [Generating EL Interventions Template](#).

Then host a discussion with the team to make informed recommendations for interventions and support. Work collaboratively with the team to select interventions for implementation, and transfer those selected to the [Prioritization and Documentation Form](#). With the team prioritize interventions and create an action plan for implementation.

After the intervention time period is completed, return to the Prioritization and Documentation Form you completed as part of your exercise. Update Column E, Outcome of Intervention, and submit the final form.

Assessment/Competency Indicators (all competency indicators must be met)

- In the Generating EL Interventions Template, each observable behavior category in column A (acculturation, cognitive learning, culture and language, experiential background, sociolinguistic development) at least two observable behaviors are listed.
- In the Generating EL Interventions Template, each observable behavior listed in column A, a description of possible EL interventions in the student's home language is described in column B.



- In the Generating EL Interventions Template, each observable behavior listed in column A, a description of possible EL interventions in English is described in column C.
- In the Generating EL Interventions Template, the interventions recommended in columns B and C will reasonably provide a second language development intervention aligned to the observed behavior in column A.
- In the Generating EL Interventions Template, Each recommended intervention in columns C and D is reasonable and relates to the observable behavior in column A on the same row.
- On the Prioritization and Documentation Form each sociocultural area in column A is numbered 1-5 in order of prioritization in Column B.
- On the Prioritization and Documentation Form the intervention selected by the team is described in column C for each sociocultural area in Column A.
- On the Prioritization and Documentation Form, the interventions recommended will reasonably provide a second language development intervention aligned to the observed behaviors.
- On the Prioritization and Documentation Form, the duration of the intervention is listed in column D for each sociocultural area.
- On the Prioritization and Documentation Form, column E describes the outcomes of intervention after the allotted duration of intervention.
- On the prioritization and Documentation Form, the outcomes of intervention described in column E directly and reasonably relate to the sociocultural area listed in column A and the intervention selected in column C.

ASSIGNMENT 3: CRITICAL REFLECTION

Develop a critical reflection (maximum of two pages in length) on student progress. Use examples from your team discussions and intervention implementation to address the following reflection questions.

- Which assumptions about behaviors related to second language development proved accurate? What evidence do you have to support your conclusions?
- Which interventions related to second language development have been successful? What evidence do you have to support your conclusions?
- What can you suggest to make the collaborative team process more effective at supporting struggling ELs?

Assessment/Competency Indicators (all competency indicators must be met)

- The written critical reflection answers each of the bulleted writing prompts.
- The critical reflection response is detailed enough to promote easy interpretation and understanding on the part of the reader.
- In the critical reflection, the educator describes the assumptions about behavior related to second language development that proved accurate and provided evidence to support the conclusion.
- In the critical reflection, the educator describes the interventions related to second language development that have been successful and provided evidence to support the conclusion.
- In the critical reflection, the educator provides at least one action that could reasonably make the collaborative team process more effective at supporting struggling EL students.
- In the critical reflection, the educator describes the assumptions about behavior related to second language development that proved accurate and provided evidence to support the conclusion.



OPTIONAL FINAL PORTFOLIO **Only for UCLA Graduate Credit**

Students will combine the three completed assignments into a cohesive portfolio for review by the instructor. The final portfolio demonstrates mastery of all competencies and reflects feedback on all assignments.

The portfolio must be accompanied by a narrative reflection that addresses the essential question of the course: *How can you distinguish between potential learning disabilities and language development, and develop interventions that address identified academic challenges related to language development?*

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:

- Three completed assignments are provided with evidence of earning the *Identifying and Addressing the Special Needs of English Learners* micro-credential.
- A satisfactory narrative reflection addressing all required points.

COURSE POLICIES

- Students must first register and complete the 'Special Needs' micro-credential.
- All assignments must meet all competency indicators to move forward.
- Materials must be submitted within 8 weeks of registration.
- The policy for the ECE program is that course incompletes are only given under extenuating circumstances, with documentation.



ATTACHMENT – SOCIOCULTURAL CHECKLIST

As part of the team process, gather information relative to student needs and EL status by completing the Sociocultural Checklist. *If you are not completing this template in [Google Docs](#), save your completed template as a PDF file before uploading.*

SOCIOCULTURAL FACTOR ✓	SELECTED CROSS-CULTURAL ADAPTATION RISK FACTORS
Acculturation Level	Recently moved, immigrant, refugee, migrant, or resides on reservation.
	Does not interact much with mainstream peers or the majority cultural group within school.
	Displays uncertainty or confusion in locus of control.
	Displays heightened stress or anxiety when learning new content or with unfamiliar events.
	Oral expression contains considerable code switching (syntax or vocabulary).
	Is silent or displays a sense of isolation or alienation in cross-cultural interactions in school.
	Has difficulty switching from one activity to another in the school setting.
# Checked	Out of 7 total
Cognitive Learning Style	Few cognitive learning strategies appropriate to classroom or school.
	Cognitive learning style different or inappropriate in relation to teacher's preferred instructional style.
	Easily frustrated or low perseverance in completing tasks.
	Retains learning or survival strategies that are no longer appropriate.
	Displays difficulty with understanding and applying task analysis.
	Appears unready or uninterested in learning.
	Displays difficulty with understanding and applying cause and effect.
# Checked	Out of 7 total
Culture & Language	Comes from a home where a nonstandard dialect or language other than English is spoken.
	Has culturally appropriate behaviors that are different from expectations of the school or mainstream school personnel.
	Comes from a culture, race or ethnic group different from mainstream America.
	Culture discourages interactions with people outside of culture or language community.
	Comes from predominantly non-English speaking geographic area.
	There is no encouragement in the home for bilingual and bicultural development.
	Had disrupted childhood development to extent that affected enculturation in home culture.
# Checked	Out of 7 total

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SOCIOCULTURAL FACTOR ✓	SELECTED CROSS-CULTURAL ADAPTATION RISK FACTORS
Experiential Background	Frequent or high family mobility.
	Limited or sporadic school attendance.
	Lives in poverty or family currently in low socioeconomic situation.
	Does not know how to behave in a classroom or has had limited prior schooling.
	Has different terms or concepts for school subject areas or materials and content.
	Receives limited or no support at home for school achievement.
	Uses survival strategies that are not appropriate in the classroom or school.
# Checked	Out of 7 total
Sociolinguistic Development	Rarely speaks either English or other mode of communication.
	Limited academic language in a language other than English.
	Limited social language in English.
	Rarely speaks in class or in school building in English.
	Speaks only to linguistic peers.
	Limited academic language in English.
	Appears to know but has difficulty with understanding and applying English.
# Checked	Out of 7 total

From Sociocultural Checklist, Catherine Collier, ©2016. Reprinted with permission.



ATTACHMENT – INVENTORY OF OBSERVABLE BEHAVIORS

Use this template to describe specific, observable behaviors or tasks that a student has difficulty with. The behaviors listed are common, but this list is not intended to be comprehensive. Add additional or additional behaviors at the end of the list. As you list observable behaviors, make notes in the right hand columns indicating possible explanations related to second language development or disability. Be sure to mark or list at least three observable behaviors and provide possible explanations in both columns C and D. *If you are not completing this template in Google Docs, save your completed template as a PDF file before uploading.*

A. OBSERVABLE BEHAVIOR	B. OBSERVED? YES/NO	C. POSSIBLE EL EXPLANATIONS	D. POSSIBLE DISABILITY EXPLANATIONS
Omits or adds words to a sentence, forgets names of things that he or she knows – has to describe them			
Is distracted easily			
Has trouble following directions			
Can do rote arithmetic on paper, but has difficulty with math word problems			
Avoids writing			
Doesn't seem to transfer learning from one lesson to another, has to be retaught each concept from scratch			
Very literal – misses inferences, subtleties, nuances and innuendos			
Often understands concepts but has difficulty showing understanding in written symbolic form with paper and pencil or through multiple choice tests			
Learns from watching more than from listening			
Has difficulty categorizing, classifying, or summarizing			
Has difficulty providing an oral narrative of a story just read to him or her			
Low frustration tolerance; gives up easily or explodes			

From Hamayan et al., Special Education Considerations for English Language Learners: Delivering a Continuum of Services, ©2013. Reprinted with permission.



ATTACHMENT – GENERATING EL INTERVENTIONS TEMPLATE

For each observable behavior category (acculturation, cognitive learning, culture and language, experiential background, sociolinguistic development) list at least two observable behaviors. Then describe possible EL interventions in the students home language in column B and possible EL intervention in English in column C. *If you are not completing this template in [Google Docs](#), save your completed template as a PDF file before uploading.*

A. OBSERVABLE BEHAVIOR	POSSIBLE EL INTERVENTIONS	
Acculturation	B. In Home Language	C. In English
1.		
2.		
Cognitive Learning	B. In Home Language	C. In English
1.		
2.		
Culture and Language	B. In Home Language	C. In English
1.		
2.		
Experiential Background	B. In Home Language	C. In English
1.		
2.		
Sociolinguistic Development	B. In Home Language	C. In English
1.		
2.		

From Hamayan et al., Special Education Considerations for English Language Learners: Delivering a Continuum of Services, ©2013. Reprinted with permission.



ATTACHMENT – PRIORITIZATION AND DOCUMENTATION FORM

Complete the chart below to plan for and prioritize recommended interventions. *If you are not completing this template in [Google Docs](#), save your completed template as a PDF file before uploading.*

A. SOCIO-CULTURAL AREA	B. ORDER OF CONCERN	C. INTERVENTION SELECTED	D. DURATION OF INTERVENTION	E. OUTCOMES OF INTERVENTION (complete only as part of Evaluation)
Acculturation				
Cognitive Learning				
Culture & Language				
Experiential Background				
Sociolinguistic Development				

From Hamayan et al., Special Education Considerations for English Language Learners: Delivering a Continuum of Services, ©2013. Reprinted with permission.



ADVANCED 4:

Leading and Teaching in Dual Language Programs

COURSE NUMBER:	Education X
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment online or by phone

DESCRIPTION

In dual-language programs, students are taught literacy and academic content in English and a partner language. The aim is to develop proficiency and literacy in both languages, attain high levels of academic achievement, and develop an appreciation for and understanding of multiple cultures.

A dual-language program is often referred to as additive bilingualism, as its aim is to keep the native language intact while developing the English language. Educators must understand the foundations of dual-language education and the concepts of biliteracy, bilingualism, and biculturalism and apply this knowledge to create an effective learning environment for students in the dual-language program.

In this micro-credential, you will evaluate the program structure, curriculum, instructional practices, and assessment and accountability of a dual-language program. You will then create a summary of your findings to present to colleagues.

The central question explored in this course is:

What are the curricular, instruction, assessment, and accountability protocols associated with high-quality dual language programs, and how can you ensure protocols support student progress toward meeting bilingualism, biliteracy, socio-cultural competence, curricular, and content-related goals?

LEARNING GOALS AND OBJECTIVES

- Students can recognize the characteristics associated with high-quality dual-language programs and know how to schedule and bridge language use.
- Students know how to plan and differentiate lessons using curriculum in dual-language programs in support of various levels of language proficiency in two or more languages, including developing language objectives in both languages.
- Students know effective instructional strategies in dual-language programs that align with the goals of bilingualism, biliteracy, and sociocultural competence and effectively deliver content in two languages.
- Students know assessment and MTSS protocols in dual-language programs that use multiple measures



in both languages to assess students' progress toward meeting bilingualism and biliteracy goals as well as curricular and content-related goals.

- Students know how to effectively use technology in the dual-language classroom to support instruction and assessment.

STUDENT OUTCOMES AND EVIDENCE OF LEARNING

Students will demonstrate their learning goals by:

- Evaluating their existing dual language program against a best practice rubric and completing a program structure evaluation template.
- Evaluating the curriculum in their existing dual language program against a best practice rubric and completing a curriculum evaluation template.
- Evaluating the instruction in their existing dual language program against a best practice rubric and completing an instructional evaluation template.
- Evaluating the assessment and accountability protocols in their existing dual language program against a best practice rubric and completing an assessment and accountability evaluation template.
- Prepare a summary presentation of the program evaluation findings with recommendations for program improvement.
- Planning and delivering a lesson in a bilingual classroom, including reflecting on assessments of student progress in content and two languages.

READINGS AND RESOURCES

Adelman Reyes, Sharon and Kleyn, Tatyana. (2010). *Teaching in Two Languages: A Guide for K–12 Bilingual Educators*. Corwin Press: Thousand Oaks, CA.

August, D. & Shanahan, T. (2006). [Developing literacy in second-language learners: Report of the national literacy panel on language-minority children and youth](#). Center for Applied Linguistics, Lawrence Erlbaum Associates.

Beeman, Karen and Urow, Cheryl. (2012). *Teaching for Biliteracy: Strengthening Bridges Between Languages*. Brookes Publishing: Baltimore, MD

Borisoff, A. F. (2014). [Measuring program effectiveness: Assessment and accountability in a two-way immersion program](#). [Doctoral dissertation, East Carolina University]. The ScholarShip.

Calderón, M., Slavin, R., & Sánchez, M. (2011). [Effective instruction for English learners](#). *The Future of Children*, 21(1), 103–127.

Collier, Virginia P. and Thomas, Wayne P. (2014). *Educating English Learners for a Transformed World*. Dual Language Education of New Mexico Fuente Press: Albuquerque NM.

Colorín Colorado. (2019). [Bilingual & dual-language education: An overview](#).



Colorin Colorado. (2019). [Content instruction for ELLs](#).

Crawford, J. & Adelman Reyes, S. (2012). [Dual immersion: Can it survive 'data-driven reform'?](#) Colorin Colorado.

Dual Language Education of New Mexico. (n.d.). [What is dual-language education?](#)

[Dual Language Toolkit](#) from the National Association for Bilingual Education (NABE)

Goldenberg, C. (2013). [Unlocking the research on English learners: What we know—and don't yet know—about effective instruction](#). American Federation of Teachers.

Hamayan, E., Genesee, F., & Cloud, N. (2013). dual-language instruction: From A to Z. Heinle & Heinle.

Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). [Guiding principles for dual language education \(3rd ed.\)](#). Center for Applied Linguistics.

Kennedy, Barbara and Medina, Jose. (2017) [Dual Language Education: Answers to Questions from the Field](#). CAL Practitioner Brief. Center for Applied Linguistics: Washington DC.

Soltero, Sonia W. (2016) Dual Language Education: Program Design and Implementation. Heinemann. Portsmouth, NH.

U.S. Department of Education, Office of English Language Acquisition. (2017). [English learner tool kit](#) (2nd Rev. ed.).

EVALUATION

ASSIGNMENT 1: PROGRAM STRUCTURE EVALUATION

The significance and consequence of the organizational work involved in establishing an effective dual-language program cannot be understated. Researchers and educators have identified several characteristics associated with high-quality schools and programs, including vision and goals; equity; leadership; and processes for model design, refinement, planning, and implementation.

Gather information related to the program structure in your current or proposed dual-language program, and complete the Program Structure Evaluation template. Make sure to address all 4 key points and develop a rating and rationale for each.

Potential data sources include:

- District and school media and publications, including websites
- District and school guides for curriculum, instruction, and assessment
- District and school student information system
- Staff interviews and surveys



- Parent interviews and surveys
- Student interviews and surveys

Assessment/Competency Indicators (all competency indicators must be met)

- In Section I, a rating is provided.
- In Section I, evidence and comments are provided and align with the rating. The evidence and comments are detailed enough to demonstrate participant's understanding of the key point.
- In Section II, a rating is provided.
- In Section II, evidence and comments are provided and align with the rating. The evidence and comments are detailed enough to demonstrate participant's understanding of the key point.
- In Section III, a rating is provided.
- In Section III, evidence and comments are provided and align with the rating. The evidence and comments are detailed enough to demonstrate participant's understanding of the key point.
- In Section IV, a rating is provided.
- In Section IV, evidence and comments are provided and align with the rating. The evidence and comments are detailed enough to demonstrate participant's understanding of the key point.

ASSIGNMENT 2: CURRICULUM EVALUATION

There is a substantial and consistent body of research over the past several decades indicating that successful schools and programs have a curriculum that clearly aligns with standards and assessment, is meaningful and academically challenging, and incorporates higher-order thinking. In terms of curriculum-aligned standards, it is important to note that most of these standards have not been designed with English learners in mind. Therefore, curriculum adjustments may need to be made to reflect contextualized funds of knowledge of students and their families.

Gather information related to the curriculum in your current or proposed dual-language program, and complete the Curriculum Evaluation template. Make sure to address all 3 key points and provide a rating for each.

Potential data sources include:

- District and school media and publications, including websites
- District and school guides for curriculum, instruction, and assessment
- District and school student information system
- Staff interviews and surveys
- Parent interviews and surveys
- Student interviews and surveys

Assessment/Competency Indicators (all competency indicators must be met)

- In Section I, a rating is provided.
- In Section I, evidence and comments are provided and align with the rating. The evidence and comments are detailed enough to demonstrate participant's understanding of the key point.



- In Section II, a rating is provided.
- In Section II, evidence and comments are provided and align with the rating. The evidence and comments are detailed enough to demonstrate participant's understanding of the key point.
- In Section III, a rating is provided.
- In Section III, evidence and comments are provided and align with the rating. The evidence and comments are detailed enough to demonstrate participant's understanding of the key point.

ASSIGNMENT 3: INSTRUCTION EVALUATION

Good instruction is complicated in dual-language programs because instruction needs to address the goals of bilingualism, biliteracy, and sociocultural competence; balance the needs of diverse student groups; and meet the needs of second language learners. Furthermore, instruction is more complex because learning differs in bilingual students; they are able to draw on skills and knowledge from one language during instruction in the other. Thus, it is especially important to use a variety of techniques that respond to different language proficiency levels and various learning styles, which may differ among the ethnic groups represented in a particular dual-language program.

Gather information related to the curriculum in your current or proposed dual-language program, and complete the Instruction Evaluation template. Make sure to address all 4 key points, including a rating for each key point.

Potential data sources include:

- District and school media and publications, including websites
- District and school guides for curriculum, instruction, and assessment
- District and school student information system
- Staff interviews and surveys
- Parent interviews and surveys
- Student interviews and surveys

Assessment/Competency Indicators (all competency indicators must be met)

- In Section I, a rating is provided.
- In Section I, evidence and comments are provided and align with the rating. The evidence and comments are detailed enough to demonstrate participant's understanding of the key point.
- In Section II, a rating is provided.
- In Section II, evidence and comments are provided and align with the rating. The evidence and comments are detailed enough to demonstrate participant's understanding of the key point.
- In Section III, a rating is provided.
- In Section III, evidence and comments are provided and align with the rating. The evidence and comments are detailed enough to demonstrate participant's understanding of the key point.
- In Section IV, a rating is provided.
- In Section IV, evidence and comments are provided and align with the rating. The evidence and comments are detailed enough to demonstrate participant's understanding of the key point.



ASSIGNMENT 4: ASSESSMENT AND ACCOUNTABILITY EVALUATION

Good instruction is complicated in dual-language programs because instruction needs to address the goals of bilingualism, biliteracy, and sociocultural competence; balance the needs of diverse student groups; and meet the needs of second language learners. Furthermore, instruction is more complex because learning differs in bilingual students; they are able to draw on skills and knowledge from one language during instruction in the other. Thus, it is especially important to use a variety of techniques that respond to different language proficiency levels and various learning styles, which may differ among the ethnic groups represented in a particular dual-language program.

Gather information related to the curriculum in your current or proposed dual-language program, and complete the Instruction Evaluation template. Make sure to address all 4 key points, including a rating for each key point.

Potential data sources include:

- District and school media and publications, including websites
- District and school guides for curriculum, instruction, and assessment
- District and school student information system
- Staff interviews and surveys
- Parent interviews and surveys
- Student interviews and surveys

Assessment/Competency Indicators (all competency indicators must be met)

- In Section I, a rating is provided.
- In Section I, evidence and comments are provided and align with the rating. The evidence and comments are detailed enough to demonstrate participant's understanding of the key point.
- In Section II, a rating is provided.
- In Section II, evidence and comments are provided and align with the rating. The evidence and comments are detailed enough to demonstrate participant's understanding of the key point.
- In Section III, a rating is provided.
- In Section III, evidence and comments are provided and align with the rating. The evidence and comments are detailed enough to demonstrate participant's understanding of the key point.

ASSIGNMENT 5: SUMMARY OF FINDINGS PRESENTATION

This assignment is ONLY for students who are pursuing an ESOL teaching certificate. Students who plan to teach in bilingual/dual language settings should INSTEAD complete Assignments 6 and 7.

After completing the evaluations in Artifacts 1–4, prepare a summary of your findings in a format suitable for presentation to a colleague or team (i.e., PowerPoint, Google Slides, etc.).



The presentation should be no more than 30 slides and include:

- your methodology, including who you met with and examples of evidence you gathered,
- at least 2 findings from your analysis, including the evidence that supports the findings,
- at least 2 recommendations for actions that could improve student outcomes,
- scripted speaking notes for each slide, and
- a works cited slide.

Assessment/Competency Indicators (all competency indicators must be met)

- The presentation includes the educator's methodology, including who they met with and examples of evidence gathered.
- The presentation includes at least 2 findings with supporting evidence.
- The supporting evidence aligns with evaluations conducted in Artifacts 1, 2, 3, or 4.
- The presentation includes at least 2 recommendations for actions that could reasonably be expected to improve student outcomes.
- The presentation slides and speaker notes clearly communicate the participant's evaluation of a dual-language program.
- The presentation is interactive. There is at least 1 opportunity for participants to engage beyond just listening. Interactive opportunities may include reading and responding, reflecting independently, discussing as a group, etc.
- The presentation works cited slide provides links to at least 3 credible sources (from peer-reviewed journals, published books, universities, government, reputable media outlets, or reputable organizations).

ASSIGNMENT 6

This assignment is **ONLY** for students who are pursuing an bilingual/dual language teaching certificate. The assignment is **OPTIONAL** for all others.

Complete the lesson plan template (attached) for a lesson in a bilingual/dual language classroom.

Make sure your lesson plan addresses and specifies:

- Language objectives in both languages, as well as a content objective
- Relevant materials in both languages
- Language of instruction, and opportunities for bridging
- How technology will be used to support instruction and assessment
- Formative assessments that measure content mastery and progress in both languages

Assessment/Competency Indicators:

- Responses are clear, complete, and address the prompts.
- Meaningful literacy activities are included in L1 and L2.



- Materials and resources are provided in L1 and L2, with a rationale for their selection.
- Opportunities for teacher bridging are clearly highlighted.
- Opportunities for student bridging are clearly highlighted.
- Technology supports instruction and assessment in two languages.

ASSIGNMENT 7

This assignment is **ONLY** for students who are pursuing an bilingual/dual language teaching certificate. The assignment is **OPTIONAL** for all others.

Upload 2 to 4 student work samples collected during implementation of this lesson. Referring to these samples, answer these questions. Be sure to include evidence from the work samples to support your response.

Program Goals	How were the goals of bilingualism, biliteracy, and sociocultural competence addressed?
Reflection	What did I learn about the students' mastery of the learning objectives? What modifications would make the lesson more effective?

Assessment/Competency Indicators:

- Work samples are provided and are legible
- Responses are clear, complete, and address the prompts.
- Student work sample provides meaningful information on student growth towards bilingualism and/or biliteracy
- Student work sample provides meaningful information on student sociocultural competence.
- At least one modification for future lessons is provided that is reasonably supported by the description provided.



OPTIONAL FINAL PORTFOLIO **Only for UCLA Graduate Credit**

Students will combine the five completed assignments into a cohesive portfolio for review by the instructor. The final portfolio demonstrates mastery of all competencies and reflects feedback on all assignments.

The portfolio must be accompanied by a narrative reflection that addresses the essential question of the course: *What are the curricular, instruction, assessment, and accountability protocols associated with high-quality dual language programs, and how can you ensure protocols support student progress toward meeting bilingualism, biliteracy, socio-cultural competence, curricular, and content-related goals?*

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:

- Five completed assignments are provided with evidence of earning the Assessing Dual-Language Programs micro-credential.
- A satisfactory narrative reflection addressing all required points.

COURSE POLICIES

- Students must first register and complete the 'Assessing Dual-Language Programs' micro-credential.
- All assignments must meet all competency indicators to move forward.
- Materials must be submitted within 8 weeks of registration.
- The policy for the ECE program is that course incompletes are only given under extenuating circumstances, with documentation.



ARTIFACT 1 – PROGRAM STRUCTURE EVALUATION

Instructions: Gather information related to the program structure in your current or proposed dual-language program and complete the evaluation below. Make sure to address all 4 key points and develop a rating for each. Ensure that you complete the required information in the gray fields. *Save your completed template as a PDF file before uploading.*

Strand 1: Program Structure

Principle 1: All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.

SECTION I

Key Point A. The program design is aligned with program mission and goals.

MINIMAL ALIGNMENT	PARTIAL ALIGNMENT	FULL ALIGNMENT	EXEMPLARY PRACTICE
<p>It is not clear that the program design is aligned with the mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) or will enable students to attain the goals of the program.</p>	<p>The program design is somewhat aligned with the mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain some but not all goals of the program.</p>	<p>The program design is fully aligned with the program mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain all program goals.</p>	<p>The program design is fully aligned with the program mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain all program goals. The mission and goals are supported by district leadership and community members in addition to program personnel, and there are systems in place to ensure that alignment continues as the program mission or goals evolve.</p>
<p>Rating:</p>			
<p>Rating Rationale: (cite evidence for your rating)</p>			

SECTION II



Key Point B. The development of bilingualism and biliteracy is part of the program design.

MINIMAL ALIGNMENT	PARTIAL ALIGNMENT	FULL ALIGNMENT	EXEMPLARY PRACTICE
Efforts at promoting additive bilingualism and biliteracy are uncoordinated and unsystematic.	There is some plan for promoting additive bilingualism and biliteracy, but knowledge or resources are insufficient to fully accomplish this objective.	There is a program-wide plan for promoting additive bilingualism and biliteracy that takes home language profiles into consideration and is grounded in proficiency standards or a scope-and-sequence document. Implementation is consistent at all grade levels. Students are given opportunities to develop social and academic registers in both languages.	There is a program-wide plan for promoting additive bilingualism and biliteracy that takes home language profiles into consideration, is grounded in proficiency standards or a scope-and-sequence document, and is coordinated at the district level. Implementation is consistent at all grade levels, and the program successfully prepares students to obtain Advanced Placement credit or the Seal of Biliteracy. The program communicates and advocates for these goals at the district, state, and national levels.
Rating:			
Rating Rationale: (cite evidence for your rating)			

SECTION III

Key Point E. The program is articulated across grades.

MINIMAL ALIGNMENT	PARTIAL ALIGNMENT	FULL ALIGNMENT	EXEMPLARY PRACTICE
There is little or no articulation across grade levels.	There is a plan for articulation across grade levels, but it is not systematic or well implemented (e.g., it may exist only for the primary grades or may be left to the teachers to develop from one year to the next).	There is a plan for articulation across all grade levels that is comprehensive and well implemented.	There is a comprehensive and well-implemented plan for articulation across all grade levels that is coordinated at the district level and that is reviewed periodically and revised as needed.
Rating:			
Rating Rationale: (cite evidence for your rating)			



SECTION IV

Key Point F. There is deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction.

MINIMAL ALIGNMENT	PARTIAL ALIGNMENT	FULL ALIGNMENT	EXEMPLARY PRACTICE
<p>Planning is carried out independently for each language of instruction, with little to no coordination.</p>	<p>There is some coordination across languages of instruction, but it is not comprehensive or ongoing (e.g., in only one content area or only for some units).</p>	<p>Instruction in one language consistently supports and extends instruction in the other language, and regular planning time is provided to teachers and other instructional staff to ensure that this coordination occurs.</p>	<p>Instruction in one language consistently supports and extends instruction in the other language, and regular planning time is provided to teachers and other instructional staff to ensure that this coordination occurs. Systems are in place to help teachers coordinate instruction (e.g., shared online folders or curriculum planning software). Instructional staff engage in outreach within and beyond the district to share strategies for coordinating instruction.</p>
<p>Rating:</p>			
<p>Rating Rationale: (cite evidence for your rating)</p>			



ARTIFACT 2 – CURRICULUM EVALUATION

Instructions: Gather information related to the curriculum in your current or proposed dual-language program and complete the evaluation below. Make sure to address all 3 key points and develop a rating for each. Ensure that you complete the required information in the gray fields. *Save your completed template as a PDF before uploading.*

Strand 2: Curriculum

Principle 2: The curriculum is standards-based and promotes attainment of the three core goals of dual language education.

SECTION I

Key Point B. The curriculum includes a standards-based scope and sequence for language and literacy development in English and the partner language for all students.

MINIMAL ALIGNMENT	PARTIAL ALIGNMENT	FULL ALIGNMENT	EXEMPLARY PRACTICE
<p>There is no scope and sequence for literacy and language development for either of the program languages.</p>	<p>There is a scope and sequence for literacy and language development for one language but not the other (or it is not differentiated for each language), or the scope and sequence is not based on relevant standards.</p>	<p>There is a scope and sequence for literacy and language development in each language that is based on relevant standards (e.g., WIDA, CCSS) as appropriate for the program model; it is differentiated for a variety of bilingual learner profiles and for students identified as gifted or eligible for special education services, with high expectations for all students. Areas of cross-linguistic commonalities and differences for language and literacy expectations are noted and used to inform instruction.</p>	<p>There is a scope and sequence for literacy and language development in each language that is based on standards (e.g., WIDA, CCSS) as appropriate for the program model; it is differentiated for a variety of bilingual learner profiles and for students identified as gifted or eligible for special education services, with high expectations for all students. Areas of cross-linguistic commonalities and differences for language and literacy expectations are noted and used to inform instruction. At both the school and district level, the scope and sequence for language and literacy development in both languages is regularly reviewed and improved as needed.</p>
<p>Rating:</p>			
<p>Rating Rationale: (cite evidence for your rating)</p>			



SECTION II

Key Point C. The curriculum promotes and maintains equal status of both languages.

MINIMAL ALIGNMENT	PARTIAL ALIGNMENT	FULL ALIGNMENT	EXEMPLARY PRACTICE
<p>Across all grade levels, academic subjects such as math, science, and language arts are taught in one language, and all specials (e.g., art, music) are taught in the other. There are insufficient opportunities to develop academic language in English or the partner language.</p>	<p>Some attempts are made to balance academic instruction between the two languages, but across all grade levels, most academic subjects are taught in one language, and most specials (e.g., art, music) are taught in the other. There are some opportunities to develop academic language in English and the partner language.</p>	<p>Over the course of the program, as is appropriate for the program model, instruction in academic subjects and specials is evenly allocated across the two languages of instruction, and standards-based language arts instruction is provided in both languages. All students are provided with sufficient opportunities to develop academic language in English and the partner language.</p>	<p>Over the course of the program, as is appropriate for the program model, instruction in academic subjects and specials is evenly allocated across the two languages of instruction, and standards-based language arts instruction is provided in both languages. All students are provided with sufficient opportunities to develop academic language in English and the partner language. Collaborations with external partners (e.g., community members, international organizations) are created to extend the development of academic skills and language to real-world contexts in both English and the partner language.</p>
<p>Rating:</p>			
<p>Rating Rationale: (cite evidence for your rating)</p>			



SECTION III

Key Point E. The curriculum is culturally responsive and representative of the cultural and linguistic backgrounds of all students.

MINIMAL ALIGNMENT	PARTIAL ALIGNMENT	FULL ALIGNMENT	EXEMPLARY PRACTICE
<p>There is little indication that the curriculum is culturally relevant or supports students' prior knowledge and home language. Teachers demonstrate little to no knowledge of students' backgrounds, cultures, interests, or special needs. Regional language varieties are not valued or represented in curricular materials.</p>	<p>The curriculum incorporates some culturally relevant materials and some consideration is given to students' prior knowledge and home language. Teachers demonstrate some knowledge of students' backgrounds, cultures, interests, and special needs. Regional language varieties are represented in curricular materials to a limited extent.</p>	<p>The curriculum incorporates culturally relevant materials in both program languages and consideration is given to students' prior knowledge and home language. Teachers demonstrate knowledge of students' backgrounds, cultures, interests, and special needs and ground their lessons in such knowledge. Regional language varieties are represented in curricular materials as appropriate for the lesson objectives.</p>	<p>The curriculum incorporates culturally relevant materials in both program languages and consideration is given to students' prior knowledge and home language. Teachers demonstrate ample knowledge of students' backgrounds, cultures, interests, and special needs and ground their lessons in such knowledge. Regional language varieties are represented in curricular materials as appropriate for the lesson objectives. Opportunities are provided for students to engage in community-based projects that address local concerns and deepen home-community-school connections.</p>
<p>Rating:</p>			
<p>Rating Rationale: (cite evidence for your rating)</p>			



ARTIFACT 3 – INSTRUCTION EVALUATION

Instructions: Gather information related to the curriculum in your current or proposed dual-language program and complete the evaluation below. Make sure to address all 4 key points and develop a rating for each. Ensure that you complete the required information in the gray fields. *Save your completed template as a PDF before uploading.*

Strand 1: Instruction

Principle 1: Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.

SECTION I

Key Point B. Instruction incorporates appropriate separation of languages to promote high levels of language acquisition.

MINIMAL ALIGNMENT	PARTIAL ALIGNMENT	FULL ALIGNMENT	EXEMPLARY PRACTICE
<p>There is no separation of languages for instruction. Teachers use both languages as they choose or continually translate from one to the other. Or there is an overly rigid separation of languages, and teachers do not allow students to use any language other than the language of instruction for any purpose.</p>	<p>There is an attempt at separation of languages, but it is adhered to more strictly in one language than the other. Or students or the teacher use both languages on occasion, but without a clear purpose.</p>	<p>There is a consistent separation of languages for instruction, with high expectations for teachers and students to use the language of instruction and with scaffolds provided to encourage language production. However, in the classroom and throughout the school, opportunities exist for students and teachers to use both languages concurrently for clear academic, linguistic, or social purposes, either through brief teachable moments or through extended activities.</p>	<p>There is a consistent separation of languages for instruction, with high expectations for teachers and students to use the language of instruction and with scaffolds provided to encourage language production. However, in the classroom and throughout the school, opportunities exist for students and teachers to use both languages concurrently for clear academic, linguistic, or social purposes, either through brief teachable moments or through extended activities. Teachers and students regularly engage in self-reflection to identify when and why they are maintaining separation of languages vs. using both languages, and adjust language choices as needed to ensure that program goals and learning objectives are being met.</p>
<p>Rating:</p>			
<p>Rating Rationale: (cite evidence for your rating)</p>			



SECTION II

Key Point D. Explicit language arts instruction is provided in both program languages, is based on language-specific standards, and is coordinated across languages to ensure biliteracy development.

MINIMAL ALIGNMENT	PARTIAL ALIGNMENT	FULL ALIGNMENT	EXEMPLARY PRACTICE
<p>Explicit language arts instruction is provided only in one language for the duration of the program.</p>	<p>Explicit language arts instruction is offered in both languages over the course of the program, but for one language the instruction is minimal, only takes place sporadically in response to specific student errors, or is based on translating English language arts standards into the partner language, which results in inappropriate instruction (e.g., teaching Spanish at the phoneme level instead of the syllable level).</p>	<p>Explicit language arts instruction based on language-specific standards is provided in both languages in a way that is consistent with the program model. Language arts instruction is coordinated between the two languages at all grade levels.</p>	<p>Explicit language arts instruction based on language-specific standards is provided in both languages in a way that is consistent with the program model. Language arts instruction is coordinated between the two languages at all grade levels. Program staff engage in outreach opportunities within and beyond the district to learn from and support other dual-language programs regarding the development and coordination of language arts instruction in the two program languages.</p>
<p>Rating:</p>			
<p>Rating Rationale: (cite evidence for your rating)</p>			



Principle 2: Instructional strategies support the attainment of the three core goals of dual-language education.

SECTION III

Key Point C. Instruction in one language builds on concepts learned in the other language.

MINIMAL ALIGNMENT	PARTIAL ALIGNMENT	FULL ALIGNMENT	EXEMPLARY PRACTICE
<p>Instruction in one program language does not connect to or build on instruction in the other language, or instruction in one language repeats or translates content already covered in the other language.</p>	<p>There are attempts to make instructional connections from one program language to the other (e.g., carrying over a discussion of a subject taught in one language to the other language or using complementary resources in each language), but they are unsystematic and insufficient.</p>	<p>Clear, purposeful instructional connections are made across program languages in a systematic and ongoing way so that instruction builds over time across languages. There is ongoing communication among teachers through a variety of channels, including meetings, email, and online planning documents.</p>	<p>Clear, purposeful instructional connections are made across program languages in a systematic and ongoing way so that instruction builds over time across languages. There is ongoing communication among teachers through a variety of channels, including meetings, email, and online planning documents. Program staff engage in outreach opportunities within and beyond the district to learn from and support other dual-language programs regarding the purposeful coordination of instruction across program languages.</p>
<p>Rating:</p>			
<p>Rating Rationale: (cite evidence for your rating)</p>			



ARTIFACT 4 – ASSESSMENT AND ACCOUNTABILITY EVALUATION

Instructions: Gather information related to the curriculum in your current or proposed dual-language program and complete the evaluation below. Make sure to address all 3 key points and develop a rating for each. Ensure that you complete the required information in the gray fields. *Save your completed template as a PDF before uploading.*

Strand 4: Assessment and Accountability

Principle 2: Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.

SECTION I

Key Point A. Student assessment is aligned with program goals, instructional objectives, and language and literacy standards for both languages of instruction.

MINIMAL ALIGNMENT	PARTIAL ALIGNMENT	FULL ALIGNMENT	EXEMPLARY PRACTICE
Formative and summative assessments are conducted only in response to state or district requirements, and there is no clear relationship to program goals, instructional objectives, and/or language and literacy standards for both languages of instruction.	In addition to complying with state and/or district requirements, formative and summative assessments are partially aligned with program goals, instructional objectives, and language and literacy standards for both languages of instruction.	In addition to complying with state and/or district requirements, formative and summative assessments are fully aligned with program goals, instructional objectives, and language and literacy standards for both languages of instruction.	In addition to complying with state and/or district requirements, formative and summative assessments are fully aligned with program goals, instructional objectives, and language and literacy standards for both languages of instruction. There is a systematic process in place for ongoing review and modifications as program goals, instructional objectives, and/or standards evolve.
Rating:			
Rating Rationale: (cite evidence for your rating)			



SECTION II

Key Point C. Formative and summative assessments are valid and reliable for bilingual learners.

MINIMAL ALIGNMENT	PARTIAL ALIGNMENT	FULL ALIGNMENT	EXEMPLARY PRACTICE
<p>Formative and summative assessments are not valid and/or reliable for bilingual learners.</p>	<p>Some formative and/or summative assessments are valid and reliable for bilingual learners (e.g., providing scaffolding to increase comprehensibility and limit the influence of language proficiency on content assessments, incorporating features of regional language varieties, incorporating culturally relevant examples, using a bilingual approach that allows students to demonstrate their full competence in a domain across the two program languages). This may be limited to one program language and/or to certain grade levels.</p>	<p>The majority of formative and/or summative assessments in both program languages are valid and reliable for bilingual learners (e.g., providing scaffolding to increase comprehensibility and limit the influence of language proficiency on content assessments, incorporating features of regional language varieties, incorporating culturally relevant examples, using a bilingual approach that allows students to demonstrate their full competence in a domain across the two program languages).</p>	<p>The majority of formative and/or summative assessments in both program languages are valid and reliable for bilingual learners (e.g., providing scaffolding to increase comprehensibility and limit the influence of language proficiency on content assessments, incorporating features of regional language varieties, incorporating culturally relevant examples, using a bilingual approach that allows students to demonstrate their full competence in a domain across the two program languages). There are assessment personnel at the district level who stay informed about new developments in the assessment of bilingual learners and ensure that the assessments used are as appropriate and useful as possible.</p>
<p>Rating:</p>			
<p>Rating Rationale: (cite evidence for your rating)</p>			



Principle 3: Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.

SECTION III

Key Point E. Assessment is consistently monitored in the two languages of the program.

MINIMAL ALIGNMENT	PARTIAL ALIGNMENT	FULL ALIGNMENT	EXEMPLARY PRACTICE
<p>The program assesses students in both English and the partner language, but uses only English scores for program evaluation.</p>	<p>The program assesses students in one or both languages depending on the program design, the grade level, the language of content instruction, and the dominant language of the students, and reports achievement scores accordingly. However, assessments in the partner language may just be translations of English assessments, and assessments in English may not be valid or reliable for bilingual learners.</p>	<p>The program assesses students in both English and the partner language and includes both sets of scores in program evaluation reports. Assessments in the partner language are valid and reliable in that language and are not merely translations of English assessments. Assessments in English are likewise valid and reliable for bilingual students.</p>	<p>The program assesses students in both English and the partner language and includes both sets of scores in program evaluation reports. Assessments in the partner language are valid and reliable in that language and not merely translations of English assessments. Assessments in English are likewise valid and reliable for bilingual students. The district has systems for monitoring students' outcomes over time in both languages of instruction and provides opportunities for this information to be used for program improvement.</p>
<p>Rating:</p>			
<p>Rating Rationale: (cite evidence for your rating)</p>			



ARTIFACT 5 – DUAL LANGUAGE CLASSROOM - SAMPLE LESSON PLAN

Content Area	Grade Level
Topic	Duration
Context – target languages of instruction and proficiency levels of students	Program (dual language, transitional bilingual, etc)
Language and Content Objectives Students will be able to... 1) 2) 3) 4)	Assessment Students will demonstrate mastery of the objective by... 1) 2) 3) 4)
Materials Authentic, meaningful and relevant to the objectives. Specify L1 and L2 for materials.	



ADVANCED 5:

Incorporating Linguistic Analysis into Teaching Multilingual Learners

COURSE NUMBER:	Education X
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment online or by phone

DESCRIPTION

Multilingual Learners must acquire a wide array of tools to use language successfully. Students must gain proficiency with everything from the language's most basic components, such as phonology (the sound system that underlies language), to its complexities, such as the rhetorical and discourse features of various genres. To support all students in becoming college- and career-ready, educators must have high levels of language and literacy knowledge themselves and also understand how to support language acquisition. Teachers of Multilingual Learners must also acquire basic knowledge of their students' home languages because students' home language knowledge can influence second language acquisition. Obtaining knowledge of linguistics and analyzing the elements of language can support educators with communicating more coherently, serving as effective language models, and providing accurate language and literacy instruction. Educators can also leverage analysis of the similarities and differences between L1 (home language) and L2 (partner language) to understand possible sources of confusion and accelerate language learning.

In this micro-credential, you will research the similarities and differences between L1 and L2 and plan to leverage these features to support language acquisition. You will also communicate information about incorporating linguistic analysis to better support Multilingual Learners to your general education colleagues.

The central question explored in this course is:

What are the similarities and differences between a student's home language and partner language and how can you leverage these features to support language acquisition?

LEARNING GOALS AND OBJECTIVES

- Students can identify the linguistic features of students' home language(s) and partner language(s).
- Students can analyze how similarities and differences between home and partner languages can impact dual language development.
- Students can capitalize on similarities and differences between students' home and partner languages to support students in building metalinguistic awareness.



STUDENT OUTCOMES AND EVIDENCE OF LEARNING

Students will demonstrate their learning goals by:

- Researching the similarities and differences between students' home and partner languages and plan to leverage these features to support language acquisition.
- Communicate information about incorporating linguistic analysis to better support multilingual learners to general education colleagues.

READINGS AND RESOURCES

American Speech-Language-Hearing Association. (n.d.). [Phonemic inventories and cultural and linguistic information across languages.](#)

Benson, C. (2002). [Transfer/Cross-linguistic influence.](#) *ELT Journal*, 56(1), 68–70.

BloomBoard. (2022, May). [Strategies for supporting metalinguistic awareness.](#)

Colorado Department of Education. (2021). [Understanding consonant and vowel phonemes in English.](#)

Colorin Colorado. (2007). [Using cognates to develop comprehension in English.](#)

Ferris, D. (2011). *Treatment of error in second language student writing.* The University of Michigan Press.

Fillmore, L., & Snow, C. (2000). [What teachers need to know about language.](#) Center for Applied Linguistics.
Purdue University Online Writing Lab (OWL). (n.d.). ESL instructors and students.

TESOL. (n.d.). [English Learners and ESSA: What educators need to know.](#)

Zipke, M., Ehri, L. C., & Cairns, H. S. (2009). [Using semantic ambiguity instruction to improve third graders' metalinguistic awareness and reading comprehension: An experimental study.](#) *Reading Research Quarterly*, 44(3), 300–321.

EVALUATION

ASSIGNMENT 1: CROSS-LINGUISTIC ANALYSIS

Choose a language other than English represented in your classroom. (Note: you may choose any language except Swahili because it is used as an example in Learn 7.) Research the linguistic features of the chosen language, using sources such as Phonemic Inventories and Cultural and Linguistic Information Across Languages, bilingual dictionaries, and other high-quality sources. As you conduct your research, use a style guide or other reputable source to improve and expand your knowledge of English when relevant.



Capture similarities and/or differences with English at different levels of language (phonology, morphology, syntax, semantics, and/or pragmatics) in the Cross-Linguistic Analysis template. Then, complete the template to describe the possible impact of linguistic variables on a student's language acquisition and teaching opportunities related to similarities and differences between the students' home and partner languages.

Assessment/Competency Indicators (all competency indicators must be met)

- In template Section I, the response to prompt 1 provides reasonable information on the similarities and differences between English and the students home or partner language in at least three (3) different areas of language (phonology, morphology, syntax, semantics, and/or pragmatics) and cites at least one source listed in prompt 2.
- In template Section I, the works cited in prompt 2 are credible sources (peer-reviewed journals, published books, universities, government, reputable media outlets, or reputable organizations) and formatted using APA citation style.
- In template Section I, the description of the possible impact of the similarities and differences in each language area are reasonable given the information provided in prompt 1. The educator only describes possible impacts (i.e., does not draw definitive conclusions).
- In template Section II, the description in prompt 1 of the impact on instruction and/or awareness of possible sources of error aligns to responses in Section I and provides at least one aligned example for each area of language addressed in Section I, prompt 1. The examples provided reasonably demonstrate that the educator will support the student in building metalinguistic awareness and/or communicative competence.
- In template Section II, the response to prompt 2 articulates a clear rationale for developing knowledge of the partner language and a reasonable plan for continued learning. The response connects to the impact on students and describes at least one (1) reasonable strategy or resource used as support in Section I.
- In template Section II, the response to prompt 3 describes at least one (1) reasonable next step to incorporate linguistic analysis into teaching language and articulates a clear rationale for learning about the home and partner languages of students that connects to the impact on students.

ASSIGNMENT 2: PRESENTATION FOR COLLEAGUES

Brainstorm important information about incorporating linguistic analysis into teaching that your general education colleagues should know to better support multilingual learners.

Create an original PowerPoint/Google slides presentation with scripted speaker notes that outlines information about linguistic analysis to present to colleagues in a professional development or professional learning community setting.

Ensure that your presentation includes:

- A slide listing at least three (3) objectives of the presentation; the objectives relate directly to incorporating linguistic analysis into teaching to support multilingual learners
- A description of the goal of language instruction that includes a definition of communicative competence and explains why it is important for educators to keep this goal in mind



- An explanation of why it is useful for teachers who work with English Learners to obtain explicit knowledge of both the English language and multilingual learners' home languages
- A definition of language transfer that includes a brief explanation of the nuanced impact of transfer on language development and describes that most components of language can be impacted by transfer
- At least three (3) original examples where knowledge of the student's home and partner languages would help a general education teacher better support a student (i.e., not examples provided in the Learn resources)
- Two (2) strategies for supporting students in building metalinguistic awareness that would be most useful for your colleagues to try in their classrooms; each strategy should be illustrated with an original example (i.e., not an example provided in the Learn resources)
- An opportunity for participants to apply their learning by planning to use each of the two (2) strategies for supporting students in building metalinguistic awareness in their own classrooms; the speaker notes should include scaffolding questions and planned support for participants that would result in effective planning that would positively impact students
- A closing that provides an opportunity for your colleagues to articulate their learning from the presentation and define at least one next step for supporting students by incorporating linguistic analysis into teaching; the speaker notes should include ideal participant responses and scaffolding questions that would reasonably result in participants articulating next steps that would positively impact students
- Opportunities for participants to interact with the material (e.g., reading and responding, reflecting independently, or discussing as a group)
- A works cited slide that links to at least two (2) credible sources (e.g., peer-reviewed journals, published books, universities, government, reputable media outlets, or reputable organizations); sources may include Learn resources and/or external sources.

Assessment/Competency Indicators (all competency indicators must be met)

- The presentation includes a slide listing at least three (3) objectives of the presentation. The objectives relate directly to incorporating linguistic analysis into teaching to support multilingual learners.
- The presentation includes a reasonable description of the goal of language instruction that includes an accurate definition of communicative competence and reasonably explains why it is important for educators to keep this goal in mind.
- The presentation includes a reasonable explanation of why it is useful for teachers who work with multilingual learners to obtain explicit knowledge of both the student home and partner languages.
- The presentation includes a reasonable definition of language transfer that includes a brief explanation of the nuanced impact of transfer on language development and describes that most components of language can be impacted by transfer.
- The presentation includes at least three (3) original examples that reasonably illustrate when knowledge of student home and partner languages would help a general education teacher better support a student (i.e., not examples provided in the Learn resources).
- The presentation includes at least two (2) strategies for supporting students in building metalinguistic awareness that would be reasonably useful for general education teachers to try in their classrooms. Each strategy is reasonably illustrated with an original example (i.e., not an example from the Learns).
- The presentation includes an opportunity for participants to reasonably apply their learning by planning to use each of the two (2) strategies for supporting students in building metalinguistic awareness in their own classrooms. The speaker notes include scaffolding questions and planned support for participants that would reasonably result in effective planning that would positively impact students.



- The presentation includes a closing that provides an opportunity for the educator's colleagues to articulate their learning from the presentation and define at least one next step for supporting students by incorporating linguistic analysis into teaching. The speaker notes include ideal participant responses and scaffolding questions that would reasonably result in participants articulating next steps that would positively impact students.
- The presentation is interactive (e.g., reading and responding, reflecting independently, or discussing as a group).
- The presentation works cited slide links to at least two (2) credible sources (e.g., peer-reviewed journals, published books, universities, government, reputable media outlets, or reputable organizations); sources may include Learn resources and/or external sources.
- The presentation is original. All material not created by the educator is cited.

OPTIONAL FINAL PORTFOLIO Only for UCLA Graduate Credit

Students will combine the five completed assignments into a cohesive portfolio for review by the instructor. The final portfolio demonstrates mastery of all competencies and reflects feedback on all assignments.

The portfolio must be accompanied by a narrative reflection that addresses the essential question of the course: *What are the curricular, instruction, assessment, and accountability protocols associated with high-quality dual language programs, and how can you ensure protocols support student progress toward meeting bilingualism, biliteracy, socio-cultural competence, curricular, and content-related goals?*

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:

- Two completed assignments are provided with evidence of earning the Assessing Dual-Language Programs micro-credential.
- A satisfactory narrative reflection addressing all required points.



COURSE POLICIES

- Students must first register and complete the 'Assessing Dual-Language Programs' micro-credential.
- All assignments must meet all competency indicators to move forward.
- Materials must be submitted within 8 weeks of registration.
- The policy for the ECE program is that course incompletes are only given under extenuating circumstances, with documentation.

ARTIFACT 1 – CROSS LINGUISTIC ANALYSIS

Instructions: Ensure that you complete the required information in the gray fields. *Save your completed template as a PDF before uploading.*

SECTION I - LANGUAGE RESEARCH

1. Describe the similarities and differences between a student's home and partner language in at least three (3) different areas of language, such as phonology, morphology, syntax, semantics, and/or pragmatics (e.g., norms for politeness, the use of formal language, or the rhetorical patterns and discourse features of various genres).

(name the home and partner language in your response. Include citations of at least one credible source, such as peer-reviewed journals, published books, universities, government, reputable media outlets, or reputable organizations.)

2. List all works cited in prompt 1. (Use [APA citation style](#).)



3. Describe the possible impact of the similarities and differences in each area of language (described in prompt 1) on a student's language acquisition.

SECTION II - REFLECTING AND PLANNING NEXT STEPS

1. Describe how the understanding you have developed of similarities and differences in each area of language (in Section I) will impact your instruction and/or awareness of possible sources of error. For each area, script at least one example of what you might say to the student to support their metalinguistic awareness and/or communicative competence.

AREA #1:
Scripted example statement:
AREA #2:
Scripted example statement:
AREA #3:
Scripted example statement:

2. Describe why it is important for you to develop your knowledge of language as a teacher of multilingual learners and your plan for continuing your learning. In your response, provide at least one (1) example of a strategy or resource you used to improve your explicit knowledge of language while engaging in Section I. Be sure to connect your response to the impact on students (anticipated or actual).



3. Describe why it has been meaningful for you to learn about the home language(s) of one of your students. Define at least one (1) next step for continuing to incorporate linguistic analysis into teaching language. Be sure to connect your next step to the anticipated impact on your students, including their progress towards communicative competence.



ADVANCED 6:

Teaching Multilingual Learners in a Sociocultural Context

COURSE NUMBER:	Education X
NUMBER OF UNITS:	1 credit
MEETING TIME(S), TYPE(S), AND LOCATION(S):	Online
INSTRUCTOR NAME:	Dr. Jason Cervone
INSTRUCTOR E-MAIL:	jcervone@gseis.ucla.edu
OFFICE HOURS:	By appointment online or by phone

DESCRIPTION

Central to language acquisition in school are the surrounding social and cultural processes occurring through everyday life within a student's past, present, and future, whether at home, school, community, or the broader society. A student's success at school is impacted by community or regional social patterns such as prejudice and discrimination expressed towards groups or individuals in personal and professional contexts, as well as societal patterns such as subordinate status of a minority group or acculturation versus assimilation forces at work. These factors can strongly influence the student's learning a new language, affecting the process positively only when the student is in a socioculturally supportive environment.

In this micro-credential, you will evaluate your own culturally responsive teaching practices, create a strategic plan to improve your culturally responsive teaching practices, and implement the strategic plan.

The central question explored in this course is:

How can you strengthen and implement culturally responsive teaching practices?

LEARNING GOALS AND OBJECTIVES

- Students can understand a framework of culturally responsive teaching for multilingual learners and know how the five principles support student success:
 1. Culturally responsive teaching is assets-based.
 2. Culturally responsive teaching simultaneously supports and challenges students.
 3. Culturally responsive teaching places students at the center of learning.
 4. Culturally responsive teaching leverages students' linguistic and cultural background.
 5. Culturally responsive teaching unites students' schools, families, and communities.
- Students can use the framework for culturally responsive teaching for multilingual learners to identify areas for improvement in their practice.
- Students can reflect on their own worldview and biases and know how these practices may advantage some students and disadvantage others.



STUDENT OUTCOMES AND EVIDENCE OF LEARNING

Students will demonstrate their learning goals by:

- Reflecting on their own practice & how you use culturally responsive teaching to support multilingual learners.
- Developing a strategic plan to make their teaching practices more culturally responsive.
- Provide visual documentation and reflection on implementation of the strategic plan.

READINGS AND RESOURCES

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- Snyder, S. C. & Fenner, D. S. (2021). [Culturally responsive teaching for multilingual learners: Tools for equity](#). Corwin.
- Talking Points. (n.d.). [Reach all your students' families](#).
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EVALUATION

ASSIGNMENT 1: CULTURALLY RESPONSIVE TEACHING EVALUATION

Reflect on your own practice and how you use culturally responsive teaching to support multilingual learners. Rate your practice, and reflect on the strengths and gaps evident for each guiding principle using the Culturally Responsive Teaching Evaluation template.

Assessment/Competency Indicators (all competency indicators must be met)

- In Section I, a rating is provided for each prompt.
- In Section I, at least one strength and one gap are identified for Guiding Principle 1.
- In Section I, strengths and gaps are specific and clearly relate to the practices for Guiding Principle 1.
- In Section II, a rating is provided for each prompt.
- In Section II, at least one strength and one gap are identified for Guiding Principle 2.
- In Section II, strengths and gaps are specific and clearly relate to the practices for Guiding Principle 2.
- In Section III, a rating is provided for each prompt.
- In Section III, at least one strength and one gap are identified for Guiding Principle 3.
- In Section III, strengths and gaps are specific and clearly relate to the practices for Guiding Principle 3.
- In Section IV, a rating is provided for each prompt.
- In Section IV, at least one strength and one gap are identified for Guiding Principle 4.
- In Section IV, strengths and gaps are specific and clearly relate to the practices for Guiding Principle 4.
- In Section V, a rating is provided for each prompt.
- In Section V, at least one strength and one gap are identified for Guiding Principle 5.
- In Section V, strengths and gaps are specific and clearly relate to the practices for Guiding Principle 5.

ASSIGNMENT 2: CULTURALLY RESPONSIVE TEACHING EVALUATION

Using the completed template from Assignment 1, develop a strategic plan to make your teaching practices more culturally responsive. Complete the Strategic Plan template to detail your plan.

Assessment/Competency Indicators (all competency indicators must be met)

- For prompt 1, the educator clearly states the goal of the plan, and the goal addresses culturally responsive teaching.



- For prompt 2, the educator clearly states the expected impact of the strategic plan on the targeted student(s).
- For prompt 3, the educator identifies the guiding principle(s) they will address and provides a rationale for the selection.
- For prompt 4, the educator describes at least two strengths they will build on that are connected to the template responses in Artifact 1.
- For prompt 5, the educator describes at least two gaps they will address that are connected to the template responses in Artifact 1.
- For prompt 6, the educator describes the action steps including at least one strategy or activity they will implement.
- For prompt 6, the educator provides a reasonable timeframe for the implementation.
- The strategic plan demonstrates the educator's accurate understanding of culturally responsive teaching.
- The strategic plan will reasonably result in the educator implementing culturally responsive teaching practices.

ASSIGNMENT 3: IMPLEMENTATION VIDEO AND REFLECTION

Part One: Implementation Video

Using the strategic plan you created for Artifact 2, video record the implementation of your practice(s) of culturally responsive teaching. The total timestamps for the video should be no longer than 10 minutes and must include the educator implementing at least one guiding principle from the framework of culturally responsive teaching for multilingual learners.

Part Two: Reflection

In addition to the video, submit a reflection no longer than two typed pages that addresses the following questions:

1. What impact on students and families did you notice after the implementation of your strategic plan? What evidence do you have to support this conclusion?
2. Reflect on your own beliefs about multilingual learners and families. How and why did these influence the selection and impact of your action(s)? Reference one or more of the Learning for Justice Common Beliefs in your answer.
3. Identify at least two strategies/areas you plan to continue working on to develop your culturally responsive teaching practices

Assessment/Competency Indicators (all competency indicators must be met)

- In the video, the educator's practices of culturally responsive teaching align to their Strategic Plan from Artifact 2.
- In the video, the educator implements at least one guiding principle from the framework of culturally responsive teaching for multilingual learners.
- In the reflection, the educator describes what impact on students and families they noticed due to the implementation of their strategic plan and support their claims with evidence.



- In the reflection, the educator describes how and why their beliefs about multilingual learners and families influenced their selection and impact of action(s) and references at least one Learning for Justice Common Belief.
- In the reflection, the educator identifies at least two strategies/areas they plan to continue working on to develop their culturally responsive teaching practices.

OPTIONAL FINAL PORTFOLIO Only for UCLA Graduate Credit

Students will combine the three completed assignments into a cohesive portfolio for review by the instructor. The final portfolio demonstrates mastery of all competencies and reflects feedback on all assignments.

The portfolio must be accompanied by a narrative reflection that addresses the essential question of the course: How can you strengthen and implement culturally responsive teaching practices?

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:

- Two completed assignments are provided with evidence of earning the Assessing Dual-Language Programs micro-credential.
- A satisfactory narrative reflection addressing all required points.

COURSE POLICIES

- Students must first register and complete the 'Assessing Dual-Language Programs' micro-credential.
- All assignments must meet all competency indicators to move forward.
- Materials must be submitted within 8 weeks of registration.
- The policy for the ECE program is that course incompletes are only given under extenuating circumstances, with documentation.



ARTIFACT 1 – CULTURALLY RESPONSIVE TEACHING EVALUATION

Instructions: Reflect on your own practice and how you use culturally responsive teaching to support multilingual learners. Rate your practice and reflect on the strengths and gaps evident in each guiding principle. Ensure that you complete the required information in the gray fields. *Save your completed template as a PDF before uploading.*

SECTION I

Guiding Principle 1: Culturally responsive teaching is assets-based.

PROMPT	YES	SOMETIMES	NO
1. I pronounce students' names correctly.			
2. I show an interest in students' home languages by learning a few words or phrases.			
3. I am aware of students' interests outside of the classroom or school setting.			
4. I put supports in place to help students and their families overcome obstacles that may get in the way of student learning or family participation.			
5. I incorporate students' cultural, historic, and linguistic backgrounds into instruction.			

STRENGTHS IN GUIDING PRINCIPLE 1	GAPS IN GUIDING PRINCIPLE 1

SECTION II

Guiding Principle 2: Culturally responsive teaching simultaneously supports and challenges students.

PROMPT	YES	SOMETIMES	NO
1. I use grade-level content and texts. Instructional texts include a balance of grade-level texts and texts at students' reading and language levels.			
2. I scaffold instruction and materials so English learners are able to access and engage with grade-level content and texts.			
3. I make sure my students have the support needed to be successful in gifted, honors, and/or college preparatory classes.			
4. My instruction includes activities that require students to consider alternative ways of understanding information and push students to challenge the status quo.			
5. My instruction includes activities that foster critical thinking and reflection (e.g., open-ended discussion prompts and student monitoring of their learning).			



STRENGTHS IN GUIDING PRINCIPLE 2	GAPS IN GUIDING PRINCIPLE 2

SECTION III

Guiding Principle 3: Culturally responsive teaching places students at the center of learning.

PROMPT	YES	SOMETIMES	NO
1. I frequently include structured pair and small group work activities in my classroom.			
2. I develop classroom norms and expectations with my students.			
3. I give my students choice in their learning.			
4. I give my students opportunities to speak and write about their lives and people and events that are important to them.			
5. I involve my students in goal setting and assessment through the use of student goal sheets, checklists, peer-editing activities, and teacher-student or student-student conferencing.			

STRENGTHS IN GUIDING PRINCIPLE 3	GAPS IN GUIDING PRINCIPLE 3

SECTION IV

Guiding Principle 4: Culturally responsive teaching leverages students' linguistic and cultural backgrounds.

PROMPT	YES	SOMETIMES	NO
1. I incorporate multicultural materials and resources in my curriculum.			
2. I use a variety of instructional strategies to assess, activate, and build students' background knowledge.			
3. I include perspectives of individuals that come from students' home culture in my lessons & units (e.g., literature written by non-US authors).			
4. I include opportunities for my students to use bilingual resources (e.g., dictionaries, books, glossaries) and home languages.			
5. I include leaders and role models for multilingual learner communities in learning (e.g., community members are invited to speak in my class).			

STRENGTHS IN GUIDING PRINCIPLE 4	GAPS IN GUIDING PRINCIPLE 4



SECTION V

Guiding Principle 5: Culturally responsive teaching unites students' schools, families, and communities.

PROMPT	YES	SOMETIMES	NO
1. I visually demonstrate a commitment to multicultural families and students (e.g., flags from students' home countries, signs posted in multiple languages, student work displayed on walls).			
2. I provide interpreters whenever needed for my students and their families.			
3. I use a variety of tools to communicate with multilingual families (e.g., emails, phone calls, texts, and flyers in home languages).			
4. I look for ways to remove barriers that might prevent multilingual families from participating (e.g., the timing of events, child care, transportation).			
5. I encourage multilingual families to be involved with school committees or organizations that are open to parents.			
6. I provide connections to community resources for families (e.g., libraries, medical facilities, adult education, food pantries) as needed.			

STRENGTHS IN GUIDING PRINCIPLE 5	GAPS IN GUIDING PRINCIPLE 5

Resource: Snyder, S. C. & Fenner, D. S. (2021). [Culturally responsive teaching for multilingual learners: Tools for equity. Corwin.](#)



ARTIFACT 2 – STRATEGIC PLAN

Instructions: Use the completed template from Artifact 1 to develop a strategic plan to make your teaching more culturally responsive. Ensure that you complete the required information in the gray fields. *Save your completed template as a PDF before uploading.*

PROMPT	RESPONSE
1. What is the goal of your plan and how will it make your teaching more culturally responsive?	
2. What impact do you believe this strategic plan will have on your targeted student(s)?	
3. Identify the guiding principle(s) you plan to address and provide a rationale for selecting the principle(s).	
4. What strengths (at least two) will you build on (from your Artifact 1 template)?	
5. What gaps (at least two) will you address (from your Artifact 1 template)?	
6. Detail your plan by describing the action steps you will implement. Include at least one strategy or activity. Provide a timeframe and reference any resources needed.	