Summer 2024 Semester

June 17, 2024 – August 30, 2024

Title of Course: Meeting the Needs of ELLs in the Content Area Classroom	
Number of Sessions: 6	**Grade Levels:** K-12
Total Hours: 45	**Total Number of Credits:** 3
Course Start Date: June 17, 2024	**Course End Date:** August 30, 2024
Course Location: Online at CE Credits Online www.cecreditsonline.org	
Maximum Course Enrollment: 1000	
Instructor's Name: Jeffrey G. Christo	**Instructor's Telephone:** 425-788-7275
Instructor's Email: support@cecreditsonline.org	
Education Partner Fee: $159	
Materials Fee if applicable: N/A	
Registration Deadline: July 22, 2024	

Course Information

Course Description

English Language Learners make up a significant special population in New York City schools. Content area teachers often look for help balancing subject area instruction while trying to meet the needs of language learners. In this course, participants will learn strategies to successfully meet the needs of English Language Learners in all subject areas. The course begins with overarching strategies that all teachers can use. Teachers will learn how to create a welcoming and culturally affirming classroom environment, analyze common struggles for ELL students, and analyze how academic vocabulary instruction can take place in all classes. The course then dives deeper, providing ideas specific to all the subject areas. Mathematics, ELA, science, social studies, and the special area teachers will all find presentations that help them support ELLs. Additionally, participants will learn about planning lessons with Universal Design and accommodations so that ELLs can fully participate. This course will help teachers understand the needs of ELLs, and also directly implement concrete strategies in content area classes.

Target Grade Levels

K-12

Integration of *Danielson Framework for Teaching* Components

**Alignment to the Charlotte Danielson Framework for Teaching
Domain 1 - Planning and Preparation:**

1a Knowledge of Content and Pedagogy
1b Demonstrating Knowledge of Students
1f Designing Student Assessments
Domain 2: Classroom Environment
2a Creating an Environment of Respect and Rapport
2b Establishing a Culture for Learning
Domain 3 – Instruction:
3a -Communicating with Students
3b -Using Questioning and Discussion Techniques
3c- Engaging Students in Learning
3d -Using Assessments in Instruction
3e - Demonstrating Flexibility and Responsiveness
DOMAIN 4: Professional Responsibilities
4a -Reflecting in Teaching
4d -Participating in a Professional Community
4e -Growing and Developing Professionally

Integration of Standards (Student standards should address Next Generation learning Standards)

<u>**Alignment to the Next Generation Learning Standards:**</u>
A PLUS KS1 Knowledge of Content and Content-Specific Pedagogy: Building content knowledge and aligned instructional practices to support students with disabilities and multilingual learners.

A PLUS KS1 Knowledge of Content and Content-Specific Pedagogy: Engaging Students in Learning: Build capacity to design instructional activities, scaffolds and assessments, create suitable student groups and select instructional resources and materials that promote multiple perspectives, critical consciousness, relevancy, and student intellectual engagement with important and challenging content

A PLUS KS2 Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students -

A PLUS KS2 Instruction that Reflects Students: Developing a student-centered approach to rigorous content instruction that acknowledges and affirms students.

A PLUS KS2 Using Data, Informed by Multiple Perspectives, to Understand Students: Understanding how to effectively utilize a range of qualitative and quantitative data sources to inform and adapt instruction & assessments; Ensuring that multiple perspectives must shape not only which data teachers collect, but also how teachers analyze and interpret data.

A PLUS KS2 Knowing Your Students
Classroom Communities: Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student.

<u>**Alignment to the New York State Professional Development Standards**</u>
NYSPDS 2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.

NYSPDS 2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

NYSPDS 3a. Professional development is based on current research in teaching, learning, and leadership.

NYSPDS 5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

NYSPDS 5b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family, and community resources, and that meet diverse student learning needs.

NYSPDS 5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

NYSPDS 6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

Alignment to the A Plus Instructional Priorities
A PLUS KS1 Knowledge of Content and Content-Specific Pedagogy: Building content knowledge and aligned instructional practices to support students with disabilities and multilingual learners.

A PLUS KS1 Knowledge of Content and Content-Specific Pedagogy: Engaging Students in Learning: Build capacity to design instructional activities, scaffolds, and assessments, create suitable student groups and select instructional resources and materials that promote multiple perspectives, critical consciousness, relevancy, and student intellectual engagement with important and challenging content

A PLUS KS2 Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students -

A PLUS KS2 Instruction that Reflects Students: Developing a student-centered approach to rigorous content instruction that acknowledges and affirms students.

A PLUS KS2 Using Data, Informed by Multiple Perspectives, to Understand Students: Understanding how to effectively utilize a range of qualitative and quantitative data sources to inform and adapt instruction & assessments; Ensuring that multiple perspectives must shape not only which data teachers collect, but also how teachers analyze and interpret data.

A PLUS KS2 Knowing Your Students
Classroom Communities: Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student.

Pedagogical Approach

The participants experience a three-step approach to learning where they acquire information, make meaning, and transfer to their own practice. The course content is delivered through presentations and linked reading selections, which include empirical research studies, blog posts, and descriptions of practice by experts. Through reflection questions and discussion boards, the participants make meaning of the content. In this course, reflection, and discussion centers on analysis of instructional practice. We firmly believe in authentic assessment that results in products that can be transferred to

real life situations. In this course, the two authentic tasks and the final project allow participants to apply the learning directly to a classroom environment plan and lesson plans to benefit students directly.

Application to Instruction and Student Learning

Course Objectives
In this course, learners will:

- Understand the norms of a brave learning space
- Describe statistics about ELLs in the United States
- Reflect on the experiences of ELLs
- Identify foundational principles to serve ELLs in content classrooms (e.g. high expectations, comprehensible input, etc.)
- Analyze school wide practices that can be put in place to support ELLs
- Learn to build on strengths of ELL students
- Analyze ways to affirm home culture of ELLs
- Describe ways to build rapport with ELL students and their parents
- Analyze the CR-SE Framework
- Describe classroom instructional models that support inclusive practice
- Establish an ELL friendly classroom
- Identify common struggles experienced by the ELL student
- Explain how differing background knowledge can be a barrier in the content classroom
- Explain the importance of vocabulary to success in the content area
- Differentiate between tier 1, tier 2, and tier 3 vocabulary
- Analyze how transferable tier 2 academic vocabulary has a high utility for success across content areas
- Analyze vocabulary acquisition strategies
- Develop a vocabulary activity for ELL students
- Utilize visual aids and non-verbal cues support ELL students
- Analyze specific challenges faced by ELLs in science and technical subject area classrooms
- Describe ways to support ELLs in science and the technical subjects
- Analyze specific challenges faced by ELLs in mathematics classrooms
- Analyze specific challenges faced by ELLs in the humanities subjects of social studies, ELA, and the arts
- Describe ways to support ELLs in the humanities

Assessment

Participants receive formative feedback on their completion of interactive presentation activities, in which they engage with several activities to support the integration of CCSS in their practice. Participants are summatively assessed on discussion board participation (Appendix A); two authentic tasks (Appendix B); and a final project (Appendix C) through rubric-based feedback from instructional coaches. All benchmark and final project feedback includes in-line comments on the submission, a scored rubric, and a detailed summative comment. Feedback is provided in 1-7 days based on the type of activity (see the Feedback section for more detail).
Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

This course is designed to support teachers in developing effective classroom practices to serve multilingual learners in their content area classroom. Learners participate in a brave learning community based on clearly established norms to study systems of inequity and break down barriers for multilingual students by using current researched based practices.

Content and resources in the course content are made up of a variety of sources which center the experience of non-dominant cultures and English language learners. These materials include stories from English Language Learners, articles that present school through the lens of language learners, and current scholarship that describes practices to help English Language Learners. The participants use this information, such as the CRS-E Framework and the experiences of English language learners, to create a culturally affirming classroom environment plan.

Participants learn about historical conceptions and underlying beliefs about English language instruction and language learners and compare those ideas to current research-based frameworks for instruction. Through reflection questions and discussions, the participants will identify traditional practices that have created barriers for English language learners and describe how they will implement culturally responsive and effective practices in their own content area classrooms.

The strategies for instruction and assessment all focus on access to rigorous curriculum through culturally responsive teaching and fair use of assessment. Teachers are encouraged to advocate for high expectations and equitable instructional placements and practices for multilingual students.

The products produced from the authentic tasks and final project will be directly transferable to classroom practice. Each participant will leave the course with an affirming classroom environment plan and a portfolio of culturally responsive and research-based lesson plans in order to work toward equitable treatment and outcomes for English Language Learners in a content area classroom.

Major Assignment	Due Date
Authentic Task #1 A Welcoming and Affirming Classroom	Self-paced. Due by August 30, 2024
Authentic Task #2: Vocabulary Activity	Self-paced. Due by August 30, 2024
Classroom Practice Analysis	Self-paced. Due by August 30, 2024
Final Project - Weekly Lesson Plans	Self-paced. Due by August 30, 2024

Feedback

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation (Appendix A), two Authentic Tasks and a Classroom Practice Analysis (Appendix B); and a Final Project (Appendix C) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Facilitators have received revised instructions and grading rubric and will respond to every comment in each discussion board. Facilitators will inform each participant who has had a comment added to their post to return to the discussion board to continue the conversation and reply to their colleague's comment to their post.

Formative Feedback:

Participants receive formative feedback throughout the course as part of the design of the interactive presentations (e.g., feedback on reflection/analysis questions, etc.). Participants also receive consistent and targeted formative feedback from Facilitators in the Discussion Boards, as facilitators provide public comments/responses/additional questions to drive thinking, collaboration, and

connection to practice. This course makes a special effort to give formative feedback in the form of concept quizzes and final project components in every module.

Summative Feedback:
Participants receive rubric-driven summative feedback on their 12 Discussion Boards within 1-3 days of submission. For the two Authentic Tasks, Classroom Practice Analysis and Final Project, participants receive rubric driven feedback within one week of submission. Facilitators work with participants to support their successful completion of all tasks/Discussion Boards by providing opportunities for participants to resubmit work, based on targeted feedback, that falls below standards outlined in the course's rubrics.

Grades

Assignment(s)	Percentage of final grade
Authentic Tasks	30%
Classroom Practice Analysis	15%
Discussion Board Participation	20%
Final project	35%

Course Calendar

Module 1: Introduction to Teaching ELL Students in Content Area Classes	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

Alignment to the Charlotte Danielson Framework for Teaching **DOMAIN 1: Planning and Preparation** 1b Demonstrating Knowledge of Students **DOMAIN 2: The Classroom Environment** 2b Establishing a Culture for Learning **Alignment to the New York State Professional Development Standards** 6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.	**Alignment to the A Plus Instructional Priorities** **A PLUS KS1** Knowledge of Content and Content-Specific Pedagogy: Building content knowledge and aligned instructional practices to support students with disabilities and multilingual learners. **A PLUS KS2** Knowing Your Students-Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students **A PLUS KS2** Knowing Your Students- Classroom Communities: Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student.

Objectives:

In this Module, participants will:
- Understand the norms of a brave learning space
- Describe statistics about ELLs in the United States
- Reflect on the experiences of ELLs
- Identify foundational principles to serve ELLs in content classrooms (e.g., high expectations, comprehensible input, etc.)
- Analyze school wide practices that can be put in place to support ELLs.

Topics and Agenda:

- Course Notebook for Reflection
- Presentation: Creating a Brave Learning Space
- Presentation: Course Overview
- Presentation: Principles for Teaching ELLs in the Content Area
- Presentation: School Systems that Support ELLs
- Discussion Board: Course Welcome
- Discussion Board: ELL Experiences

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):	

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):
 	
* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)
 	
* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
 	
* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity
 	
□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning
 	
□ Course incorporates clear structures and expectations for participation in a brave learning community
 	
□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities
 	
□ Course helps participants design and implement a learning environment that cultivates critical inquiry
	Activity (list the corresponding activities for each criterion below):
	• *Presentation: Brave Learning Space*
	   o *Reading:* Understanding Race and Privilege
	   o *Consider your own social identities*
	   o *Video: Critical Social Justice Chat - Get Hip to Brave Spaces!*
	• Presentation: Course Overview
	   o Video: What it's like to be an ESL student in America
	   Consider your student's complex social identities as diverse ELL students. Watch this video to hear from ELL students in their own words.
	     ▪ How does the status as a language learner impact academic and social experience for ELL students?
	• Presentation: Principles for Teaching ELLs in the Content Area
	   o *Reading:* What Teachers Should Know About English Language Learners
	• Discussion Board: ELL Experiences

Application to Instruction and Student Learning:
The activities in this module assist participants in their efforts to set the stage for learning with a culturally affirming environment. Participants analyze school from the perspective of English Language Learners, then use the CR-SE framework to plan a welcoming and affirming classroom environment. The plan can be immediately implemented to benefit students.

Assessment and Feedback:
For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module 2: Creating an Effective Classroom Environment for ELL Success	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024
Standards and Components Alignment:	
Alignment to the Charlotte Danielson Framework for Teaching	**Alignment to the A Plus Instructional Priorities**

Domain 1 - Planning and Preparation:
     1b Demonstrating Knowledge of
     Students
 Domain 2: Classroom Environment
     2a Creating an Environment of Respect
     and Rapport
	A PLUS KS1 Knowledge of Content and Content-Specific Pedagogy: Building content knowledge and aligned instructional practices to support students with disabilities and multilingual learners.
	 A PLUS KS2 Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students -
	 A PLUS KS2 Knowing Your Students
	 Classroom Communities: Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student.

Objectives:

By the end of Module 2, you will be able to:
- Learn to build on strengths of ELL students
- Analyze ways to affirm home culture of ELLs
- Describe ways to build rapport with ELL students and their parents
- Analyze the CR-SE Framework
- Describe classroom instructional models that support inclusive practice
- Establish an ELL friendly classroom

Topics and Agenda:

- Presentation 1: A Welcoming and Affirming Classroom for ELLs
- Presentation 2: A Culturally Responsive Framework
- Presentation 3: Establishing Rapport with ELL Students
- Presentation 4: Inclusive Classroom Models
- Discussion Board: Identity
- Discussion Board: Instructional Models
- Authentic Task#1: A Welcoming and Affirming Classroom (Due End of Module 3)

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity (list the corresponding activities for each criterion below):*

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)
 	
 * Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
 	
 * Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity
 	
 □ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning
	• Presentation 1: ELL Stories
	 • Presentation 2: A Welcoming and Affirming Classroom for ELLs
	    ○ Participants consider how the complex social identities of diverse ELL students must be understood and considered for classroom climate.
	    ○ Reading: How to Create a Welcoming Classroom Environment for ELLs Analyze the text and videos in the link. Topics in the article include the silent period, trauma, relationships, strengths, and talents, and how to include home culture in the school environment. Consider the following focus questions as you read and learn:
	    ○ How do you build awareness of troubles and barriers that ELLs face,

□ Course incorporates clear structures and expectations for participation in a brave learning community
 	
□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities
 	
□ Course helps participants design and implement a learning environment that cultivates critical inquiry
	while still focusing on strengths and talents?
	  o How can you honor and include home culture, while also helping ELLs navigate a new culture?
	• Presentation 3: A Culturally Responsive Framework
	  o Reading: [Culturally Responsive-Sustaining Education Framework](#)
	    ▪ By participating in this course, you are already working on the four principles, Ongoing Professional Learning. Congratulations on taking a course designed to help serve a historically marginalized group that faces barriers which you can help overcome. In this Module, you will focus on the first principle, "Creating a Welcoming and Affirming Environment". By creating a warm, caring, and culturally affirming place to learn, English Language learners are more likely to positively engage with school. You can develop strong connections with your students, families, and the community which will form powerful parent-teacher-student relationships.
	    ▪ For this Module, read page 26 which suggests ways to make a warm and welcoming environment for English Language Learners and other marginalized groups (LGBTQ2S+, Black, Indigenous, and People of Color including other racialized and marginalized groups).
	  o Reflection Question:
	    Now you have read the suggested actions you can take to create a welcoming and affirming classroom environment. Stop and reflect on your own practice.
	    ▪ Does your classroom's physical environment help affirm ELL student's linguistic and cultural identity? If not, what is a specific action you can take to do so?

- What efforts have you made to create close connections with the parents of ELL students? What different actions or approaches may benefit these families?
  - Reflection Question:
    As you continue to work on Authentic Task #1: A Welcoming Classroom Environment, utilize information you have learned from the CR-SE Framework.
    - What strategies have you learned from the Framework that you can apply to your one classroom?
- Presentation: Establishing Rapport with ELL Students
  - Reflection Question: As we discussed at the beginning of this course, there are many reasons why ELL students might come to the United States.
    - If an ELL student came to the U.S. for education opportunities, how do you think they may be feeling?
    - Now, compare that to an ELL student who came to the U.S. as a refugee seeking asylum. How do you think this student might be feeling?
      The reasons your students came to the U.S. may greatly affect their feelings and emotions and it's important that you take these into consideration.
  - Reading: [Understanding ESL Learners: Moving Toward Cultural Responsiveness— A Guide for Teachers](#)
  - Reflection Question: Explain why it is important to learn about a student's culture, identity, and experiences. Evaluate your lessons (past or present) and answer these questions:
    - Do you include the culture, identity, and experiences of your ELL students?
    - Do you see room for improvement in your lesson plans?
  - Reflection Question: Some situations can arise with ELL students that may seem different from majority American culture. Read each scenario below and

	explain what this may mean for the ELL students.
	- An ELL student does not eat in the cafeteria during lunch. - A male ELL student does not answer questions from the female teacher. - An ELL student does not look the teacher in the eye. o Pronounce the ELL Student's Name Correctly One way to make ELL students feel more welcome and comfortable is to pronounce their name correctly. It lets them know that you care. If you are having trouble pronouncing the student's name, then try doing the following: - Do an internet search on how to pronounce the student's name. - Politely ask the student to pronounce his or her name for you. - Listen carefully to the pronunciation and practice it a few times. - Make a commitment to learn and use the student's name. o Classroom Image Example: - If you were in this classroom, would you know where to get your supplies? - If the teacher was providing directions for a writing assignment, what would you do? - The teacher now is having a discussion with the students about a topic. How would you participate in this class discussion? - Where do you turn in homework assignments? o Reflection Question: Based on the previous image and the problems you likely faced, how do you think ELL students figure out the solutions to these problems? What can the teacher do to help his or her ELL students do the following: - Know where to get supplies - Understand the notes on the board - Provide directions for assignments - Participate in discussions - Turn in assignments - Presentation: Inclusive Classroom Models

	o Reading: [Rethinking Push-In Pull-Out (PIPO): The Cause for Sheltered Co-Teaching](#) by [Tan Huynh](#) • [Discussion Board: Identity](#) • [Discussion Board: Instructional Models](#) • [Authentic Task #1 A Welcoming and Affirming Classroom](#)

Application to Instruction and Student Learning:

English Language Learners often face an intimidating experience when they enter school. Almost all social and academic activities will occur in a language that they may have little proficiency in. Many ELLs are simultaneously learning to navigate a new culture with different norms and expectations. In this module, you will learn many strategies to make ELL students feel welcomed, how to affirm home culture, and how to make strong connections and rapport with students, parents, and the community.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module 3: Struggles and Strategies

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

Alignment to the [Charlotte Danielson Framework for Teaching](#)
Domain 1 - Planning and Preparation:
    1a Knowledge of Content and Pedagogy
    1b Demonstrating Knowledge of Students
DOMAIN 3: Instruction
    3a Communicating with Students
    3e Demonstrating Flexibility and Responsiveness
	Alignment to the A Plus Instructional Priorities
	A PLUS KS1 Knowledge of Content and Content-Specific Pedagogy: Building content knowledge and aligned instructional practices to support students with disabilities and multilingual learners.
	A PLUS KS1 Knowledge of Content and Content-Specific Pedagogy: Engaging Students in Learning: Build capacity to design instructional activities, scaffolds and assessments, create suitable student groups and select instructional resources and materials that promote multiple perspectives, critical consciousness, relevancy, and student intellectual engagement with important and challenging content
	A PLUS KS2 Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students -
	A PLUS KS2 Instruction that Reflects Students: Developing a student-centered approach to rigorous content instruction that acknowledges and affirms students

Objectives:

By the end of Module 3, you will be able to:

- identify common struggles experienced by the ELL student
- explain how differing background knowledge can be a barrier in the content classroom
- explain the importance of vocabulary to success in the content area
- differentiate between tier 1, tier 2, and tier 3 vocabulary
- analyze how transferable tier 2 academic vocabulary has a high utility for success across content areas
- analyze vocabulary acquisition strategies
- develop a vocabulary activity for ELL students
- utilize visual aids and non-verbal cues support ELL students

Topics and Agenda:

Module 3: Struggles and Strategies
- Presentation 1: Common Struggles of ELLs in Content Areas
- Presentation 2: Teaching Content Vocabulary
- Presentation 3: The Three Tiers of Vocabulary in the Content Area
- Presentation 4: Using Visual Cues
- [Discussion Board: Common Struggles for ELLs](#)
- [Discussion Board: Non-verbal Cues and Supports](#)
- [Authentic Task #2: Vocabulary Activity](#) (Due End of Module 4)
- Presentation: Brave Learning Space Mid Course Check

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	Activity (list the corresponding activities for each criterion below):
* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners) * Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups * Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity □ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning □ Course incorporates clear structures and expectations for participation in a brave learning community □ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities □ Course helps participants design and implement a learning environment that cultivates critical inquiry	• Presentation: Common Struggles of ELLs in Content Areas 　○ Video: [What it Feels Like to be an ELL.](#) 　○ Consider the complex identities of diverse ELL students 　○ Video: [Common Idioms](#) by [Marina Mogilko](#) • Presentation 3: The Three Tiers of Vocabulary in the Content Area 　○ Reading: [Concept Attainment—The ELL Way](#) by [Maria Lee](#) **Brave Learning Space - Mid-Course Check** **Participants complete a presentation and answer reflective questions about the following questions:** • Reflection on participant's identities and that of the students. • Reflection on the complexity of ELL student identities. • Reflection on questioning traditional assumptions about how to serve ELL students. • Reflection on norms for a brave learning space.

Application to Instruction and Student Learning:
In this module, you will learn common struggles that ELLs face such as barriers to success. Then you will examine strategies that can be used to overcome some of these barriers. One focus will be acquisition of academic vocabulary since that is perhaps the most needed academic skill for ELLs to strive for in content area classes. Learn strategies to teach tier 2 academic words, and tier 3 domain specific words. You will complete an authentic task where you prepare a vocabulary activity to support ELL's language acquisition within your specific content.

Assessment and Feedback:
For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module 4: Instruction in Math, Science, and Technical Subjects

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

Alignment to the Charlotte Danielson Framework for Teaching
Domain 1 - Planning and Preparation:
    1a Knowledge of Content and Pedagogy
    1b Demonstrating Knowledge of Students
Domain 3 – Instruction:
    3a Communicating with Students
    3e - Demonstrating Flexibility and Responsiveness

Alignment to the A Plus Instructional Priorities
A PLUS KS1 Knowledge of Content and Content-Specific Pedagogy: Building content knowledge and aligned instructional practices to support students with disabilities and multilingual learners.
A PLUS KS1 Knowledge of Content and Content-Specific Pedagogy: Engaging Students in Learning: Build capacity to design instructional activities, scaffolds and assessments, create suitable student groups and select instructional resources and materials that promote multiple perspectives, critical consciousness, relevancy, and student intellectual engagement with important and challenging content
A PLUS KS2 Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students

Alignment of the NYSPD Standards
NYSPDS 2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.
NYSPDS 2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Alignment to the Next Generation Learning Standards
NG-ELAK 1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
NG-ELAK 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words
NG-ELAK 3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
NG-ELAK 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.

A PLUS KS2 Instruction that Reflects Students: Developing a student-centered approach to rigorous content instruction that acknowledges and affirms students	**NG-ELAK Anchor Standard 1 (3-5L1):** Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Objectives:

By the end of Module 4, you will:

- analyze specific challenges faced by ELLs in science and technical subject area classrooms
- describe ways to support ELLs in science and the technical subjects
- analyze specific challenges faced by ELLs in mathematics classrooms
- describe ways to support ELLs in mathematics

Topics and Agenda:

- Presentation 1: Science and the ELL
- Presentation 2: Science and Technical Subjects
- Presentation 3: Math for ELLs
- Presentation 4: Research Based Math Supports
- [Discussion Board: Scientific Inquiry](#)
- [Discussion Board: Advanced Math](#)
- Assign and Begin Final Project

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity (list the corresponding activities for each criterion below:*

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)
 	
 * Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
 	
 * Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity
 	
 □ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning
 	
 □ Course incorporates clear structures and expectations for participation in a brave learning community
 	
 □ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities
 	
 □ Course helps participants design and implement a learning environment that cultivates critical inquiry
	• Presentation 3: Math for ELLs
	    • Reflection Question:
	      Challenge your own assumptions about Math and ELLs in math:
	       o Have you heard any of these "math myths"? Did you accept any of them as true without investigation?
	       o How can these myths harm students?
	       o If you have found yourself accepting myths, adages, or stereotypes - what can you do to think more critically about information you receive?

Application to Instruction and Student Learning:

STEM subject areas provide great opportunities for English Language Learners. These subject areas naturally include charts, graphs, models, diagrams, and other visual cues that are helpful to those still learning the language. Additionally, many hands-on opportunities allow ELL students to understand concepts in a visual and kinesthetic way that does not rely on English proficiency. In mathematics, teachers can use manipulatives and mathematical models. In science, educators often engage students on active hands-on experimentation. However, there are still many challenges for English Language Learners. Both math and science have a large amount of domain specific vocabulary, which can be difficult to learn. Additionally, both subjects include reading and writing requirements such as math word problems or science lab reports. During this module, you will learn strategies to support ELLs in these subjects.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module 5: Instruction in the Humanities: ELA, Social Studies, and the Special Areas

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

Alignment to the Charlotte Danielson Framework for Teaching
Domain 1 - Planning and Preparation:
    1a Knowledge of Content and Pedagogy
    1b Demonstrating Knowledge of Students
Domain 3 – Instruction:
    3a Communicating with Students.
    3e - Demonstrating Flexibility and Responsiveness

Alignment to the NYSPD Standards:
NYSPDS 2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.
NYSPDS 2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Alignment to the Next Generation Learning Standards
NG-ELAK W1: Use a combination of drawing, dictating, oral expression, and/or emergent writing
NG-ELAK Anchor Standard 1 (3-5L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
NG-ELAK Anchor Standard 2 (3-5L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
NG-ELAK 5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
5RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
NG-ELAK 5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

Objectives:

In this module, you will:

- analyze specific challenges faced by ELLs in the humanities subjects of social studies, ELA, and the arts
- describe ways to support ELLs in the humanities

Topics and Agenda:

- Presentation 1: Social Studies
- Presentation 2: ELA
- Presentation 3: The Arts
- Presentation 4: Health and Physical Education
- [Discussion Board: ELLs in ELA](#)
- [Discussion Board: Home Culture in the Arts](#)

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity (list the corresponding activities for each criterion below):*
* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners) * Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups * Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity □ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning □ Course incorporates clear structures and expectations for participation in a brave learning community □ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities □ Course helps participants design and implement a learning environment that cultivates critical inquiry	• Presentation 1: Social Studies o Reflection Question: After reading about these strategies, think about what new ideas you have and how you will be able to better help ELL students: ▪ How can you support ELLs? ▪ How will you incorporate home culture into social studies? • Presentation 3: The Arts o Reflection Question: What activity could an art or music teacher do to include an ELL student's culture, identity, or experiences into his or her lesson? o Reflection Question: In a music class, what can you do to pull in an ELL student's culture, identity, or experiences into the lesson? • Presentation: Health and Physical Education o Reading: [Making content accessible for English language learners (ELL) in the physical education classroom](#) by [Dr. Lisa Toscano](#) and [Dr. Lisa Anne Rizopoulos](#) As you read, consider the focus questions: • What barriers may make physical education difficult for ELLs? • What strategies can the teacher employ to support ELLs? • [Discussion Board: Home Culture in the Arts Classroom](#)

Application to Instruction and Student Learning:

The humanities subject areas such as social studies, ELA, and the arts provide a fascinating challenge and opportunity for ELL students. On one hand, these subjects can be challenging. They

include lots of reading and sometimes are dependent on mastery of English. Many activities involve theory and argument, lacking the concrete and hands-on activity in STEM fields.

However, educators in these subjects have the best opportunity to connect learning to the students and their home culture. Social studies and the arts present amazing opportunities to appreciate and affirm worldwide cultures.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module 6: Assessment and Accommodation

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 10 (including final)
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

Alignment to the [Charlotte Danielson Framework for Teaching](#)
Domain 1 - Planning and Preparation:
    1f Designing Student Assessments

Alignment to the NYSPD Standards
NYSPDS 2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.
NYSPDS 2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Alignment to the A Plus Instructional Priorities
A PLUS KS1 Knowledge of Content and Content-Specific Pedagogy: Engaging Students in Learning: Build capacity to design instructional activities, scaffolds and assessments, create suitable student groups and select instructional resources and materials that promote multiple perspectives, critical consciousness, relevancy, and student intellectual engagement with important and challenging content
A PLUS KS2 Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students
A PLUS KS2 Using Data, Informed by Multiple Perspectives, to Understand Students: Understanding how to effectively utilize a range of qualitative and quantitative data sources to inform and adapt instruction & assessments; Ensuring that multiple perspectives must shape not only which data teachers collect, but also how teachers analyze and interpret data.

Objectives:

During this module, you will:

- Analyze how different types of testing impact ELLs
- Compare the purpose of various assessments
- Determine how language barriers can cause improper placements
- Use effective authentic assessment practices
- Evaluate effective accommodation strategies

Topics and Agenda:

- Presentation 1: Types of Assessments
- Presentation 2: Formative and Summative Assessment for ELLs

- Presentation 3: Using Testing for Placement
- Presentation 4: Accommodations for ELLs
- [Classroom Practice Analysis](#)
- [Discussion Board: Testing as a Barrier](#)
- [Discussion Board: Accommodations on Assessments](#)
- [Final Project Due](#)

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):	*Activity:*

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)
 	
* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups
 	
* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity
 	
□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning
 	
□ Course incorporates clear structures and expectations for participation in a brave learning community
 	
□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities
 	
□ Course helps participants design and implement a learning environment that cultivates critical inquiry
	• Presentation 1: Types of Assessments
	  o Reflection Question: You have read the overview of types of testing in this presentation. Before moving on, take a few minutes to reflect:
	    ▪ Which of these types of testing do I use for my students?
	    ▪ What type of assessment data do I have for ELL students?
	    ▪ How am I making sure that assessment data is used fairly and equitably for ELLs?
	• Presentation 2: Formative and Summative Assessment for ELLs
	  o Reading: [Zone of Proximal Development: An Affirmative Perspective in Teaching ELLS and MLS](#) by [Elsa Billings](#) and [Aída Walqui](#), [WestEd](#)
	Use the following focus question to guide your analysis:
	    ▪ How can teachers use the zone of proximal development to deliver "just right" instruction for English language learners?
	• Presentation 3: Using Testing for Placement
	  o Reflection Question: Assessments should be helpful to students and free of linguistic and cultural or identity bias. Even with the best efforts, many assessments that ELLs take will be harder because they are in a target language that the student has not yet gained proficiency in. In light of this fact, how can you use assessment data fairly? Reflect on your practice and learning:
	    ▪ What assessment scores does my district use to determine placement for special needs or basic skills?
	    ▪ Can use of these particular scores negatively impact ELLs?

	If so, how could we interpret the scores more fairly?
	   o Consideration: Barriers to Access
	        ▪ Access is an important concept for ELLs and any student from a historically marginalized group. A language barrier can create a lack of access to the social world at school, the grade level curriculum, and advanced level classes.
	        ▪ In this module, you have analyzed how it can be hard to fairly and accurately assess English language learners. In this presentation, you are thinking about the ways that assessment data can be used for placements.
	        ▪ No assessment system will be flawless. But if you see a pattern of ELLs overrepresented in special needs courses or underrepresented in advanced courses - the discrepancy calls for analysis and action. When such barrier exist, schools should take a close look at the data sources used and how the data is interpreted.
	
	• [Discussion Board: Testing as a Barrier](#)
	• [Classroom Practice Analysis](#)
	
	Brave Learning Space - Final Reflection
	Participants complete a presentation and answer reflective questions about the following topics:
	    ● Final reflection about the participant's own social identities and how they may impact their interactions with diverse ELL students.
	    ● Final Reflection about the complex social identities of students in NYC schools.
	    ● Final Reflection on questioning traditional assumptions about serving ELL students.
	    ● How to enact ideas from the course in practice.

Application to Instruction and Student Learning:

This module asks participants to analyze the purpose of various testing and assessment practices. Formative, summative, and authentic assessments are discussed, and participants determine how to apply each of these to best serve ELL students. The use of these assessments will help provide feedback that improves performance on both language and content skills. Additionally, participants learn how certain interpretations of testing results can create systemic barriers for ELL students, and how to avoid these practices.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Appendix A
Discussion Board Prompts and Rubric

Module	Title	Prompt
1	Course Welcome	Welcome to the Discussion Board! This is a space to post reactions and answers to prompts and questions throughout the course. Participate in Discussion Board 1.1: Introduction by responding to the prompts: • Introduce yourself by providing background information such as your location, grade level, subject, and years in education. • Then explain the reason(s) you are taking this course and how you think the course may potentially help your students. • Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be meaningful, with a goal to push each other's thinking. **Please see rubric**)
1	ELL Experiences	Reflect on the information provided by the ELL students in the video clip. • If you were an English Language Learner in school, what comments resonated with your own experience? • If you are a native English speaker, what experiences may you have taken for granted that can be a barrier or difficulty for an English Language Learner? • Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be meaningful, with a goal to push each other's thinking. **Please see rubric**)
2	Identity	Let's consider how you as the educator and the ELL students may have very different identities which influence how you experience school. • How is your own background similar or dissimilar to the ELL students you serve? • What feelings may an ELL immigrant student have that a native English speaker from the majority American culture may not? • Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be meaningful, with a goal to push each other's thinking. **Please see rubric**)
2	Instructional Models	After learning about instructional models, discuss how this choice can serve as a systematic barrier or support for ELL students: • How could an instructional model serve as a systematic barrier to success for ELLs? Give an example of a way this may play out. • What type of instructional model best supports ELL success? • Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be

		meaningful, with a goal to push each other's thinking. **Please see rubric**)
3	Common Struggles for ELL Students	Even though ELLs are very diverse, they face some common struggles in the content area classroom. Based on your teaching assignment, give your experiences in answer to the prompts below: • What are the most common struggles ELLs face in your subject area based on your own experiences? • Describe how these challenges apply to ELL students in particular. • Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be meaningful, with a goal to push each other's thinking. **Please see rubric**)
3	Non-Verbal Cues and Supports	In this presentation, you learned that ELLs benefit from visual cues and supports. Now discuss some ideas about visuals: • Describe some visual cues and supports you will use for ELLs. Give specific ideas and strategies that you can incorporate. • What other students will benefit from these ideas? Remember that supports for ELLs often helps all students if you make them universally. • Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be meaningful, with a goal to push each other's thinking. **Please see rubric**)
4	Scientific Inquiry	Science courses often feature hands-on labs and activities. Consider how this feature impacts ELLs: • What barriers do ELLs face in fully engaging in hands-on science inquiry? • Conversely, how does this subject provide benefits for ELLs? • Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be meaningful, with a goal to push each other's thinking. **Please see rubric**)
4	Advanced Math	Mathematics is one course that typically has various tracks for students - starting as early as elementary school. This can be harmful if ELL students are excluded from the advanced track because of language proficiency rather than math aptitude. • Have you had any experience with tracked classes? If so, were ELLs represented in the class? • What procedures would you recommend to fairly identify ELLs for advanced math courses? • Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be meaningful, with a goal to push each other's thinking. **Please see rubric**)

5	ELLs in ELA	Many educators hypothesize that ELA is the hardest course for someone who is not proficient in English. So much of the course involves reading and writing, and a proficiency in English seems like a necessary base to succeed. • After learning more, do you support or reject this idea? Why? • What can teachers do to support ELLs in English classes? What school wide support may be needed? • Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be meaningful, with a goal to push each other's thinking. **Please see rubric**)
5	Home Culture in the Arts Classroom	In this presentation, we learned that the arts are a key place to pull the student's home culture into class. How would a teacher go about doing so? • Describe a specific activity that an art or music teacher could do that would allow ELL students to bring their culture, identity and language into the class. • How would this activity affirm the students cultural and linguistic identity? • Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be meaningful, with a goal to push each other's thinking. **Please see rubric**)
6	Testing as a Barrier	Various forms of testing and assessment can be barriers to access for English Language Learners. Please bullet your discussion board prompts as such: • How can misuse of test data be a barrier to access to the full school curriculum for ELL students? • What can educators do to make sure test data is analyzed in a way that still fairly provides a vibrant and rigorous curriculum for ELLs? • Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be meaningful, with a goal to push each other's thinking. **Please see rubric**)
6	Accommodations on Assessments	In this presentation, you have learned about accommodations and support for English Language Learners. Provide an example of how you apply these strategies to assessments to help ELLs. • Give an example of an assessment you have utilized or are utilizing soon for your students. Explain the accommodations you made or will make for English language learners. • Explain how the accommodations work around language barriers while still assessing grade level content knowledge. • Respond to at least one of your colleagues with a question, connection, or suggestion. (Your response should be meaningful, with a goal to push each other's thinking. **Please see rubric**)

Discussion Board Rubric:

1: Does Not Meet Expectations	2: Partially Meets Expectations	3: Meets Expectations	4: Exceeds Expectations
Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way.	Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.	Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.	Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.
Participant provides a low level of detail in entries.	Participant provides some level of detail in entries.	Participant provides an adequate level of detail in entries.	Participant provides a high level of detail in entries.
Participant typically does not include informative examples or foster discussions.	Examples are somewhat helpful and informative and occasionally foster discussions.	Examples are satisfactorily helpful and informative and foster discussions.	Examples are very helpful and informative and almost always foster discussions.
Participant's responses are unclear or poorly written.	Participant's responses are somewhat clear and well written.	Participant's responses are clear and well written.	Participant's responses are exceedingly clear and well written.
Participant does not respond to colleague.	Participant responds to a colleague providing basic information.	Participant responds to a colleague in a meaningful way and provides useful and relevant information.	Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed.
Participant includes no self-reflection or consideration of issues related to critical consciousness.	Participant includes little self-reflection or consideration of issues related to critical consciousness.	Participant engages in self-reflection and consideration of issues related to critical consciousness.	Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances the group discussion of these issues.

Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague.
Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation.
Facilitators will offer comments and guidance on every discussion board submission.

Facilitators will inform participants where and in what way their response was insufficient.

Classroom Practice Analysis

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

In the Classroom:

- What is the name of the resource?
- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?
- During implementation did you alter the resource in any way?
  - If so, how? And why?
  - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How do you plan on improving the resource for the future?

Out of the classroom:

- What is the name of the resource?
- Why did you pick this resource? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
- How do you plan on using this resource?
- What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?
- How do you think this resource will impact your classroom/peers?
- How will you measure the success of this resource (e.g., assessment, data collection, etc.)?

Classroom Practice Analysis Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Resource Choice	Learner provides the name of a relevant downloadable resource with a clearly	Learner provides the name of a downloadable resource with a rationale for why	Learner provides the name of a resource with a vague rationale for why the resource was selected.	Learner does not define a downloadable resource and/or fails to provide a description of why

	articulated rationale for why the resource was selected.	the resource was selected.		the resource was selected.
Planning	Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.	Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.
Analysis	Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to evaluate and modify the resource to ensure that it is effective. Learner deeply engages with the resource on issues related to author/creator perspective and	Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to ensure that it is effective. Learner engages with the resource on issues related to author/creator perspective and critical consciousness.	Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective. Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.	Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective. Learner does not engage with the resource on issues related to author/creator perspective and critical consciousness.

	critical consciousness.			
Writing	Learner's writing is clear and concise with articulate language, thoughtful expression, and a careful attention to mechanics.	Learner's writing is clear with concise language, good expression, and a few mechanical errors.	Learner's writing is underdeveloped, contains few details, has little expression, and includes multiple mechanical errors.	Learner's writing is vague, lacks details, and contains multiple mechanical errors.

Authentic Task #1 Creating an ELL Friendly Classroom

You will utilize the learning from Module 2 to inform a classroom environment plan that is welcoming and affirming for English Language Learners. Plan strategies to address three major elements of a positive class environment for ELLs:

- The Physical Environment
- Welcoming Classroom
- Parent/Community Connection

Use the chart below to explain how you will create an affirming and welcoming classroom environment. Describe 2 or more actions you will take in each of the three categories. Make sure to explain how these actions will help ELL students. See the example below as a model for your work.

EXAMPLE COMPONENT	
The Physical Environment	*Label commonly used/discussed objects in ELL student's first language and English (such as "Puerta/door" on the classroom door. This will help ELL students understand directions I give and build vocabulary. This will also help the English students learn words in Spanish, too.*

Component	Actions:
The Physical Environment	
Welcoming Classroom	

	Parent/Community Connection		

Authentic Task #1 Rubric

	4 Exceeds Expectations	3 Meets Expectations	2 Partially Meets Expectations	1 Does Not Meet Expectations
Physical Environment	Two or more specific strategies that make the physical environment easy for ELLs to navigate and include cultural affirmation for ELLs.	Two or more specific strategies that make the physical environment easy for ELLs to navigate.	The plan describes general strategies that are helpful but does not specifically address ways to help ELLs.	The strategies for the physical environment make navigating the classroom difficult for ELLs.
Welcoming Classroom	Two or more strategies that will result in students being welcomed, culturally affirmed, and welcomed into the larger school community.	Two or more specific strategies that will create a Welcoming and affirming environment.	The plan describes a generally positive and warm classroom environment but does not take into account any specific ideas to affirm ELLs.	Culture plan does not explain how students will feel welcomed and affirmed.
Parent/Community Connection	Multiple actions that will make connections between the school, ELL parents, and one or more minority language or ethnic communities.	Includes at least one action to create connections with ELL parents and a language minority community.	Plan includes general parent outreach but fails to explain any measures that will help build connections with ELL parents specifically.	Plan fails to address any actions that help build parent and community connections.

Authentic Task # 2 Vocabulary Activity for ELLs

We have learned that academic vocabulary acquisition is one of the most important. For this task, you will create a vocabulary lesson specific to your teaching assignment.

- Select 5 Tier 2 (general academic) words and 5 Tier 3 (domain specific) words that all work together as part of a topic or unit of study.
- Prepare a vocabulary activity that incorporates the use of non-linguistic representations. This can include images, videos, charts, active role play or simulations.
- Write the lesson into whatever lesson plan format is used by your school or district.

- Include explanations about how ELLs will be supported through the activity. Make sure to include 2 or more specific strategies.

Vocabulary Activity Rubric

	4 **Exceeds Expectations**	3 **Meets Expectations**	2 **Partially Meets Expectations**	1 **Does Not Meet Expectations**
Vocabulary Terms	The activity utilizes a combination of domain specific and general academic words that all clearly align to an important content area concept.	Activity includes 5 content domain specific vocabulary words and 5	There are some domain specific and/or tier 2 general academic words.	The vocabulary words are not domain or general academic words, or the words are far below or above grade level requirements.
Nonlinguistic Representations	Students are engaged in unique and creative uses of non-linguistic representations.	Students are actively engaged with visual aids such as videos, diagrams, images, or role play.	There is some evidence of the use of non-linguistic representations, but the majority of the activity is linguistic.	The entire activity is centered on reading or writing definitions.
ELL support	The activity includes more than two specific supports and accommodations for ELL students.	The activity includes two specific supports and accommodations for ELL students.	The activity includes more than two specific supports and accommodations for ELL students.	The activity has no accommodations or supports for ELLs.

Appendix C

Final Project and Rubric

Final Project - Weekly Lesson Plans

For the course's final project, you will submit one week of lesson plans for one course that you teach (or plan to teach). Apply the learning from this course in your own classroom by enhancing your existing practice to include supports and strategies that help English Language Learners. You can use any lesson plan format you wish, but you may need to annotate the work with explanations, so it is clear how you have applied each element.

Guidelines:

- Make sure that the lessons have learning objectives, activities, assessments, and adaptations for ELLs.
- Include your content learning objective AND a language learning objective for ELL students.

- Utilize learning strategies that are accessible and supportive of ELLs.
- Plan lessons with principles from Universal Design for Learning which make them accessible to ELL students AND/OR include accommodations for ELLs.
- Include formative and summative assessment. Explain how the assessment will fairly and accurately provide feedback on ELL mastery of the content.

Final Project Rubric

	4 **Exceeds Expectations**	3 **Meets Expectations**	2 **Partially Meets Expectations**	1 **Does Not Meet Expectations**
Lesson Plan Components	5 lesson plans are submitted that include learning targets/objectives, instructional activities, assessments and adaptations for ELLs.	5 lesson plans are submitted that include learning targets/objectives, instructional activities, assessments and adaptations for ELLs	3-4 lesson plans are submitted, or some lessons are missing key components.	0-2 lesson plans submitted, or lesson plans are missing key components.
Learning Objectives	All lessons include subject area learning objective and standard with an additional language learning goal.	Most lessons include both a subject area learning objective and standard with an additional language learning goal.	Includes generally appropriate subject area learning goals but does not include language learning goals for ELLs.	Vague, unclear, or missing learning objectives, or lesson activity does not match the objective.
Instructional Strategies	The lessons include many strategies that benefit ELLs directly. The learner applied several of the general and subject specific practices from the course.	Each lesson contains at least one general or subject specific strategy that supports ELL success. All lessons are appropriate for ELL students.	Some lessons contain general strategies that help ELLs, but many lack general or subject specific strategies for ELLs.	Plans contain strategies that create significant barriers for ELLs.
UDL/Accommodations	All lessons contain a combination of UDL principles, adaptations for ELLs, and	Most lessons have clear UDL planning and/or adaptations for ELLs recorded in the plan.	There is some support and accommodation for ELL students.	Lessons have clear barriers to success for ELLs that are not addressed in the plan.

	supports for ELL success.			
Assessment	Contains formative and summative assessments that include authentic tasks. Significant adaptations and supports for ELL students are clear for each assessment	Contains formative and summative assessments that include authentic tasks. Some adaptations and supports for ELL students are clear for each assessment	Contains some assessments but there are minimal supports for ELLs.	Unclear as to how students will be assessed, and/or assessments are not appropriate for ELLs

Appendix D

Resources

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- *Deussen, Theresa, et al. "What teachers should know about instruction for English language learners: A report to Washington State." Evaluation Program, Northwest Regional Education Laboratory, Portland OR (2008).*
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