ASPDP

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Spring 2023 Semester

February 6, 2023 – May 26, 2023

Title of Course: Meeting the Needs of English Language Learners in Your Classroom	
Number of Sessions: 6	**Grade Levels: K-12**
Total Hours: 45	**Total Number of Credits: 3**
Course Start Date: February 6, 2023	**Course End Date:** May 26, 2023
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: $149	
Materials Fee if applicable: N/A	
Registration Deadline April 17, 2023	

Course Information

Course Description

As the school population of English Language Learners continues increasing rapidly across the United States, classroom teachers from K-12 are confronted with the great challenge of helping them acquire skills in English in addition to teaching them in the content areas. ELLs make up over 15% of New York City students, and over 40% of students speak a language other than English at home. Many teachers do not have the training or knowledge to confront the task, and schools may not have the resources to assist them. This course provides teachers with the background necessary to meet the needs of students from different countries and cultures including encouraging intercultural exchanges, information about assessment and the language learning process, cultural awareness, and a wide range of techniques and suggestions for offering a high-quality learning experience for ELLs.

Understanding ELLs and their diversity is of paramount importance with over 100,000 students speaking 151 languages in NYC schools. This course will give you the tools you need to better serve the English Language Learners who enter your classroom. We will explore the historical, social, and political background of non-native English speakers in the U.S. and work on improving our cultural awareness and sensitivity. We will then learn about second language acquisition and the best ways to provide feedback to learners, followed by an exploration of the language skills learners need to be successful. We will move on to examining how teachers can implement accommodations for ELLs in the content areas and finally, discussing how to monitor language development, build community, and seek support for yourself and your students. By the end of the course, you should have the tools you

need to confidently welcome new language learners into your classroom and provide them with the support they need to succeed.

Target Grade Levels

K-12

Integration of *Danielson Framework for Teaching* Components

Primary Standards

Domain 1: Planning and Preparation

1b Demonstrating Knowledge of Students

- The participants develop deep understanding of the diverse needs of ELL students in their charge. Course participants delve into the wide variety of backgrounds and experiences of ELL students from immigrant backgrounds and 1st generation students. Materials and tasks help the educators learn more about the language, social-emotional, and other needs of these diverse learners. As outcomes of the course, teachers will understand the ELL students in the class and build inform their practice in instruction, communication, and assessment.

Domain 3: Instruction

3a Communicating with Students

- The educator often serves as a primary source of rich academic and general vocabulary for ELL students. By providing consistent modeling of English word usage and syntax, the teacher's communications provide an example for the students. Additionally, no matter what the content area taught, educators provide consistent and frequent feedback on the student's vocabulary, word usage, and pronunciation. The course will build a foundation on the language acquisition process to serve as a foundation for effective communications with ELL students.

Additional Standards:

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1e Designing Coherent Instruction

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning

Domain 3: Instruction

- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction

- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally

Integration of Standards

New York State Next Generation English Language Arts Learning Standards

Reading Anchor Standards
STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Language Anchor Standards
STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NYS PD Standards:

5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Pedagogical Approach

This course consists of six Modules, each of which features andragogic strategies to meet the needs of diverse teacher learners in the NYC DOE. Each Module is comprised of research-based best practices, reading assignments, classroom and pedagogically focused video, reflection/analysis questions, discussion boards, 2 Authentic Tasks (in lieu of a midterm), downloadable resources, a Classroom Practice Analysis, and a comprehensive Final Project. The readings, discussions, and presentations in this course consist of information in three main categories - sensitivity and understanding of cultural learning of immigrants, language learning instruction, and making necessary adaptations for ELLs in all content areas. Participants will also prepare a questionnaire, student contract, and a language study and learning plan.

Application to Instruction and Student Learning

Learners will:
- Learn how to participate in a brave learning space.
- Develop compassion and empathy for struggles associated with being an ELL in today's classrooms.
- Consider the needs of immigrants and ELL families when interacting with the students and community.
- Describe the CR-SE Framework
- Study the history of successes, barriers, and existing structures that have helped or harmed immigrants and ELLs.
- Affirm the unique individual and cultural identities of ELL students and families.
- View cultural and linguistic diversity as a strength and not only a challenge.
- Evaluate and reflect on their own cultural sensitivity and understanding.
- Determine their own individual and cultural identity - and consider how it may differ from those of their students.
- Determine how there are a wide diversity of individual, cultural, and L1 factors that affect acquisition of L2.
- Identify different personality traits in learners and how they may impact L2 acquisition.
- Provide positive feedback to struggling ELL students.
- Identify the 4 major language acquisition skills.
- Analyze barriers to acquisition of language and access to the curriculum posed by the four language skills.
- Utilize engaging instruction techniques to motivate ELL students.
- Determine ways that traditional instruction in the content areas have excluded ELLs from full access to the curriculum in the past.
- Discuss how students bring multiple cultures and experiences to the classroom which must be considered, normalized, and respected.
- Practice culturally responsive pedagogy in all content areas.
- Use strategies to help ELL students with assignments that require language skills such as math word problems.
- Compare the effectiveness of accommodating a single learner compared to using Universal Design.
- Determine barriers to success for ELL students that can be overcome with various apps, plug ins, and technological innovations.
- Use multiple forms of engagement and motivation.
- Allow students to show knowledge in verbal and non-verbal ways
- Use visual learning strategies to help ELL students.
- Develop a learning plan project that incorporates the needs of ELL students, affirms their cultural identity, and breaks down traditional barriers to success.
- Accurately describe the various reasons ELLs enter the U.S. education system and the diverse challenges they face.
- List techniques teachers can use to get to know students, regardless of language level.
- Identify participant's own existing prejudices about cultural groups.
- Recognize ways to create a more inclusive and multicultural classroom environment.
- Identify milestones of second language acquisition in ELLs.
- Consider feedback types and when to provide them
- Differentiate between productive and receptive skills.
- Prioritize feedback for high-impact over low-impact errors
- Provide the additional supports necessary for content area instruction
- Develop a new way of looking at material through the eyes of the ELL.
- Use UDL standards to construct assignments that benefits all students.
- Consider resources for connecting with other professionals for professional support.

Course Outcomes

By the end of the course, learners will:

- Understand the motivations, challenges, and barriers for immigrants.
- Evaluate any of their own internal biases which may affect connection with ELL students.
- Develop strategies to assist with vocabulary for newcomer ELLs.
- Implement strategies to get to know ELLs in his/her classroom.
- Build capacity for cultural sensitivity.
- Cultivate a feeling of cultural respect in the classroom.
- Compare all elements of L1 to L2 acquisition.
- Provide effective feedback and corrections for ELLs.
- Offer differentiated learning opportunities in various content areas.
- Examine multiple ways to assess ELL students in various content areas.
- Utilize content specific strategies to help ELL students.
- Analyze the various brain pathways activated under the UDL framework.
- Describe the concept of universal design and determine its applicability to education under the UDL framework.
- Understand how universal accommodations benefit ELLs and other students simultaneously.
- Provide multiple means of representation.
- Allow multiple means of action and expression.
- Plan various verbal and nonverbal differentiated ways to show knowledge.
- Utilize multiple means of engagement to ensure that all ELLs are achieving in the classroom.
- Implement and analyze one of the downloadable resources from this course to determine how the resource meets the needs of his/her students or colleagues.

Assessment

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. Participants receive feedback in 1-7 days of submission (review the Feedback section for more details).

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 helps teachers break down barriers to success for English Language Learners. Participants reflect on their own culture and experiences while also building understanding of ELL student's unique culture and identities. Teachers will develop culturally responsive classrooms that normalize all cultural experiences and value and affirm each student's unique identity and culture. The participants also question and break down underlying assumptions and structures in language acquisition and pedagogy - and will use culturally relevant pedagogy, Universal Design for Learning, and best practices in language teaching to support ELL students.

Major Assignment	Due Date

Authentic Task #1:Developing a Questionnaire	Self-paced. Due by May 26, 2023
Authentic Task #2: Developing a Learner Contract	Self-paced. Due by May 26, 2023
Classroom Practice Analysis	Self-paced. Due by May 26, 2023
Final Project: Language Study and Learning Plan	Self-paced. Due by May 26, 2023

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 now 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.

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.

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 Historical, Social, and Political Background	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023

Standards and Components Alignment:

Domain 1: Planning and Preparation ● 1b Demonstrating Knowledge of Students **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 **Domain 4: Professional Responsibilities** ● 4c Communicating with Families ● 4d Participating in the Professional Community ● 4e Growing and Developing Professionally	**NYS PD Standards:** 5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students. 6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Objectives:

In this Module, learners will:

- Develop compassion and empathy for struggles associated with being an ELL in today's classrooms.
- Consider the needs of immigrants and ELL families when interacting with the students and community.
- Study the history of successes, barriers, and existing structures that have helped or harmed immigrants and ELLs.
- Affirm the unique individual and cultural identities of ELL students and families.
- Determine the stages of cultural shock experienced by ELLs.
- Evaluate any of their own internal biases which may affect connection with ELL students.
- Compare various broad categories of ELLS, including long term, new arrivals, and SLIFE.
- Understand the motivations for immigration to the USA.
- Develop strategies to assist with vocabulary for newcomer ELLs.
- Implement strategies to get to know the ELLs in the classroom.

Topics and Agenda:

- Creating a Brave Learning Space
  - Reading: Understanding Race and Privilege
- Presentation 1: Introduction

- o Where applicable in this course, participants will be asked to align their tasks or projects to NYS's Next Generation Learning Standards for their grade level.
- Presentation 2: Who are English Language Learners?
- Presentation 3: A Look at ELLs and their Families
- Discussion Board: Immigration Today
- Presentation 4: How to Get to Know Your ELLs Right Away
- Discussion Board: Helping ELLs with Exit Tickets

Connection to Critical Consciousness/CRSE:

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	Presentation: Creating a Brave Learning Space - Reading: Understanding Race and Privilege - Video: Critical Social Justice Chat - Presentation: Who are ELLS **Esmeralda (age 16)** was a good student in Mexico. She loved science and math, but now that she is in America, her grades have gone down, and she is frustrated at school. She has been at three different schools since her arrival and her parents are upset about her poor performance but cannot speak English and work long hours. They were unable to attend a recent parent-teacher conference at their last school even when promised a translator. **Khaled (age 8)** moved with his family from Syria after his village was destroyed. He just arrived in your classroom and has never studied English before. He does not know the roman alphabet (ABC's) and has not attended a formal school in any language for the last three years due to the conflict. Your school does not have any other Arabic speakers to help translate for him. **Ray (Chinese Name Liu Wei, age 10)** began studying English in China at age four. His parents are both professors who went to graduate school in Great Britain and speak English fluently, but they use Mandarin at home. Ray moved to the U.S. four years ago and has been in English tutoring three days per week since his arrival. His parents just relocated to your city because of your school's good academic reputation. - Reflection Question: Consider Esmeralda, Khaled, and Ray from the previous slide. - Would these three students require the same accommodations? - How might you assist Esmeralda? Khaled? Ray?

	o Which student do you expect to perform the best? Why?
	• All teachers enter the classroom with their own set of biases and beliefs about language learning and learners. It is only natural to use your own experience to inform your teaching, however, if we hold inaccurate or negative beliefs, these can isolate our learners. Thankfully, these biases can be shifted, and teacher instruction can be improved through training and professional development (Song and Samimy).
	• Reflection Question: Imagine moving from the U.S. to mainland China, to an area where very few English-speakers live. You are the same age as the students that you currently teach/will teach. You have not studied Mandarin.
	  • How would you feel?
	  • How would you communicate?
	  • What would be your greatest fear?
	  • What could your teacher do that would help you feel more comfortable?
	• Reading: Language-Rich Classroom by Pérsida Himmele and William Himmele
	As you read, consider these questions:
	  • What is the difference between conversational English and academic English?
	  • What are the benefits of a dual immersion program?
	  • Does your school provide any first-language assistance to students? If so, what languages are provided with this service and which languages are not?
	Presentation: A look at ELLs and Their Families
	• Video: In Meeting the Needs of Refugee Students, Amber Prentice discusses the range of students she sees in her classes.
	  • What is Amber Prentice's role?
	  • How does she work with students at such different levels?
	  • At the end of the video, a student returns to her class four years after starting to learn English. Why is it so wonderful for her to talk with this student?
	• Resources:
	  • Global Oneness Project
	  • Tolerance.org

- Social Justice Standards
- Cultural Relevancy in the Cafeteria
- Video: The Myth of Legal Immigration | Sheena Koshy | TEDxJacksonville
Sheena immigrated to the U.S. after living in India, Abu Dhabi, and Dubai. She then went to graduate school in rural Missouri. Through dedication, a lot of money, and a little luck, Sheena was able to attain her citizenship. An applicant's age, nationality, and skillset are all taken into account in the green card process.
Read the comments on this video (and any of the related TED Talks on immigration) for an idea of the kind of rhetoric our students have to combat.
Discussion Question: Immigration Today

Presentation: How to Get to Know Your ELLs Right Away

Responding to Negativity
Teaching is full of surprises. Sometimes a student makes an ignorant or intolerant comment toward a minority culture and catches us off guard. We may instinctively want to move on from this and dismiss the student's comment (it is an uncomfortable moment) but taking the time to stop and unpack what they said and talk with the class about why it was unacceptable can be beneficial for the offending student and the other native speakers to demonstrate why this talk is not okay.

For the minority student, it showcases your interest in keeping them safe and comfortable in your classroom -- something that can make the difference between a student who dreads going to school, and one who looks forward to it.

- **Recommended Readings:**
Middle East
Hosseini, Khaled. 2003. The Kite Runner. New York: Riverhead Books.
Mortenson, Greg and Relin, David Oliver. 2006. Three Cups of Tea. United States: Viking Penguin.
Nafisi, Azar. 2003. Reading Lolita in Tehran: A Memoir in Books. New York: Random House Publishing Group.
Seierstad, Asne. 2002. The Bookseller of Kabul. United Kingdom: Little, Brown.
Wilson, Steven E. 2004. Winter in Kandahar. United States: Hailey-Grey Books.
Africa
Adiche, Chimamana Ngozi. 2003. Purple Hibiscus. New York: Anchor Books.

	Akwan, Uwem. 2008. Say You're One of Them. New York. Little, Brown and Company.
	Asia
	Chang, Jung. 1991. Wild Swans, Three Daughters of China. Great Britain: Harper Collins Manufacturing Glasgow.
	Golden, Arthur. 1997. Memoirs of a Geisha. New York: Alfred A. Knopf Publishers.
	Tan, Amy. 1989. The Joy Luck Club. USA: Penguin Group Incorporated.
	Tan, Amy, 1991. The Kitchen God's Wife. USA: Penguin Group Incorporated.
	Latin America
	Allende, Isabel. 1985. The House of the Spirits. New York: Alfred A. Knopf Inc.
	Cisneros, Sandra. 1984. The House on Mango Street. New York: Knopf Doubleday Publishing Group.
	Esquivel, Laura. 1992. Like Water for Chocolate. New York: Knopf Doubleday Publishing Group.
	Fuentes, Carlos. 2000. The Years With Laura Diaz. New York: Farrar, Straus and Giroux.
	Garcia Marquez, Gabriel. 1967. One Hundred Years of Solitude. USA: Harper and Row.
	Paz, Octavio. 1985. The Labyrinth of Solitude. New York: Grove Press.
	• Additional Resources [Best Practices for Serving ELLs and their Families](). [Multicultural Pavilion]()

Application to Instruction and Student Learning:
In this module participants will develop the background needed to compassionately understand English Language Learners (ELLs) in our classrooms. Learners explore first the history of speakers of other languages in America, then the social and political challenges faced by parents and children whose first language is not English, students will demonstrate their understanding of the module by engaging in discussion and recording a video. The educators analyze the stages of culture shock experienced and understand the diversity of students under the ELL label. The needs of immigrants, all ELLS, and their families will be presented. Robust discussion boards will allow for collaboration on the topics of immigration and exit tickets. The module will serve as the foundation for cultural understanding further developed in module 2.

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. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #2 Cultural Awareness and Sensitivity	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
Domain 1: Planning and Preparation ● 1b Demonstrating Knowledge of Students	**NYS PD Standards:**

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 ● 3e Demonstrating Flexibility and Responsiveness **Domain 4: Professional Responsibilities** ● 4c Communicating with Families ● 4d Participating in the Professional Community ● 4e Growing and Developing Professionally	5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students. 6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Objectives:

Participants will:

- View cultural and linguistic diversity as a strength and not only a challenge.
- Practice culturally responsive pedagogy.
- Evaluate and reflect on their own cultural sensitivity and understanding.
- Determine their own individual and cultural identity - and consider how it may differ from those of their students.
- Build capacity for cultural sensitivity.
- Understand and practice culturally responsive pedagogy.
- View cultural and linguistic diversity as a strength not a challenge.
- Offer praise for growth, grit, and resilience.
- Learn to withhold judgement about unfamiliar cultural practices.
- Cultivate a feeling of cultural respect in the classroom.
- Define important terminology and vocabulary when discussing ELL instruction.
- Compare individualist and collectivist world views.

Topics and Agenda:

- Presentation 1: Introduction to Cultural Sensitivity
- Formative Quiz: How Culturally Sensitive Are You?
- Presentation 2: Words Matter
- Discussion Board: What Can We Do to Become More Culturally Aware?
- Presentation 3: Difference Not Deficit
- Presentation 4: Cultivating a Multicultural Classroom
- Discussion Board: Creating a More Multicultural Classroom
- Authentic Task 1: Developing a Questionnaire

Connection to Critical Consciousness/CRSE:

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

* 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	- Formative Quiz: how Culturally Sensitive Are You? - Reading: "One Teacher's Plan to Close Culture Gaps in Schools". As you read, consider: - What is the culture gap? - What can we do to connect with students from different cultures, backgrounds and identities? - Video: The Importance of ELL Strategies _ Immersion (Moises in Math Class) - Reading: Do English Language Learners Get Stigmatized by Teachers? - Presentation: Words Matter - Reflection Question: Think back to a time when you were offended by someone's behavior. Now try to think of a time when someone from a different culture did something you considered rude. - Did you explore whether that action was rude in their culture? - What can we do if an ELL does something rude or inappropriate in our classroom? - Discussion: What Can We Do To Become More Culturally Aware - Presentation: Difference not Deficit - Reading: Bridging Cultures with Classroom Strategies Consider as you read: - Which culture do you identify with? - How would these differences pose a challenge in the classroom? - How can we work with and not against these cultural differences? - Video: Watch this TED Talk featuring Dr. Saba Safdar from the University of Guelph in Canada entitled Everything You Always Wanted to Know about Culture. You can then review the follow-up questions. Consider as you watch: - How does Dr. Safdar characterize individualist and collectivist cultures? - What are material and subjective aspects of culture? - How will knowing about this help you meet your ELLs' needs? - Fernandez, Nicole, and Albert Inserra. "Disproportionate Classification of ESL Students in US Special Education."

	• Hofstede, Geert. "[The 6-D Model of National Culture](#)."
	• Kaur, Amrita, and Mohammad Noman. "[Exploring Classroom Practices in Collectivist Cultures Through the Lens of Hofstede's Model](#)."
	• Rosenberg, Michael S., Westling, David L., McLeskey, James. "[The Impact of Culture on Education](#)."
	• Presentation: Cultivating a Multicultural Classroom
	• Discussion: [Creating A more Multicultural Classroom](#)

Application to Instruction and Student Learning:

In this module participants first explore and build on their own cultural sensitivity, and then examine the importance of carefully choosing our language to be inclusive and respectful. Lastly, we will learn how to create a classroom culture that respects differences and fosters growth. Participants will explore interactive presentations on topics of cultural sensitivity, the power of words, and cultivating a multicultural classroom. Collaborative discussion boards feature interaction about cultural awareness and how to create a multicultural classroom.   Successful completion of the module builds cultural awareness and capacity to create an inviting classroom for diverse learners.

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. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #3 Second Language Acquisition and Feedback

Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023

Standards and Components Alignment:

Domain 1: Planning and Preparation • 1a Demonstrating Knowledge of Content and Pedagogy • 1b Demonstrating Knowledge of Students • 1e Designing Coherent Instruction **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 • 3c Engaging Students in Learning	**NYS PD Standards:** 5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students. 6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally

Objectives:

Participants will:

- Determine how there are a wide diversity of individual, cultural, and L1 factors that affect acquisition of L2
- Identify different personality traits in learners and how they may impact L2 acquisition
- Provide positive feedback to struggling ELL students.
- Compare all elements of L1 to L2 acquisition.
- Determine factors that impact L2 acquisition.
- Understand the various stages of L2 acquisition.
- Provide effective feedback for ELLs.
- Compare various times when it is or is not appropriate to correct pronunciations.
- Evaluate the best ways to provide error correction

Topics and Agenda:

- Presentation 1: L1 & L2 Acquisition
- Presentation 2: Factors in L2 Acquisition
- Discussion Board: Personality and Language Acquisition
- Presentation 3: Stages in L2 Acquisition
- Presentation 4: Providing Language Feedback
- Discussion Board: Correcting Written Errors

Connection to Critical Consciousness/CRSE:

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
	• Presentation: Factors that Affect L2 Acquisition
	   ○ Video: Teen Speaks Over 20 Languages
	   Tim Doner, a NYC teenager who speaks 20 languages.
	   Consider as you watch:
	     ▪ What is Tim's attitude toward language learning?
	     ▪ What is his motivation?
	     ▪ What do the people in his life seem to think of his ability to learn languages?

| | • Discussion: [Personality and Language Acquisition](#) |
| | • Discussion: [Correcting Written Errors](#) |

Application to Instruction and Student Learning:

In this module, participants build understanding of the ELL language learning experience through a comparison of first language (L1) and second/target language (L2) acquisition. Teachers will draw on their own language learning experiences and examine case studies of language learner development to better understand the common milestones and roadblocks their ELLs may experience. Participants analyze the structure and stages of L2 acquisition and determine the best ways to provide feedback to students through interactive presentations. Discussion boards feature collaborative discussion of personality, language acquisition, and correction of written errors. Teachers will better understand their role in target language acquisition for ELL 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. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #4 The Four Skills

| Date: February 6, 2023 – May 26, 2023 | Number of hours for this session: 7 |
| Time: Self-paced | Assignments due today: May 26, 2023 |

Standards and Components Alignment:

| **Domain 1: Planning and Preparation**
● 1a Demonstrating Knowledge of Content and Pedagogy
● 1b Demonstrating Knowledge of Students
● 1e Designing Coherent Instruction

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
● 3c Engaging Students in Learning
● 3d Using Assessment in Instruction
● 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
● 4c Communicating with Families | **New York State Next Generation English Language Arts Learning Standards**

Reading Anchor Standards
STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Language Anchor Standards
STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

● 4d Participating in the Professional Community ● 4e Growing and Developing Professionally	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. **NYS PD Standards:** 5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students. 6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Objectives:

Participants will:

- Identify the 4 major language acquisition skills
- Analyze barriers to acquisition of language and access to the curriculum posed by the four language skills.
- Utilize engaging instruction techniques to motivate ELL students.
- Determine how listening and reading are types of passive language learning.
- Compare speaking and writing as types of active language learning.
- Understand the need to integrate vocabulary in all elements of instruction.
- Analyze the input/output model of language learning.
- Compare levels 0,1,2, and 3 to help students provide comprehensible input

Topics and Agenda:

- Presentation 1: Introduction to the Language Skills
- Presentation 2: Listening and Speaking
- Presentation 3: Reading and Writing
- Discussion Board: Poetry Unit
- Presentation 4: Grammar and Vocabulary
- Discussion Board: Grammar Corrections

Connection to Critical Consciousness/CRSE:

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)	● Presentations: Listening and Speaking ● Discussion: Poetry Unit ● Presentations: Grammar and Vocabulary ● Discussion: Grammar Corrections

* 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	

Application to Instruction and Student Learning:

In this module, learners explore what second language specialists call The Four Skills (listening, speaking, reading, and writing) and will dive deep into how teachers can assess and differentiate in these skill areas.

Interactive presentations provide information about language skills, input/output model, and the roles of grammar and vocabulary. Discussion boards feature robust collaboration on a poetry unit and grammar corrections done in an ELL friendly manner. Participants learn the skills needed to provide sound learning opportunities within all the elements of language.

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. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #5 Content Area Accommodations

Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023

Standards and Components Alignment:

| **Domain 1: Planning and Preparation**
● 1a Demonstrating Knowledge of Content and Pedagogy
● 1b Demonstrating Knowledge of Students
● 1e Designing Coherent Instruction

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
● 3c Engaging Students in Learning
● 3d Using Assessment in Instruction
● 3e Demonstrating Flexibility and Responsiveness | **NYS PD Standards:**

5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students. |

Domain 4: Professional Responsibilities	
● 4c Communicating with Families ● 4d Participating in the Professional Community ● 4e Growing and Developing Professionally	

Objectives:

Participants will:

- Offer differentiated learning opportunities.
- Employ various STEM strategies to help ELLs access the learning.
- Examine multiple ways to assess ELL students in various content areas.
- Determine the importance of building background knowledge.
- Analyze cultural biases in math word problems.
- Utilize the B.U.C.K. approach to math word problems.
- Learn to diversify tasks in social studies instruction.
- Provide lower decoding level social studies reading materials.
- Utilize sensitivity when instructing on the topics of citizenship and/or immigration.
- Make use of technology and visuals that make domain specific vocabulary more concrete.
- Implement and analyze one of the downloadable resources from this course to determine how the resource meets the needs of his/her students or colleagues.
- Determine ways that traditional instruction in the content areas have excluded ELLs from full access to the curriculum in the past.
- Discuss how students bring multiple cultures and experiences to the classroom which must be considered, normalized, and respected
- Practice culturally responsive pedagogy in all content areas.
- Use strategies to help ELL students with assignments that require language skills such as math word problems.

Topics and Agenda:

- Presentation 1: ELA
- Presentation 2: Math
- Discussion Board: ELL-Friendly Word Problems
- Presentation 3: Science
- Presentation 4: Social Studies
- Discussion Board: Multiple Points of View
- Classroom Practice Analysis

Connection to Critical Consciousness/CRSE:

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)	● Presentation: STEM Instruction for ELLs 　○ Video: Watch this video from Colorín Colorado about a Chinese student who struggles with a mainstream math problem. 　　▪ As you view the video, consider the following:

* 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	▪ What can we take from this video and incorporate into our daily lessons? ▪ What other simple changes could make a huge impact on our students? **Cultural Bias in Word Problems** When we construct our word problems, we are thinking of a dozen different parameters (student interest, relevance, objectives met, etc.). We aim for clarity and most of the time, we are successful. We do not, however, always consider all of the background knowledge our students might be missing. Instead of teaching all of the background knowledge needed for a particular problem, one simple solution is to simply construct less biased problems in the future and modify our existing materials to better suit ELLs. For example, you could change "If you bought 3 twenty-count boxes of #2 pencils, how many pencils do you have?" you could ask "You have 3 boxes of pencils. Each box has 20 pencils in it. How many total pencils do you have?" • Video: Watch this video from Stanford professor Judit Moschkovich. If you would like, you can also read the accompanying paper on the same topic. As you view the video, watch for the following: • What is "math for understanding?" • What should we do when ELLs use "imperfect language" to talk about math concepts? • Why does Judit think English learners are a gift? • Discussion: ELL Friendly Word Problems • Discussion: Multiple Points of View • Classroom Practice Analysis

Application to Instruction and Student Learning:

In this module, educators gain insight into how a teacher can provide language assistance to ELLs within the content areas. This includes a variety of STEM and social studies activities, strategies, and adaptations that remove barriers and allow ELL students to access valuable learning. Through interactive presentations, participants challenge assumptions about ELLS in ELA, Math, Science, and Social studies, and analyze valuable skills needed to make the classroom work for all students. Discussion Boards feature collaboration to create ELL friendly word problems and a robust discussion of multiple points of view.

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. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #6 Monitoring, Community, and Support	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 10 (Including Final)
Time: Self-paced	Assignments due today: May 26, 2023

Standards and Components Alignment:	
Domain 1: Planning and Preparation ● 1a Demonstrating Knowledge of Content and Pedagogy ● 1b Demonstrating Knowledge of Students ● 1e Designing Coherent Instruction **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 ● 3c Engaging Students in Learning ● 3d Using Assessment in Instruction ● 3e Demonstrating Flexibility and Responsiveness **Domain 4: Professional Responsibilities** ● 4c Communicating with Families ● 4d Participating in the Professional Community ● 4e Growing and Developing Professionally	**NYS PD Standards:** 5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students. 6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Objectives:
Participants will: ● Compare the effectiveness of accommodating a single learner compared to using Universal Design. ● Determine barriers to success for ELL students that can be overcome with various apps, plug ins, and technological innovations. ● Use multiple forms of engagement and motivation. ● Allow students to show knowledge in verbal and non-verbal ways

- Use visual learning strategies to help ELL students.
- Develop a learning plan project that incorporates the needs of ELL students, affirms their cultural identity, and breaks down traditional barriers to success.
- Analyze the various brain pathways activated under the UDL framework.
- Describe the concept of universal design and determine its applicability to education under the UDL framework.
- Understand how universal accommodations benefit ELLs and other students simultaneously.
- Provide multiple means of representation.
- Utilize captions, emojis, videos, and other visual learning strategies to support ELLs.
- Allow multiple means of action and expression.
- Add hyperlinks, plugins, and other supports for assignments.
- Plan various verbal and nonverbal differentiated ways to show knowledge.
- Utilize multiple means of engagement.
- Employ various intrinsic and extrinsic motivation strategies.

Topics and Agenda:

- Presentation 1: Universal Design for Learning
- Discussion Board: How Can We Adapt?
- Presentation 2: Community and Support
- Presentation 3: Professional Development
- Discussion Board: Build Your Own PLN
- Authentic Task 2: Developing a Learner Contract
- Final Project: Language Study and Learning Plan

Connection to Critical Consciousness/CRSE:

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	• Presentation: Universal Design For Learning o Reading: Read this article from Reading Rockets by Patti Ralabate about how Universal Design can transform a K-12 learning environment. In particular, review the case studies to see examples of effective curricular adjustments. As you read, consider: ▪ Why is it so important to "define an appropriate goal"? ▪ How does technology play a role in UDL? ▪ Do you agree that the "typical learner" is a myth? Why or why not? o Video: Watch this video in which Linda Ojala, an elementary educator, shares her experience using UDL in her classroom. As you watch, consider the following: • Why did Linda adopt UDL? • Why does Bring Your Own Device (BYOD) work well alongside UDL?

	· Why does she begin with barriers when she starts planning for the future? · Discussion Board: How Can We Adapt? Presentation: Community Support o Video: Parents as Partners · Discussion: Build Your Own PLN · Final Project

Application to Instruction and Student Learning:

In this module, participants will compare the efficacy of accommodating one learner, when one can make changes to teaching that benefit the whole class. Educators analyze Universal Design and its application to education through the UDL framework and develop skills to implement universal adaptations. The teachers will view interactive presentations about UDL, community and support, and professional development. Discussion boards provide robust collaboration to answer how can we adapt? and help build Professional Learning Networks (PLNs). The course concludes with a comprehensive final project, where the participants apply their course learning to a specific language and ELL population.

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. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Appendix A
Discussion Boards and Rubric

Discussion Board Assignments

Module	Title	Text
1	Immigration Today	After watching the TED Talk, "The Myth of Legal Immigration", discuss the following questions: 1. How is Sheena's story different from that of the students you will have in your classrooms? 2. Do you think your community's attitude toward immigrants has changed since Sheena gave her talk in 2016? 3. Teaching Tolerance has a lesson plan about Immigration Myths that pairs nicely with this video. Would you be able to adapt or adopt this lesson plan in your classroom? Why or why not? 4. How have traditional practices in schools either helped or hindered immigrant's ability to succeed academically? Do you think public schools are responsive to the needs of immigrants? 5. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. (Your response should be meaningful, with a goal to push each other's

		thinking rather than offering a superficial exchange. **Please see rubric**)
1	Helping ELLs with Exit Tickets	Exit tickets are a particularly powerful tool for ELLs and native speakers alike. Using the examples on slide 11 of the previous slide presentation and drawing from your own experiences, share some ideas for when and how exit tickets might help your ELLs. Consider the following in your reply: 1. What questions will you ask? 2. What language will you use on the exit ticket? 3. How might images help communicate your ideas to low-level language learners? 4. How will you time the exit tickets such that ELLs will have ample time to respond? 5. Will you use physical paper tickets, or a digital version like Google Forms, Socrative, PollEverywhere, or Plickers? 6. What will you do with the exit ticket data afterwards? 7. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
2	What Can We Do to Become More Culturally Aware?	Now that you've taken the quiz and explored some of the terminology of the field (and some terms to avoid), it's time to make a game plan for becoming a more culturally aware teacher. 1. How would you describe your own unique identity including your individual identity and cultural identity? How does that match with those identities of your students? 2. What cultures do you think you need to learn more about? 3. Where can you find unbiased information about those cultures or groups? 4. What actionable goals can you set for yourself to expand your knowledge of the cultures present in your classroom? 5. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
2	Creating a Multicultural Classroom	From the previous slide presentation, select one of the linked reading resources or one from the list of Additional Resources slides. Your local library will likely have the texts listed, but if you would prefer, you can read an online resource (or two). After reading, post the following: 1. A brief summary of the reading (one paragraph). 2. Three actions this resource has inspired you to take in creating a more multicultural classroom.

		3. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
3	Personality and Language Acquisition	Have you taken the Myers' Briggs' Type Indicator (MBTI)? What about the Big Five Personality Test? Both are free to take and offer some insight into the personality traits associated with ideal language learners. Take both tests. After you take the tests, post your findings (results from each test) as well as a reflection on the following: 1. Studies tend to agree that agreeable, risk-taking extroverts are more likely to have success learning a language. Does this describe you? 2. How successful were you with learning a language? 3. What other factors in your language learning experience (other than personality) might have negatively or positively affected your outcome? 4. How do you think your personality type affects your perception of your students? How about ELL students in particular? 5. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
3	Connecting Written Errors	Imagine you have a 2nd grade student who is struggling with their writing. They have submitted the following paragraph to you: me dog meek me laff. nevr sad. me dog fifi nam. You want to give them supportive feedback that will help them grow, but you also want to be sure you don't do anything demotivating, as this student is already frustrated in class. 1. What kind of feedback would you give? 2. Oral or written? 3. Direct or indirect? 4. What would you say? 5. If you could only address one error in this piece of writing, what would it be and why? 6. Consider the unique individual identity and cultural identity of ELL students. How can you give feedback that is helpful in language acquisition, but also helps the student feel validated and affirmed in their cultural identity? 7. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. (Your response

		should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
4	Poetry Unit	You have decided to have a poetry unit in your class. This unit will cover several different types of poetry that the students will both read and write themselves. At the end of the unit the students will have a portfolio of their own poetry and each student will get to select one of their poems to go in a class book. 1. What poem types might be most conducive to success for your English Language Learners? 2. How can you incorporate content or other elements that connects to the students individual and cultural identity and experiences? 3. How can you integrate some of the modified output strategies we discussed in this module? 4. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
4	Grammar Corrections	Even if you are a grammar star, you may struggle to recite the rules (especially for the errors that only non-native speakers make). Consider these situations and prepare some responses that consider learner's needs. 1. How can you respond if an ELL asks "why" their writing is not grammatically correct and you do not immediately know how to explain it? 2. What can we do instead of marking "awkward" or "watch your English" on a learner's papers? 3. If "it just sounds wrong" is not an option, what can we say to students when their grammar just sounds wrong to us (and we don't know any more than that)? 4. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
5	ELL Friendly Word Problems	Using the grade level that you intend to teach, find a word problem online or in a textbook and share it with us. 1. What background knowledge do students need to solve this problem? 2. Is the language of the problem (grammatical structures, syntax) too difficult for an ELL? 3. Final verdict: is this word problem ELL-friendly? Why or why not? 4. What could we do to improve the language of this word problem to make it more accessible?

		5. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
5	Multiple Points of View	You are teaching a 9th grade history lesson about World War II. Last week a new ELL named Saki entered your classroom from Japan. Saki has studied English for three years and can read and write near grade-level, but her listening and speaking are quite poor. Unfortunately, because of this, she has not made friends in class and is quite isolated during discussions. This week you had planned to talk about Hiroshima, but you are worried about how the topic may make Saki feel even more removed from her classmates. 1. Grade 9 NYS Next Generation Learning Standards insist that you teach this event. How will you proceed? 2. Can you find any online resources to help you teach this lesson in a culturally responsive way? 3. Aside from this lesson, what else might you do to try to integrate Saki into your classroom community? 4. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
6	How Can we Adapt?	At first, UDL Standards are difficult to imagine in practice. To better understand how this might work, think of an existing lesson plan you have used or seen used and answer the following questions. 1. Did this lesson meet UDL standards? How so? 2. What could be changed about this lesson to better align it? 3. Realistically, will you use this checklist the next time you write a lesson? Why or why not? 4. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **Please see rubric**)
6	Build Your Own PLN	We build our PLNs from the people we meet in our various professional development endeavors. That's what makes them personal! Take a moment to connect with your peers in this final discussion board and share the following: 1. What is your Twitter handle? 2. Do you have a blog or website? 3. What blogs/Pinterest boards/Twitterers do you follow? 4. How can you keep in touch after the class ends? 5. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. (Your response

			should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. **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 provides a low level of detail in entries.

Participant typically does not include informative examples or foster discussions.

Participant's responses are unclear or poorly written.

Participant does not respond to colleague.

Participant includes no self-reflection or consideration of issues related to critical consciousness. | Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.

Participant provides some level of detail in entries.

Examples are somewhat helpful and informative and occasionally foster discussions.

Participant's responses are somewhat clear and well written.

Participant responds to a colleague providing basic information.

Participant includes little self-reflection or consideration of issues related to critical consciousness. | Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.

Participant provides an adequate level of detail in entries.

Examples are satisfactorily helpful and informative and foster discussions.

Participant's responses are clear and well written.

Participant responds to a colleague in a meaningful way and provides useful and relevant information.

Participant engages in self-reflection and consideration of issues related to critical consciousness. | Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.

Participant provides a high level of detail in entries.

Examples are very helpful and informative and almost always foster discussions.

Participant's responses are exceedingly clear and well written.

Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed.

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.

Appendix B
Assignments and Rubrics

Authentic Task #1: Developing a Questionnaire

For this task you will design a questionnaire for English Language Learners to get to know a bit more about the student personally and academically.

Imagine that you have been notified that a new student is entering your class (at the grade level you currently teach or intend to teach) on Monday morning. You only know that they have been identified as a language learner, they are the same age as the rest of your students, and that their language level has been described as "low." This is not a lot of detail for you to use to prepare to help the learner, so you want to find a way to learn more about them during class. During the time that the rest of the class will be reading quietly, you decide to administer a questionnaire to the student to gather more information.

- The questions should address at least the following, but can/should have additional questions appropriate for the grade level/age of the student and the community you belong to:
    - → Student's home country
    - → Other countries where student has lived
    - → Language(s) student speaks
    - → Who lives in the student's home
    - → If anyone in the student's home speaks English
    - → When they arrived in the U.S.
    - → If they have studied English in the past
    - → If they have gone to school before
        - → If yes, which subjects the student liked
    - → How they feel about being in the U.S.
    - → If they would like a classroom buddy
- You can choose to make this a paper questionnaire, a face-to-face talk, or a digital form (Google Forms, Typeforms, etc.), but consider the additional barrier of computer literacy if selecting digital and provide additional justification (perhaps same-language assistance, or a teacher sitting beside the student and helping them complete the survey).
- Make appropriate use of images, symbols, and even multi-lingual instructions to help students comprehend the questions.
- The design should take into account that the student's language level could be quite low. Use of images, simple words, and number scales will be essential (see rubric for details).
- After designing your questionnaire, you will write a reflection (2 paragraphs maximum) that explains why you made the choices you did.

Authentic Task #1: Rubric

Criteria	1-Does Not Meet	2-Approaching Expectations	3-Meets Expectations	4-Exceeds Expectations
Questions	Questions are not	Many of the	Most questions are	Questions are

	thoughtful and are frequently intrusive or missing important information.	questions are too intrusive and/or many important questions are not asked.	appropriate, but the questionnaire may not ask some important questions or may ask a question that is too intrusive.	detailed and appropriate for gathering useful information, but never too intrusive.
Language level	Questions are written for native speakers with no care given in adjusting language for learners.	Questions vacillate between accommodating language level and being written with much too complex language.	Questions are worded in a way that an intermediate-level language learner could understand, but a low-level learner would probably struggle with.	Questions are carefully worded in a way that even a very low-level learner could comprehend and respond to.
Modality (digital, oral or paper)	The instructor chose a format (digital or paper) without any justification for doing so.	The instructor may have given thought to selecting the modality, but the reflection does not justify it.	The instructor gave thought to selecting the modality and explained it in the reflection.	The format was selected in order to maximize benefit to the student and was carefully explained in the reflection.
Use of images, symbols, and visual scales.	No attempt was made to modify language for low-level language learners.	Some attempt was made to modify for low-levels, but not enough to be workable.	Multiple attempts were made to meet the needs of low-level learners, but more could be done.	Every possible effort was made to meet the needs of low-level language learners with images, symbols, and visual scales.
Reflection	No reflection is attached, and the decisions made are not justified.	A reflection is attached, but it only justifies a few of the choices made in the questionnaire.	A reflection is attached, and it justifies most of the choices made.	The questionnaire is accompanied by a detailed reflection that fully explains the choices made.

Authentic Task #2: Developing a Learner Contract

For this task you will create a learner contract that details the accommodations you will make for the ELL and the additional expectations you have for the student in class.

A few weeks pass with a new English Language Learner in your classroom and you notice that this student is occasionally confused about what is expected of them and how much guidance you can provide in class. More than once the student has loudly asked you for an answer during an otherwise quiet assessment. The other students were bothered by this outburst and gave the learner angry looks. The student does not understand why their classmates are upset with them.

You understand that cultural differences might be causing your student to struggle with the other students in your classroom, so you decide to create a learner contract that will open the lines of communication and demonstrate your commitment to helping your learner succeed. You want to find a way to explicitly establish your expectations without sounding like you are reprimanding or shaming the student, so you have decided to create a learner contract.

- This contract should be one with room for the ELL to add their own ideas, not a predetermined set of accommodations. For example, there may be a section on reading accommodations with checkboxes the student can select as well as a blank for the student to add their own ideas.
- The contract may cover some of the following, but it should be designed to meet the specific student's need/grade level/age, so some ideas may be omitted, and additional points can be added:
  - → Attendance expectations
  - → Behavior expectations
    - → Raising your hand
    - → Interruptions
    - → Waiting in line
  - → How to ask for help
    - → What kinds of assignments teacher can help with
    - → What kind of help the teacher can provide
    - → How a classroom buddy can assist the student
  - → Accommodations
    - → When a translator/bilingual dictionary is appropriate
    - → When an English monolingual dictionary is appropriate
    - → When speaking, reading, or writing in the student's L1 is acceptable
    - → When and if extra time will be given to complete tasks/tests/assignments
- Create a paper contract that you can photograph and share with the learner's family, OR a digital contract that the student can sign electronically. Explain why you made this choice.
- Make appropriate use of images, symbols, and even multi-lingual instructions to help students comprehend the ideas in the contract.
- The design should take into account that the student's language level could be quite low. Use of images, simple words, and number scales will be essential (see rubric for details).
- After designing your contract, you will write a reflection (2 paragraphs maximum) that explains why you made the choices you did.

Authentic Task #2 Rubric

Criteria	1-Does Not Meet	2-Approaching	3-Meets	4-Exceeds

		Expectations	Expectations	Expectations
Sections	Sections are frequently not detailed enough or not appropriate.	Many of the sections are not detailed enough or not appropriate.	Most sections are detailed and appropriate, but there may be some sections missing.	Sections are detailed and appropriate, but never critical of the student's cultural differences.
Language level	Text is written for native speakers with no care given in adjusting language for learners.	Text vacillates between accommodating language level and being written with much too complex language.	Text is worded in a way that an intermediate-level language learner could understand, but a low-level learner would probably struggle with.	Text is carefully worded in a way that even a very low-level learner could comprehend and respond to.
Modality (digital, oral or paper)	The instructor chose a format (digital or paper) without any justification for doing so.	The instructor may have given thought to selecting the modality, but the reflection does not justify it.	The instructor gave thought to selecting the modality and explained it in the reflection.	The format was selected in order to maximize benefit to the student and was carefully explained in the reflection.
Use of images, symbols, and visual scales.	No attempt was made to modify language for low-level language learners.	Some attempt was made to modify for low-levels, but not enough to be workable.	Multiple attempts were made to meet the needs of low-level learners, but more could be done.	Every possible effort was made to meet the needs of low-level language learners with images, symbols, and visual scales.
Reflection	No reflection is attached, and the decisions made are not justified.	A reflection is attached, but it only justifies a few of the choices made in the questionnaire.	A reflection is attached, and it justifies most of the choices made.	The questionnaire is accompanied by a detailed reflection that fully explains the choices made.

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 might the resource you chose impact, either positively or negatively, the disparities that exist among historically marginalized and underserved populations and/or the Digital Divide?
- 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 might the resource you chose impact, either positively or negatively, the disparities that exist among historically marginalized and underserved populations and/or the Digital Divide?
- 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 articulated rationale for why the resource was selected.	Learner provides the name of a downloadable resource with a rationale for why the resource was selected.	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 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.

Appendix C
Final Project and Rubric

Final Project: Language Study and Learning Plan

Participants will research the languages spoken in their community and identify the second most common L1 other than English (if the languages spoken at home are English, Spanish, and Korean, in that order, the participant will select Korean as their language of study).

Once the language is selected, find the following information about that language (should be available for free with Google searches):

- Listening/Speaking
    - Problematic minimal pairs (try searching for this in quotes)
    - _____ pronunciation in English (a video search may be useful here)
- Reading/Writing
    - _____ spelling errors in English
    - Common grammar mistakes _____ ESL students make
- Culture
    - _____ customs and culture
    - American customs offensive to _____ (a bit more challenging, might not find anything, depending on the culture)
- Education system
    - _____ education system
    - Pedagogy _____ schools

Armed with this information, the participant will create a list of 10-15 ideas for creating a classroom that better serves students with this L1. In addition to specifics gathered from this search, draw from the following topics when composing your list:

- A method for getting to know new students
- Way to keep track of language progress*
- Feedback plan (what kind of oral and written feedback will you provide?) *
- Plan for providing content area accommodations*
- Ideas for involving parents, counselors, and ESL specialists

Align these ideas with UDL standards.

Student outcomes should be aligned with the NYS Next Generation Learning Standards for the grade level.

Final Project Rubric

Criteria	1-Does Not Meet	2-Approaching Expectations	3-Meets Expectations	4-Exceeds Expectations
Language	No mention of	Student mentions that	Participant provided	Participant provided

Selection	why the particular language was chosen.	this is the 3rd most commonly spoken language but does not provide data.	data on the language they selected for their community, but it may not have been up-to-date or 100% reliable.	up-to-date, reliable data on the language they selected for their community.
Listening/ Speaking	No mention of listening/speaking is made.	Suggestions on how to help students from this country with listening and speaking are both not detailed enough and not thoroughly researched.	Somewhat researched suggestions on how to help students from this country with listening and speaking are shared in some detail.	Researched suggestions on how to help students from this country with listening and speaking are shared in great detail.
Reading/ Writing	No mention of reading/writing is made.	Suggestions on how to help students from this country with reading and writing are both not detailed enough and not thoroughly researched.	Somewhat researched suggestions on how to help students from this country with reading and writing are shared in some detail.	Well-researched suggestions on how to help students from this country with reading and writing are shared in great detail.
Culture	The culture of the country is not mentioned.	The culture of the country is described both with too few details and in a culturally insensitive manner.	The culture of the country is described in detail, but the language is not always using culturally sensitive.	The culture of the country is described in detail using culturally sensitive language.
Education System	No mention is made of the country's education system.	The education system is mentioned, but not described in any meaningful way.	The education system of the particular country is described in limited detail.	The education system of the particular country is described in thoughtful detail.
Learning Plan	Ideas are too few and of poor quality.	9+ ideas are shared, but the level of detail or quality may be lacking.	10-15 ideas are described.	10-15 high quality ideas are described in great detail.

Appendix D
Downloadable Resources

Error Log

This tool provides a running record of errors, error types, and corrections for an individual student's language use. This error log facilitates teachers being able to keep an effective, accurate, and helpful record of a student's needs and progress.

Vocabulary Journal

This tool helps students track their own acquisition of vocabulary words on a chart. The students record the word, translation, picture, and definition. This creates a record of learning, a reference guide for students and parents, and a learning tool for the classroom.

Frayer Model

This tool is a graphic organizer for vocabulary instruction. Vocabulary provides a special challenge, and opportunity, for ELLs in many contexts. This model gives examples, translation, and non-linguistic representations of the vocabulary word. Therefore, the tool is effective to help ELLs understand words far better than a simple definition.