Foundations of Education for Emergent Bilinguals

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Table of Contents

Pat Draper

Brigham Young University

Pat Draper is currently responsible for the TELL practicum for the pre-service teahcers. She has a master's degree in linguistics from the University of Utah. She has been an active participant in the design and implementation of the TELL courses from the beginning. She taught TELL courses in the Salt Lake City School District from 1997 through her retirement for SLCSD contributing to the endorsement of 1200 teachers. Across these years, she has regularly prepared facilitators for the Foundations and Family courses. In 2017, after 40 years in the classroom, she retired from teaching. From 2013 to 2017, she mentored new teachers in SLCSD through their first year of teaching. Most recently, she has been actively involved in redesigning the TELL courses and producing the instructional guides used in teaching them.

Annela Teemant

Indiana University/Purdue University, Indianapolis (IUPUI)

Annela Teemant is Professor of Second Language Education (Ph.D., Ohio State University, 1997) at Indiana University-Purdue University Indianapolis. Her scholarship focuses on developing, implementing, and researching applications of critical sociocultural theory and practices to the preparation of K-12 teachers of English Language Learners. Specifically, she has collaboratively developed and researched the Six Standards Instructional Coaching Model and pedagogy. She has been awarded five U.S. Department of Education grants focused on ESL teacher quality. She has authored more than 30 multimedia teacher education curricula and video ethnographies of practice and published in Teaching and Teacher Education, Urban Education, Teachers College Record, and Language Teaching Research. Her work describes how to use pedagogical coaching to radically improve the conditions of learning needed for multilingual learners. She has also taught adult intensive English in the United States, Finland, and Hungary.

Mary F. Rice

University of New Mexico

Mary Frances Rice is an assistant professor of literacy at the University of New Mexico. She teaches writing pedagogy and digital composition. Her scholarship uses interdisciplinary approaches to study the literacies and identities of online teachers and learners. Mary was a postdoctoral researcher at the University of Kansas Center on Online Learning and Students with Disabilities. She is also an Online Learning Consortium Emerging Scholar and a Michigan Virtual Learning Research Institute fellow. Mary taught junior high English language arts, ESL, and reading support classes. She was also a Teaching English Language Learner (TELL) program instructor.

Ramona Maile Cutri

Brigham Young University

Ramona Maile Cutri is an associate professor at Brigham Young University's Teacher Education Department. Cutri's research attends to the complexities of technology integration into faculty's daily teaching practice and how technology can facilitate the pedagogical and dispositional goals of critical multicultural teacher education. She has produced important work that documents teaching pre-service multicultural education courses in ways that lead to changes in their thinking and development as teachers. She has published in teacher education and multicultural education research journals. She has presented regularly at NAME and AERA. She is a specialty editor of Frontiers in Education's Teacher Education strand with Stefinee Pinnegar. At BYU, she directs the program that supports first generation college students.

Stefinee E. Pinnegar

Brigham Young University

A St. George native, Dr. Pinnegar graduated from Dixie College (now DSU) and Southern Utah State (now SUU). She taught on the Navajo Reservation then completed an M.A. in English at BYU. She taught for 5 years in Crawfordsville, Indiana. She then completed a PhD in Educational Psychology at the University of Arizona (1989). She was faculty at Western Michigan University in Kalamazoo, before coming to BYU. She helped develop and now directs the TELL program. She is Acting Dean of Invisible College for Research on Teaching, a research organization that meets yearly in conjunction with AERA. She is a specialty editor of Frontiers in Education's Teacher Education strand with Ramona Cutri. She is editor of the series Advancements in Research on Teaching published by Emerald Insight. She has received the Benjamin Cluff Jr. award for research and the Sponsored Research Award from ORCA at BYU. She is a founder of the Self-Study of Teacher Education Practices research methdology. She has published in the Journal of Teacher Education, Ed Researcher, Teachers and Teaching: Theory and Practice and has contributed to the handbook of narrative inquiry, two international handbooks of teacher education and two Self-Study of Teaching and Teacher Education Practices handbooks. She reviews for numerous journals and presents regularly at the American Educational Research Association, ISATT, and the Castle Conference sponsored by S-STTEP.

Wade Menlove

Welcome to TELL

Welcome to TELL

Welcome to theTeaching English Language Learners (TELL) Program. In each course, participants learn key theories, principles and research-based best practices for teaching English Learners (ELs--sometimes called Emergent Bilinguals, EBs). Each week participants are asked to enact a practice they learn and then reflect on it in terms of their teacher knowledge. This application and reflection are a key component of teacher learning. The course readings and assignments support participants in achieving the program's overarching purpose which is is to advance the education of language minority students through teacher development. The program meets this purpose by developing teachers who know how to a differentiate instruction and transform their teaching in ways that enable their development as teachers and the learning of the ELs they teach. As a result of this program, participants, particularly content-area teachers, will be able to work with linguistically and culturally diverse learners in their regular classroom in ways that reflect pedagogic practices that are inclusive of all learners.The completion of the entire TELL Program results not only in teachers being able to adjust curriculum to develop the academic landuage and literacy of ESLs in their regluar classroom, but also, in many cases it results in an ESL Endorsement. The courses in this 16-credit program includes coursework in Foundations of Bilingual Education, Understanding Language Acquisition, Assessment for Linguistically Diverse Students, Developing Second Language Literacy, Integrating Content and Language Instruction, and Family, School, and Community Partnerships.The course support teachers in developing a series of [conceputal tools](#) that can guide their thinking and practice.

Inclusive Pedagogy Conceptual Framework

The Foundations of Bilingual Education course is pivotal in establishing the [Inclusive Pedagogy Framework](#) as a way of learning about language minority students. Inclusive Pedagogy is a conceptual framework for professional growth that enables educators to respond in educationally appropriate ways to the linguistic, cultural, and learning diversity of students in their classrooms. Although introduced in the first course, Inclusive Pedagogy provides the conceptual framework for all courses in the TELL program. It serves as the lens through which we examine factors impacting the school experience of language minority students in the United States.

Inclusive Pedagogy consists of five characteristics: Collaboration, Guiding Principles, Essential Policy, Critical Learning Domains, and Classroom Strategies. Each of these characteristics is defined by a standard, goal questions that promote common understandings, and a reflection for change question that promotes united advocacy. While in the TELL Program our focus is on ESL students, the Inclusive Pedagogy Framework can be used to address the needs of all special population students: ESL, multicultural, learning disabled, and gifted/talented.

The [five characteristics of Inclusive Pedagogy and their defining standards](#) are as follows:

- **Collaboration**: Meeting the needs of today's language minority students demands collaboration across academic disciplines, institu- tions, and school-home cultures.
- **Guiding Principles:** Effective instruction for language minority students must be guided by theoretical and moral principles.
- **Essential Policy:** Essential policy, including standards, classification issues, and legalities, must be an integral part of advocacy for language minority students.
- **Critical Learning Domains:** Learning involves development in cognitive, social/affective, and linguistic domains.
- **Classroom Strategies:** Teachers must understand the what and the why of effective classroom strategies for language minority students.

At the end of each course, participants are asked to demonstrate their understanding of language minority students through completion and presentation of a major project that communicates their knowledge of course content and their deepend understanding of Inclusive Pedagogy.

ProfessorsPlus Delivery System

A distance-learning format was selected for the endorsement over traditional university-centered courses to deliver professional development at multiple school sites that could be adjusted to the needs of rural, suburban, and urban populations and the work schedules of in-service educators. In addition, video-anchoring and the use of a certified, on-site facilitator ensure consistent, high quality content delivery.

The TELL Program uses the ProfessorsPlus™ distance-education delivery system. The Professors part of the course includes the development and provision of a range of useful materials including video segments, CD-ROMs, readings, and engaging interactive learning experiences guided by the chapters in an edtech book. The video segments and CD-ROMS create, in essence, a multimedia textbook. The video segments and CD-ROMs capture he perspectives of educational experts including professors, researchers, teachers, family and principals highlighting content by juxtposing it against real-world voices and examples of students, educators, parents, and other community members. This makes the relationship between theory and practice immediately visible.

The Professors part also includes the development of an edtech book that guides and supports active learning; encourages thoughtful, analytical reflection; and models appropriate strategies teachers can use with language minority students.

The Plus part of the delivery system is an on-site, masters-equivalent facilitator with extensive public school classroom experience. This facilitator is responsible for creating a sense of community among learners. Employing teacher immediacy to foster interaction, the facilitator shares objectives, uses active learning strategies to promote student engagement, provides opportunities for performance, assesses learning, and communicates with professors.

Sociocultural Theory

A sociocultural theory of learning undergirds all of our TELL coursework. From the first session of the first course, participants are engaged in a learning community designed using the principles of sociocultural theory. We believe that learning occurs best in social activity in which both teachers and learners participate. In these courses, each facilitator develops a community of learners who focus on learning about culturally and linguistically diverse students and altering, improving, adjusting their practice to better meet the needs of ELs and promote the development of language and literacy (particularly academic literacy) in a second language. The courses take an asset-based orientation supporting teachers in building on learners strength as they promote their language and literacy development.

Although video segments and CD-ROMs provide interesting and provocative content, most of the learning occurs in course activities and discussions in which teachers try out and apply the things we teach.The activities teachers enagage in are immediately transferable to their own teaching with ELs.The videos and readings provide scientific conceptions for the ideas, while the activities cause participants to confront how whey might adjust their teaching in relationship to what they learn. The learning activities and assignment help participants' knowledge, images, and

conceptions of themselves as asset-based teachers emerge regularly as they apply theim inm their teaching and thinking. The facilitator's interactions and the design of the course materials support cognitive, social, and linguistic development, modeling what is needed in teaching culturally and linguistically diverse students. We ask participants to work together because we respect their quality and depth of knowledge about teaching and know they can scaffold each others' learning. Most importantly, we believe that the best opportunities to learn involve opportunities to integrate new learning with prior knowledge. The TELL courses consistently ask participants to take responsibility for learning in environments that provide access to new information and the tools to learn and apply it.

In this program, we emphasize the [Standards for Effective Pedagogy](#) for teaching culturally and linguistically diverse students. These five standards have emerged from research on teaching and learning based in sociocultural theory. These standards are:

- **Joint Productive Activity:** Teacher and students producing together
- **Language and Literacy Development:** Developing language and literacy across the curriculum
- **Contextualization:** Making meaning: Connecting school to students' lives
- **Challenging Activities:** Teaching complex thinking
- **Instructional Conversation:** Teaching through conversation

By [using these standards](#) to create a model for teaching, we engage teachers in environments that orchestrate their productive participation in a variety of activities that produce meaningful learning and enable them to provide more productive learning environments for their ELs.

University/Public School Partnership

The TELL Program has been developed within the Brigham Young University–Public School Partnership, which is a collaborative partnership between Brigham Young University and five local public school districts: Alpine, Jordan, Nebo, Provo, and Wasatch. This BYU-Public School Partnership, originally part of a consortium created by John Goodlad to encourage the simultaneous renewal of teacher education and schooling has existed for over 30 years. This partnerships are guided by the following statement of belief:

WE BELIEVE THAT

- public education is the cornerstone of a civil and prosperous democratic community;
- education is a public imperative, a moral endeavor, and a shared responsibility for all members of society;
- public schools exist to provide access to education for all, which includes both academic mastery and personal development for the purpose of maximizing students' potential to participate fully and productively in society;
- the university supports schools by preparing educators who master their disciplines and who understand and implement curriculum and instruction that support their students' learning and development through ongoing research and inquiry leading to dialogue and action that directly benefit schools.

In addition the BYU-Public School Partnership adhers to the following five commmitments.

- **Civic Preparation and Engagement:** the Partnership prepares educators who model and teach the knowledge, skills, and dispositions required for civic virtue and engagement in our society.

  Engaged Learning Through Nurturing Pedagogy: the Partnership develops educators who are competent and caring and who promote engaged learning through appropriate instructional strategies and positive classroom environments and relationships.

  Equitable Access to Academic Knowledge and Achievement: the Partnership develops educators who are committed to and actively provide equitable access to academic knowledge and achievement through rigor and mastery of curriculum content and instructional skills.

  Stewardship in School and Community: the Partnership assists educators in becoming responsible stewards in their schools and communities by dedicating themselves to shared purpose, renewal, and high standards of educator competence and learner performance.

  Commitment to Renewal: the Partnership fosters in educators a commitment to renewal through consistent inquiry, reflection, and action within their professional practice, resulting in continuous improvement.

In addition to McKay School of Education and University Faculty from other colleges, the administrators and teachers from the five partnership districts were central in the development of this initiative and contributed heavily to the construction and implementation of the TELL program. As you use these books to guide your learning, you will notice that teachers and administrators from the partnership schools played an essential role in authoring and developing these courses with BYU faculty.

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Course Syllabus: Foundations of Education for Emergent Bilinguals

Course Description:

This is the first in a series of six courses that will educate you to modify, adjust, and transform your practice in ways that will enable you to support the second language and literacy development of the English Learners or Emergent Bilinguals you are teaching in your regular classroom. We use the phrase Emergent Bilinguals to remind you that your students have a native or home language different from English and if you can support them in learning English and maintaining their language and literacy in their home language they wil have an added intellectual benefit and markeatble skill--biliguality. Completion of this series of courses will lead to an ESL endorsement.

Through these courses you will learn a series of conceptual tools that will support you in your teaching of ELs. Two of these tools are foundational: The Inclusive Pedagogy Framework ([IP](#)) and the Standards for Effective Pedagogy ([SEP](#)). Inclusive Pedaogy is the framework for all of the courses. It begins with the question: Who is this student?. It reminds you that the instruction your provide is based on the characteristics, strengths, langauge and intellectual skills of the child. In this course, we establish the Inclusive Pedagogy Framework as a way of learning about linguistically and culturally diverse students and learning about ourselves as professionals. Throughout all of the endorsement courses, the Inclusive Pedaogy Framework serves as the lens through which we examine factors impacting the school experience and langauge and literacy development of language minority students in the United States.

Course Goals and Objectives:

The two ESL standards guiding this course are:

- know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups.
- create a learning environment that is sensitive to and supportive of English language learner's cultural identities, language and literacy development, and content area knowledge**.**

The Objectives are:

- Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students.
- Interpret the historical context of diversity and *discrimination and evaluate how it impacts current practices
- Demonstrate how culture affects language development and academic achievement.
- Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.

Textbooks:

Foundations of Education for Emergent Bilinguals. This is the main textbook for this course, an instructional guide found in an open access online platform developed by Royce Kimmons (EdTech Books). The book includes all the learning activities, homework activities, and major projects you will be using for the course.

Samway, K. D., & McKeon, D. (1999). *Myths and realities: Best practices for language minority students*. Portsmouth, NH: Heinemann.

Digital Materials

TELL 400: Foundations of Bilingual Education: https://equitypress.org/-wDiz

Bilingual/ESL Programs and Practices Case (Interactive)

Activities:

A variety of learning activities and assignments will be used to help students understand course concepts. Students become active participants through the use of self-assessment, reflective writing, jigsaw readings, concept application logs, portfolio work, student profiles, response papers, and technology. Assignments will focus on active learning and require individual, paired, or group work to enrich learning. These activities model the planning, teaching, and assessment strategies that can be used with language minority students. There are also homework activities that, when completed successfully contribute to the points accrued for grading.

Attendance Policy:

This course is grounded in the belief that learning is a socially constructed process. In fact, active learning is a central feature of the course. Furthermore, the concepts presented through the video segments promote a conversational approach to learning. Concepts are immediately explored and applied through learning activities. As a result, much of the learning will take place through discussion and group activities that ask you to apply the research and theories about the teaching of English learners to your daily practice. Class discussion allows you to learn from your colleagues and to contribute to their learning; the insights of class members will be invaluable in your learning.

The experiences within the classroom cannot be reconstructed outside of class time with the facilitator or independently. Therefore, while attendance in and of itself does not count as part of your course grade, it is an important factor since recovering and reconstructing learning that occurs during class time will be difficult, if not impossible. Further, you will often be given credit for products developed during class time, and your presence is highly valued. In addition, students will usually work with colleagues and will frequently present findings and analysis during class time. For these reasons, it will be very difficult to make up class periods missed.

Grading Policy:

For the above reasons, full credit is only available to those students who attend each session and are present for the entire session. We recommend that if a teacher has to miss more than one of the eight sessions, they should be advised to take the course at another time.

In this course, your grade is based on participation in a learning process (i.e., process points) and the creation of individual and group products (i.e., individual and group product points) that emerge from participation in learning activities and homework. In addition, you will be asked to complete independent major assignments that will be evaluated for evidence of how you are learning and growing as a professional. Finally, you will present your professional development in relation to educating students of cultural and linguistic diversity in the final session of the course.

Grading Summary:

Type of Points	Description	Points
Process	Points for participating in learning activities during class	

Homework Individual Product	Points for individual products produced for homework assignments
Practicum	Points for individual or group products produced for practicum assignments
Total	

In the next chapter in this book, you will find a Total Points sheet you can copy and use to track your points earned throughout the course.

Grading Scale: You must earn at least a B- to pass this class.

Percentage	Grade
94-100%	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

Explanation of the Template
Total Points Sheet

Explanation of the Template

Learning Outcomes, Pedagogical Intent, and Student Position

Each book is divided into eight sessions. Each session contains the activities and homework that are the content for the session. Each learning activity (LA), Video Segment (AVG) and Homework (HW) represents an individual chapter in the book. The chapter label represents the content of the chapter. Each chapter begins with a LA or HW Template. The header contains the objective, the pedagogical intent, and student position that capture the essence and animate the intended learning and outcomes for the activity represented. In addition, the LA and AVG include the time allowance and the points represented by them. The HW includes the number of points. LA/AVG and are each worth 25 points and the HW are each worth 50 points. (The total point sheet document identifies the points possible accross the course and is found just before Session 1 in every course). Following the template are the instructions for each LA, AVG, or HW. There are links in the homework that will take you to worksheets, readings, or videos or other items the learner will need to complete the task describe in the instruction. The AVG's represent video segments, or sometimes powerpoints. These usually are accompanied by Activie Viewing Guides (AVGs) or worksheets to support learners in extracting meaning from the digital materials. These are provided to model the ways in which in your teaching as teachers you need to consider your use of digital materials as texts and enable students learning from these texts.

Each element in the template is important for making explicit participants learning. The ***learning outcome*** is anchored to the state standards for an ESL Endorsement and is based on the national standards for teaching ELs. The pedgogical intent informs the participant and the facilitator of the learning aim and goal of the specifica activity. Attention to the ***pedogical intent*** enabled us as designers and enables facilitators to target the activity and make sure that the activity, the interactions asked for, and the materials provided will work in concert to enable participants to not only learn but also take up in their practice the ideas embedded in the activity. When designers and teachers think through the instruction they are providing for students in this way it allows them to be strategic in creating powerful learning experiences. In desigining LA and HW using pedagogical intent to guide their design and construction enabled the authors to make certain that the LA and HW would position students for the learning experiences in a session.

In addition to providing the learning outcome and the statement of pedagogical intent, the template includes a **student position** statement. While the pedagogical intent focuses on desired learning from the activity, this statement articulates the history of learning events that have prepared the student to engage in this learning experience. It provides an explanation of the knowledge and experiences that have prepared students to engage in this next learning experience.

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Total Points Sheet

Directions:

In this course your grade is calculated based on the total accumulated points. In each session, you will receive credit for the learning activities and homework you complete. In addition you will accrue points for the major assignments.

You can use this sheet to keep a personal record of work in the course.

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Session One: Exploring My Culture and ELs Strengths

LA 1.1: Welcome to TELL
LA 1.2: Belief Statements
LA 1.3: Questions About Culture
LA 1.4: Considering a Framework for Meeting the Needs of My Students
LA 1.5: Considering Concepts as Tools
HW 1.1: Reflection on My Learning
HW 1.2: Find and Share Cultural Artifacts
HW 1.3: Building Vocabulary About Culture
HW 1.4: Assessing My Knowledge and Beliefs
HW 1.5: Representation of My Learning in the Course

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LA 1.1: Welcome to TELL

History and Background of the BYU ESL Endorsement

Learning Outcome	Pedagogical Intent	Student Position
Interpret the historical context of diversity and discrimination and evaluate how it impacts current practice. **Assessment: 25 pts.** **TA: 30 Minutes**	Teachers can articulate the need for them personally to get an endorsement and become oriented to changing practice to meet the needs of the ELs they teach.	Students have registered for the ESL endorsement. To begin their journey they must first understand the history and relevance of the endorsement.

Instructions

1. The facilitator will lead a discussion with the group including the following:
   a. Why are you taking the ESL endorsement courses?
   b. What is the history of the endorsement in your district?
   c. What does ESSA (Every Student Succeeds Act) and OCR (The Office of Civil Rights) require for ELs (English Learners)?
   d. What are the courses and credits required for the endorsement?
   e. Are the credits at the graduate level and will they lead to a Master's degree or lane change credit?
   f. What are the time commitments and homework required?
   g. What are the grading and attendance policies?

LA 1.2: Belief Statements

Basis of the TELL Program

Learning Outcome	Pedagogical Intent	Student Position
Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students.	Teachers can adopt the belief statements and apply them to their own classrooms and pedagogy.	Students have registered for and want to attain the ESL endorsement. They will now explore the belief statements that informed the construction of the TELL endorsement.

Assessment: 25 pts.

TA: 30 Minutes

Instructions

1. In your group, read the assigned belief statement you have been assigned. Consider what your group thinks about your assigned statement.

a. We value all languages.Language proficiency is essential
b. All students should learn a second language.
c. Learning language through content is vital.
d. Learning language through content is vital.
e. Learning language through content is vital.
 f. Teachers should model lifelong learning.

2. Watch video segment 1.1 which introduces the five belief statements. Use the active viewing guide to take notes as you watch. (If you want to view this later or share with colleagues click the link here.) Think about your personal beliefs and if they are similar or different. You will use your notes in your group discussion after the segment is finished.

3. In your group, discuss the following questions and come up with a shared answer.

a. Do they agree or disagree with the belief statement?

b. What examples have they seen in their own classrooms or in their own experiences that relate to the statement?

c. What can they do as teachers to promote the belief?

d. What implications are there for classroom teachers?Each group will take 3-5 minutes to share their thoughts with the class. The facilitator will wrap up the discussion with his/her beliefs.

LA 1.3: Questions About Culture

Question Writing

Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.	Teachers interrogate questions they have about culture and can begin to better accommodate culture in their classroom.	Students have watched a video about belief statements and introduction to Inclusive pedagogy. They are now ready to consider questions they have about the cultures represented in their classroom.

Assessment: 25 pts.

TA: 20 Minutes

Instructions

1. Using three index cards, you will write one question on each card. The questions focus on wonders you have about the cultures of your students, particularly your English learners, and the ways in which those cultures could affect classroom life.

2. Enagaging in a strategy labeled happy hour, share your questions with four other people at a table different than your own.

3. Working as a whole class, determine the themes or categories of the questions you and your class members have. Across the course, the facilitator will post the questions for you to consider and provide insight for in your group.

LA 1.4: Considering a Framework for Meeting the Needs of My Students

Jigsaw Reading for Inclusive Pedagogy

Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students. **Assessment: 25 pts.** **TA: 45 Minutes**	Teachers can use the Inclusive Pedagogy framework to create an inclusive environment for each student and to increase the use of best practices of ESL instruction	Students have thought about how to understand cultural diversity in their classroom and are now prepared to learn about a framework that will help them create inclusive learning environments for ELs and other learners.

Instructions

1. Review the Inclusive Pedagogy framework in the link. Pay attention to the Five Characteristics, Goal Questions, and Reflection for Change Questions.

2. Divide the students into five groups and assign each group one of the characteristics from the articles in the TELL TOOLS book https://equitypress.org/-MbEt.

3. Each group will read the materials and discuss the content of the standard along with the Goal Questions, and Reflection for Change Question.

4. The group will then plan a 5-minute presentation for the class reviewing the characteristic and content including personal examples from their own teaching and suggestions for teachers.

   Note: Inclusive Pedagogy is the Framework for one of the capstone projects which is a portfolio. Each section of the portfolio represents a different Inclusive Pedagogy characteristic. The section will include an artifact that demonstrates your understanding of the characteristic with a brief description of the artifact and how it relates to the characteristic, and your personal response to the reflection for change question.

LA 1.5: Considering Concepts as Tools

Making Comparisons between Literal and Conceptual Tools

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate how culture affects language development and academic achievement. Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students. **Assessment: 25 pts.** **TA: 30 Minutes**	Teachers use their understanding of Inclusive Pedagogy as a guide to begin their work to engage EL learners so they can fully participate in class with access to the materials.	Students have been introduced to the Inclusive Pedagogy framework and the five characteristics. They are now ready to conceptualize their understanding thus far using analogy.

Instructions

1. The teacher will provide a tool box with a number of basic tools (crescent wrench, needle nose pliers, file, hammer, tape measure, putty knife, hack saw, Philips screw driver, vise grips, etc.)

2. Divide the class into groups of 2.

3. Each group will choose from the tool box one of the tools that they are familiar with.

4. Each group will discuss the following.

   a. What is the name of the tool

   b. What is the purpose or use of the tool

   c. How can this tool be compared to teaching English Learners

5. Each group will present their analogy to the class, making sure that each member of the group participates. For example: one member of the group talks about the tool's name and practical uses while the second member talks about the analogy to teaching.

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HW 1.1: Reflection on My Learning

Revealing My Thinking

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate how culture affects language development and academic achievement. **Assessment: 50 pts.** **Due: Session 8**	Teachers can reflect on the learning activities in the session and explore ways to integrate the modeled strategies and content into their own pedagogy.	Teachers have participated in the first session of the ESL endorsement. They are now ready to reflect on the activities of the session and find ways to incorporate them into their own teaching.

Instructions

1. At the end of each session the facilitator will assign the participants to write in their journal addressing several questions. Students will keep their journal digitally and will send it to the facilitator each week. The journal may also be used during group discussions. Make sure you can access the journal during class session so that you can refer to the notes. (**REMEMBER:** In HW 1. 5 you reviewed the guidelines for the final project. As you reflect each week consider whether you had an aha about one of the characteristics of Inclusive Pedagogy? If so remember to save the artifact and your explantion so that it will be available when you construct your final portfolio.

2. For session one, you will do two things for your journal. First you will select something you learned from class or that you have thought you might like to do for ELs you teach and try it out. This will be the first segment of your journal entry. Report what you did and your thinking about it. For the second part of the journal you will answer the following questions:

   a. Of the five belief statements, which one did you feel a personal connection to and why? Which one, if any, did you disagree with and why?

   b. Now that you have been introduced to the five standards of Inclusive Pedagogy, which one do you feel you are most familiar with and what evidence of the standard do you see in your classroom

   c. What is your over-all feeling of the endorsement thus far and what do you hope the endorsement will do for you?

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HW 1.2: Find and Share Cultural Artifacts

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students.	Teachers know that every person has a culture to be appreciated and that utilizing parts of students' cultures as they work with ELs makes learning more accessible.	Students have been introduced to the Instructional Guide. They are now asked to select a few of their possessions to bring with them to session 2 to share.

Assessment: 25 pts.

Due: Session 2

Instructions

1. Considering the different aspects of culture, family community, home, work, etc., choose three artifacts that represent who you are within your culture.
2. Using a 3x5 card for each item, write about how this artifact reflects your culture and express reasons why you feel this way. Label each card with a title which includes your name.
3. Bring your cultural artifacts and 3x5 cards to Session 2 and be prepared to share about one of these items in class.

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Access it online or download it at https://equitypress.org/bilingual_education/hw_1.2.

HW 1.3: Building Vocabulary About Culture

Understanding Cultural Terms

Learning Outcome	Pedagogical Intent	Student Position
Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students. Demonstrate how culture affects language development and academic achievement. **Assessment: 50 pts.** **Due: Session 2**	Teachers can use academic vocabulary around issues of cultures in class discussions and in their professional lives.	Students have shared beliefs about culture, learned about Inclusive Pedagogy and are now prepared to use readings to create personal definitions of academic terms about culture.

Instructions

1. Read these articles about culture: "What teachers should understand about culture" and "Eating Fried Bananas".
2. You will notice that the first article has some terms that have been bolded. As you read, make notes or underline phrases that provide additional ideas about the bolded terms.
3. After you finish the readings, use the Interactive Glossary chart and make your own definitions for the words using the Interactive Glossary form provided. Click the link and download the form.
4. Copying the definitions from the article will not be as helpful as paraphrasing or summarizing using your own ideas about the words.
5. Bring a copy of your interactive glossary to class and be prepared to discuss.

HW 1.4: Assessing My Knowledge and Beliefs

My Beliefs Now

Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.	Teachers can bring forward their understandings and beliefs about teaching ELs and be prepared to reconsider their beliefs and actions through engagement in this course.	As students begin a course exploring the foundations of bilingual/ESL education, they document their current views of learning and teaching for language minority students.

Assessment: 40 pts.

Due: Session 2

Instructions

Please answer each of the questions in the survey. Do not collaborate with others in completing the survey. These will be collected in the second session and stored by the facilitator. We will re-visit it later.

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Access it online or download it at https://equitypress.org/bilingual_education/hw_1.4.

HW 1.5: Representation of My Learning in the Course

Creating a Portfolio to Represent My Learning

Learning Outcome	Pedagogical Intent	Student Position
Know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups. **Assessment: 50 pts.** **Due: Session 8**	Teachers use the reflection assignment and their noticing of the learning they are gaining in the courses to select and save artifacts and explanations that document their learning.	Students have been introduced the the Inclusive Pedagogy Framework and will be able to utilize it to guide their learning and their selection of artifacts to represent that learning.

Instructions

Please review the following homework which is due in Session 8.

1. Read https://equitypress.org/-bBnsP. Pay particular attention to the five questions asked and the phrases on the circle band that surrounds the pie chart that represents them.

2. For the final assignment you will select artifacts (objects, writing, visuals) that represent your learning from each aspect of the 5 Standards of Inclusive Pedagogy. Through the use of photos and documents, this can be assembled and shared electronically.

3. Each of the 5 will contain the artifact, an explanation and one "aha" (something new you learned or a connect you made). You will be asked to bring your work to session 7 where you will be given time to work in class on this assignment, getting input from the facilitator and your peers.

4. Look through the assignment and bring questions about the assignment to class next time so that you can begin selecting artifacts for your final display immediately. Here is the Rubric Display of Professional Development and the Display of Professional Development Guidelines that you can click on and download to look through the assignment.

Session Two: Developing Understandings of Culture--Mine and My ELs

LA 2.1: Share Cultural Artifacts
LA 2.2: Building Vocabulary About Culture
LA 2.3: Examining Definitions of Immigrants
LA 2.4: Discuss Stereotypes and Culture
LA 2.5: Articulating Classroom Issues of Cultural Misinterpretation
LA 2.6: Resolving Questions about the Major Project and Homework Assigments
HW 2.1: Reflecting On My Practice
HW 2.2: The State's Changing Demographics
HW 2.3: Danger of a Single Story
HW 2.4: Cultural Patterns of an EL

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LA 2.1: Share Cultural Artifacts

Small Group Share

Learning Outcome	Pedagogical Intent	Student Position
Communicate a personal acceptance of culture and acknowledge the dynamics of culture in the lives of all students.	Teachers understand that every person has a culture to be appreciated and that utilizing parts of students' cultures as they work with ELs makes learning more accessible.	After learning about culture and its impact on learning, students are ready to identify characteristics of themselves as cultural beings and bring artifacts and descriptions to share with others.

Assessment: 25 pts.

TA: 30 Minutes

Instructions

1. Before class, set up your Cultural Artifacts with 3x5 cards on a table provided by the teacher. You have 15 minutes to peruse the artifacts others brought.
2. Working in your group, you will discuss what you learned (10 minutes)
3. Now the facilitator will engage you in a shower of ideas where each group will share an idea or wonder you developed as you looked at the artifacts of your colleagues

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LA 2.2: Building Vocabulary About Culture

Using Your Personal Vocabulary Bank

Learning Outcome	Pedagogical Intent	Student Position
Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices. Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.	Teachers can use new vocabulary related to ESL pedagogy in meaningful and relevant ways in a group discussion.	Students have shared what they believe to be aspects of their own culture with classmates. They have also read the articles on culture and created their interactive glossaries. They are now prepared to participate in a group discussion using new vocabulary.

Assessment: 25 pts.

TA: 25 Minutes

Instructions

1. Each group will review together the terms each identified in HW 1. 3. Each person will have a digital copy with them.

2. You should have an [Interactive Glossary Score Card](#) to keep track of your use of the vocabulary words as you engage in a discussion of the homework readings and your observations in LA 2.1.

3. Your group will now be given 10 minutes to discuss what you learned about culture from LA 2.1--the previous learning activity and your homework readings from HW 1.3.

4. A designated person at each table will keep a record of the vocabulary terms used. A single word can receive a score a maximum of three times. In addition, to be scored, words must be used correctly in a sentence.

5. The facilitator will lead a whole class discussion asking for thoughts/ideas from the tables.

6. The score card will be kept for future discussions during this session.

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LA 2.3: Examining Definitions of Immigrants

Think, Read, Share

Learning Outcome	Pedagogical Intent	Student Position
Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices.	Teachers connect their assumptions and thinking about immigrant populations to a reading about thin slicing.	Students have learned terminology around culture and explored their own culture as well as asking questions about the culture of their students. In this activity students will develop understandings around immigrant families by reading an article on thin slicing.

Assessment: 25 pts.

TA: 30 Minutes

Instructions

1. Take three sticky notes.
2. Pay attention as the instructor writes a word on the board, and without talking, write or draw the first word/image that comes to your mind. No erasing is permitted.
3. When the instructor asks you to do so, place your sticky note under the word it was your response to.
4. Participate in the discussion as the instructor categorizes the notes. On the recording chart provided, record the categories that emerge from the class responses.
5. Read the article by Ramona Cutri "The dangers of thin-slicing". After reading, if you want to change your response on your sticky note go to the board and write your new response on the sticky note you posted and jot down the new ideas posted by classmates as well in the chart in the link in item 4 above.

LA 2.4: Discuss Stereotypes and Culture

Using Learned Vocabulary

Learning Outcome	Pedagogical Intent	Student Position
Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices. **Assessment: 25 pts.** **TA: 20 Minutes**	Teachers can use new vocabulary in meaningful and relevant ways to discuss the impact and influence of stereotypes, culture, and student lives on their learning.	Teachers have read the articles on culture and created their interactive glossaries. They have also participated in a learning activity on Thin Slicing. They are now prepared to participate in a group discussion on "The Dangers of Thin-Slicing" using new vocabulary.

Instructions

1. In your groups, you will now be given 10 minutes to discuss what you learned from thin-slicing and the word associations to the words provided by the instructor. learned about
2. As you discuss use the vocabulary terms from the interactive glossary (HW 1.3). The recorder at your table will keep a continue scoring the use of the vocabulary terms your group is tracking. In this new discussion, each word can be scored a maximum of three times (this is a new count so it can be added to the last time). Remember to get a score, words must be used correctly in a sentence.
3. After your discussion, the recorder will give your current count for using the vocabulary words. Notice words you are not using.
4. Each group will share their most interesting ideas from the discussion.

LA 2.5: Articulating Classroom Issues of Cultural Misinterpretation

Learning Outcome	Pedagogical Intent	Student Position
Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices. **Assessment: 25 pts.** **TA: 40 Minutes**	Teachers can use new vocabulary in meaningful and relevant ways to have a group discussion about issues of cultural misinterpretation in their classrooms.	Students have read the articles on culture, and used the vocabulary to discuss different issues of culture in their classrooms. They have also watched a video on cultural misinterpretations. They are now prepared to participate in a group discussion on cultural misinterpretations using new vocabulary.

Instructions

1. Watch video segment 2.1, which focuses on Cultural Misinterpretations. Take notes on the viewing guide.
2. You will now be given 10 minutes to discuss what they learned about cultural misinterpretations from the video segment (VS 2.1) using the vocabulary terms from the interactive glossary (HW 1.3). As you discuss the video segment, think about teaching experiences you have had, times when you have misinterpreted student behavior, or times when you gained new understanding about the home life, background or culture of your student that surprised you. Think about how your students bring their culture with them (just as you do) when they come into class and consider this in your discussion.
3. A designated person at each table will keep a record of the vocabulary terms used on the score card each word can be scored a maximum of three times. Words must be used correctly in a sentence.
4. After the discussion, the facilitor will invite the class to participate in a shower of ideas.

LA 2.6: Resolving Questions about the Major Project and Homework Assigments

Answering Questions

Learning Outcome	Pedagogical Intent	Student Position
Know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups. **Assessment: 25 pts.** **TA: 10 Minutes**	Teachers can will be prepared to share their learning and how they are attending to the cultural background of ELs as they teach them	Students have read the articles on culture. They have considered the impact of culture on student learning and the development of a second langauge. They are prepared to consider how they will share their learning.

Instructions

1. For HW 1.5, you reviewed the major course assignment and how you are reflecting on your learning each week.
2. The facilitator will consider and respond to questions have about these assignments.
3. After this, the facilitator will review your homework assignments for this session.

HW 2.1: Reflecting On My Practice

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate how culture affects language development and academic achievement.	Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.	Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.

Assessment: 50 pts.

Due: Session 8

Instructions

Each week's reflection journal (to be completed after each session):

1. Think of what you learned this week. What action did you take after this session in your practice or how did your change in thinking impact your beliefs. Use the Reflection Model. You can begin with your experience, your wonder (questions) or the new idea that lead to your change and then include each of the elements: personal voice (I), description of an experience, link to knowledge, questions raised. Allow yourself to reveal your emotion. Review the documents linked to support you in your reflection.
2. Some helps include thinking about what event either before, during, or after some action you took in teaching sticks in your mind. Think about based on this session --What did you learn, unlearn, and relearn this week?
3. Consider as you complete your reflection what are the next steps you will take in your practice? What do you hope will result?
4. **REMEMBER:** In HW 1. 5 you reviewed the guidelines for the final project. As you reflect this week, did you have an aha about one of the characteristics of Inclusive Pedagogy? If so remember to save the artifact and your explantion so that it will be available when you construct your final portfolio.

HW 2.2: The State's Changing Demographics

Video and Discussion

Learning Outcome	Pedagogical Intent	Student Position
Utah's changing Demographics and the historical context of diversity and discrimination and what it means for the future of ELs.	Teachers can begin to understand the changing demographics of Utah and how they affect their perspective and pedagogy.	Teachers have been introduced to the ESL belief statements and the standards for Inclusive Pedagogy. They have reflected on their own beliefs and pedagogy. They now begin to understand the changing demographics of their state and neighborhood and how it will affect their pedagogy.
Assessment: 25 pts.		
Due: Session 4		

Instructions

1. Watch the first video of Pam Perlich as an introduction to the second one. Then view the second video (or other video applicable for your state).
    a. https://equitypress.org/-ZUT
    b. https://equitypress.org/-YBm
2. As you watch the second, longer video, view only the segments you have been assigned:

    a. 2:28—9:01 (Growth and Urbanization) and 9:01-12:20 (Migration)

    b. 12:26—16:27 (Aging population/dependency) and 18:54—21:52–Utah/National Trends)

    c. 21:52—32:46 (Generational shift and mixed heritage)

    d. 32:46—38:32 (Neighborhood diversity)

3. All students need to watch the rest of the video from 38:32—end.

4. Use the notes you took on your part of the viewing to answer these questions:

    a. What are the facts you found?

    b. What do these facts imply for teachers?

    c. How does this support or change your view about educating English learners to meet their potential?

5. The facilitator will lead the discussion to elicit ideas from the class regarding the third question.

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HW 2.3: Danger of a Single Story

Assumptions

Learning Outcome	Pedagogical Intent	Student Position
Teachers provide support and advocacy for ELLs and their families and prevent their own assumptions from surfacing in their work.	Teachers apply their knowledge of assumptions and stereotypes to their practice and instruction as they teach ELs in their classrooms.	Students have learned about the belief statements and Inclusive Pedagogy. They will now watch 'The Danger of a Single Story' as a way to think about assumptions people make.

Assessment: 25 pts.

Due: Session 3

Instructions

1. Go to this TED talk by Chimimanda Ngori Adichie. (Optionally, here is an additional link to a history site that reviews the talk.)
2. Before you begin viewing the talk, look at the provided viewing guide to know the questions you need to answer.
3. Watch the video and fill in the viewing guide to the questions as you go.
4. Bring the completed viewing guide to class in session 3.

HW 2.4: Cultural Patterns of an EL

Interviewing an EL student about Culture

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate how culture affects language development and academic achievement. Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students. **Assessment: 50 pts.** **Due: Session 5**	Teachers can use their learning about a student to be prepared to gather information about other students' culture and learning to create classrooms that embrace cultures in their class and assist families to support their children's education.	Students have learned terminology around culture and explored their own culture as well as asking questions about the culture of their students in general. In this activity students will develop questions and interview an English Learner in his/her classroom.

Instructions

1. Select an EL student from your class or your school. Hopefully someone you have a prior connection to or who a colleague can introduce you to.

2. Generate a list of three or four questions to ask this learner based on what you have learned about culture in general during class and the Inclusive Pedagogy Framework Questions which are found on the back of the Inclusive Pedagogy Framework mini-posters or in the TELL TOOLs book. (You should have the mini posters

3. Conduct a short conversation with your selected EL where you ask the questions and record his/her answers. Ask follow up questions as necessary.

4. Bring your questions and answers to **Session 3**.

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Session Three: Considering ELs as a Resource in My Teaching

LA 3.1: Water as a Problem, Right, and Resource
LA 3.2: Language as a Problem, Right, and Resource
LA 3.3: Mr. Chacon's Story
VS 3.3: Social Theories Part 2
LA 3.4: Norma's Story
LA 3.5: Jean Anyon Study
HW 3.1: Teacher Reflection
HW 3.2: Considering the Myths and Realities Concerning ELs
HW 3.3: Reading about Poverty PhDs
HW 3.4: Discovering Assets in My Community
HW 3.5: Considering the Difference between the North Star and the Map to Philadelphia

LA 3.1: Water as a Problem, Right, and Resource

Brainstorm

Learning Outcome	Pedagogical Intent	Student Position
Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices.	Teachers can articulate a greater understanding of cultural and linguistic diversity through multiple perspectives.	Teachers have explored their own culture, the changing demographics of their state, and cultural misinterpretations. They are now ready to consider multiple perspectives of language.

Assessment: 25 pts.

TA: 20 Minutes

Instructions

1. Together you will watch a video that considers Water as a problem, right, or resource. You can access a viewing guide here. Your facilitator will share the video, but you can access it independently at this link. You will scroll down to Session 3 on the left side of the screen and then select Segment 1. Then move back to the top and click on the small video screen to watch.
2. After watching the video, your group will consider the distinctions between water as problem, right, or resource. Record your thinking on the "Water as a problem, right, or resource" provided by your facilitator. Each of you can get a copy of the chart by clicking here: "Water as a......" chart.
3. Together you will discuss with the whole class your thinking. Be prepared to share your questions and insights.

LA 3.2: Language as a Problem, Right, and Resource

Guided Discussion

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate how culture affects language development and academic achievement. **Assessment: 25 pts.** **TA: 25 Minutes**	Teachers can consider how thinking of language as a resource can help them consider how second language learners can be a resource in their teaching.	Student have watched a video segment about water and language as a problem, right and resource. They are now asked to discuss with colleagues their beliefs about the difficulties and benefits of language diversity.

Instructions

1. In small groups, discuss ways in which linguistic diversity can be viewed as a problem, a right, and a resource.
2. As the discussion proceeds, capture the ideas that emerge in the categories on the [Language as a... worksheet](#) provided for language as a problem, right and resource.
3. Be prepared to share your ideas with the entire class.
4. Add new ideas from your classmates to your worksheet during the class discussion.

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LA 3.3: Mr. Chacon's Story

Concept Application of Cultural Capital and Deficit Theory

Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students. **Assessment: 25 pts.** **TA: 30 Minutes**	Teachers can identify and recognize social theories of Cultural Capital and Deficit Theory and discuss how these orientations can affect their pedagogy.	Students have learned about the socioeconomic level, immigrant status, and language factors that affect the culture of English learners and their families. They have watched a video explaining social theories and have heard Mr. Chacon's story. They are now prepared to learn about how deficit orientations affect their participation in schools.

Instructions

1. As a class you will watch a video on resistance. Your facilitator will share the video, but you can access it independently at this link. You will scroll down to Session 3 on the left side of the screen and then select Segment 2. Then move back to the top and click on the small video screen to watch. You can access the viewing guide from this link.
2. Working with a partner, read "Mr. Chacon's Story," underlining and labeling the evidence of deficit theory and cultural capital you see in the story. These terms are defined in a graphic organizer found at the end of the viewing guide you accessed earlier in this activity.
3. After you have read the story, record your thinking in the chart following Mr. Chacon's Story. Be sure to record the evidence as well as think about why the evidence you selected falls under the definition of deficit theory or cultural capital.
4. Participate in a whole class discussion about deficit theory, cultural capital, and this story and share your ideas.

VS 3.3: Social Theories Part 2

As a class you will watch this video segment.

Think About

- How can I support language minority students through Inclusive Pedagogy?
- How can I engage with other people in different disciplines within my educational setting to support students' development as knowers?
- Definitions: Who are our language minority students?

Click on the following link to download and write on the viewing guide: VS 3.3 Social Theories Part 2

Conceptual Outline	Meaning Making
Resistance Theory After a prolonged lack of acceptance by the dominant culture, minority students may actively resist the dominant school culture.	Any of my students?
Claudia Ramirez Wiedeman (Whittier College) "Resistance becomes a way of protection for these students, maintaining a sense of self." Examples: - Refusal to participate - Becoming distant - Being angry	Maintaining cultural and social identity?

Conceptual Outline	Meaning Making
Resistance can also be used in proactive ways to change society or a school's dominant culture.	Contribute to change?
Brenda Beyal (Elementary School Teacher) "In my culture, when a child is born, the mother takes care of the belly button of the child. When the belly button falls off, great care is taken in deciding where that belly button is placed. My belly button has been buried in a sheep corral somewhere on the Navajo reservation. And so my heart, my body, my mind goes back there often. . . . "Sometimes when I'm looking at children, I think, "Where is your belly button buried?" It makes me realize this child has a family; this child has grandparents; this child has a way of doing things; this child has something that helps them to be drawn to a certain place. Then I realize this child is a gold mine—that they have so many things that they can bring from where their belly button is placed into my room."	What I see in my students?
Questions Prompted by Social Theories • *Deficit Theory* Have I exhibited or acted upon a cultural or genetic deficit assumption? • *Cultural Capital* How have I taught my students to play the game of school here in the United States? • *Resistance Theory* Have there been times when I misinterpreted bad behavior or did not recognize the impetus for such behavior? Could I promote constructive resistance? • *Funds of Knowledge* How can I take advantage of what my students know? How can I incorporate community knowledge into my curriculum?	My questions?
Funds of Knowledge	
Every group— minority and majority cultures — has social networks and community knowledge that can be used in the education of students.	My funds of knowledge?
Social Networks A person who contacts neighbors, extended family, other second language speakers, or people in his/her religious group uses social networks to get things done.	Diversity and social networks?
Community Knowledge Immigrant and indigenous minority communities have rich resources of knowledge, some of which may be atypical of dominant culture knowledge. For example, migrant workers' understanding of	Integrate into mainstream culture?

Conceptual Outline	Meaning Making
farming, a refugee's survival skills, a group's craft skill and techniques, or Eastern cultures' loyalty to family, including extended family.	

Examples - **Virginia Collier:** What do they already know at home? A mason may not know the physics and mathematics behind brick laying, but they know the physical reality of such knowledge. - **Ramona Cutri:** A child of poverty may well know the value of a dollar and how to budget. - **Victor Lopez:** The boy who could tell time in the prairie by looking at the shadows and sun. - **Brenda Beyal:** The nephew who wrote a paper about his great uncle who was a Navajo Code Talker. - **Richard Kimball:** Students who come from war torn countries, who understand revolution firsthand.	My students? My examples?

LA 3.4: Norma's Story

Considering Funds of Knowledge, Resistance Theory, and Identity Formation

Learning Outcome	Pedagogical Intent	Student Position
Identify factors that influence the school experiences of English learners and their families under a deficit model. **Assessment: 25 pts.** **TA: 40 Minutes**	Teachers can identify and recognize social theories of Resistance, and Funds of Knowledge and learn how these deficit orientations can affect their pedagogy.	Students have learned about the socioeconomic level, immigrant status, and language factors that affect the culture of English learners and their families. They have watched a video explaining social theories and have heard Norma's Story. They are now prepared to learn about how deficit orientations affect their participation in schools

Instructions

1. With a partner read Norma's Story for evidence of Funds of Knowledge and Resistance Theory in stages of identity formation.
2. Take notes on the form linked here.
3. Be prepared to share your thoughts with your table and with the class.
4. After the class share, as a class you will watch a video on Identity Formation. Your facilitator will share the video, but you can access it independently at this link. You will scroll down to Session 4 on the left side of the screen and then select it. Then move back to the top and click on the small video screen to watch. You can access the viewing guide here.

LA 3.5: Jean Anyon Study

Critical Inquiry

Learning Outcome	Pedagogical Intent	Student Position
Identify your attitudes, assumptions, and beliefs and articulate how they impact your interaction with students. Identify the multiple factors impacting the school experience of language minority students, including cognitive/academic, social/ affective, and linguistic development issues.	Teachers can use learnings from the Jean Anyon study to inform their practice and better serve their English language learners.	Students have watched a video segment about using critical inquiry to analyze current realities. Students are now prepared to read the results of a research study and apply those ideas to the analysis of their personal schooling experiences.

Assessment: 25 pts.

TA: 40 Minutes

Instructions

1. Read the summary of Jean Anyon's article titled "Social Class and the Hidden Curriculum of Work."
2. Read all of the descriptions in "Which Type of School." Work with a partner to identify which of the four types of schools listed at the top matches each description.
3. In small groups, discuss the following questions:
   a. What type of school did you go to?
   b. What type of school do you teach in?
   c. Who benefits most from the different types of practices described?
   d. What practices do you morally think are best for students?

Be prepared to report conclusions from your group's discussion to the whole class.

HW 3.1: Teacher Reflection

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate how culture affects language development and academic achievement. **Assessment: 50 pts.** **Due: Session 4**	Teachers can reflect on the learning activities in the session and explore ways to integrate the modeled strategies and content into their own pedagogy.	Teachers have participated in the third session of the ESL endorsement. They are now ready to reflect on the activities of the session and find ways to incorporate them into their own teaching.

Instructions

1. Think of what you learned this week. Consider these questions:
   - How can looking at language through multiple perspectives influence you as a teacher?
   - How can a perspective of deficit theory or resistance theory affect your classroom and what are some things you can do to overcome deficit theory or respond differently when resistance theory might be a viable explanation for student behavior?
   - How can you use Funds of Knowledge to enhance your classroom instruction?
2. What action did you take after this session in your practice or how did your change in thinking impact your beliefs. Use the Reflection Model. You can begin with your experience, your wonder (questions) or the new idea that lead to your change and then include each of the elements: personal voice (I), description of an experience, link to knowledge, questions raised. Allow yourself to reveal your emotion. Review the documents linked to support you in your reflection.
3. Some helps include thinking about what event either before, during, or after some action you took in teaching sticks in your mind. Think about based on this session --What did you learn, unlearn, and relearn this week?
4. Consider as you complete your reflection what are the next steps you will take in your practice? What do you hope will result?
5. **REMEMBER:** In HW 1. 5 you reviewed the guidelines for the final project. As you reflect this week, did you have an aha about one of the characteristics of Inclusive Pedagogy? If so remember to save the artifact and your explantion so that it will be available when you construct your final portfolio.

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HW 3.2: Considering the Myths and Realities Concerning ELs

Reviewing the Relationship Between My Beliefs and the Myths about ELs

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Identify your attitudes, assumptions, and beliefs and articulate how they impact your interaction with students. Identify the multiple factors impacting the school experience of language minority students, including cognitive/academic, social/affective and linguistic development issues. **Assessment: 50 pts.** **Due: Session 4**	Teachers can apply the Tools of the TELL materials to their work with EL students, enabling them to increase learning opportunities for students.	Having extensively explored the Inclusive Pedagogy characteristic of collaboration, students are positioned to begin exploring the characteristics of guiding principles and essential policy. In preparation for the next session, students read about principles of second language acquisition and the identification and assessment of language minority students.

Instructions

1. Read the article titled [School Level Identification](#)… and [WIDA proficiency levels](#).
2. Read "Myths About Acquiring a Second Language" pages 17-27, and "Assessment Myths", p. 47-69 in Myths and Realities: Best Practices for Language Minority Students.
3. In the space provided in the charts, write your own personal reactions to each of the myths, connecting them to your personal experiences. Click the [Response Charts](#) link and download it so that you can write on it.
4. Be prepared to share experiences during LA 6.3.

Note: Give particular attention to the five key ideas from Collier's synthesis of second language acquisition research provided with the discussion of SLA Myth #5 on page 23-24. This information will also be needed during LA 7.2.

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HW 3.3: Reading about Poverty PhDs

Shifting My Thinking about Student Potential

Learning Outcome	Pedagogical Intent	Student Position
Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students. **Assessment: 50 pts.** **Due: Session 4**	Teachers can apply what they learn about poverty from this article to working with their students who live in poverty so those students can achieve in their education.	Students have learned about deficit orientations to cultural difference. They are now prepared to read stories of culturally diverse college professors and their experiences moving around in educational systems.

Instructions

1. Read the article "Poverty PhDs: Funds of Knowledge, Poverty, and Professional Identity in Academia." Click and download on Poverty PHD to read it.
2. Identify three insights or wonders that occurred to you as a result of reading this assignment. Remember what you learned from Pam Perlich's lecture, the Myths and Realities readings and other things you have learned so far in this course.

HW 3.4: Discovering Assets in My Community

Identifying Assests in the Neighborhood of My School

Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students. **Assessment: 50 pts.** **Due: Session 4**	Teachers, when they venture out into the school community, learn about resources and assets within the community, can appreciate and utilize them in teaching EL students.	Students have read about people living in poverty. They now will move into their school community to discover the assets and resources that are there, particularly those they don't already know about.

Instructions

1. Using the Asset Map Outline (linked here), construct an Asset Map of your school community. The details of the assignment can be recoverd by clicking on this link. ,
2. Now imagine the road is a main road in the community where you teach. Build your map as you consider the assets you already know about, and consider some key individuals, formal institutions, and informal organizations that are important local assets.
3. Complete the asset map by driving or walking your school neighborhood and community to identify assets like churches, services, businesses, and individuals (you may be unaware of--you might also ask other teachers and other school personnel--like secretaries, janitors, lunch ladies, crosswalk patrol, etc.), then sketch different items found on the map.
4. Write a description about each item on your map and any significant/non-significant events that may have taken place. (there is an example of this assignment on the following pages).
5. If you want more guidance,click and download the Asset Map Example to and a description of it in Asset Map Explanation .
6. Consider this short article that reports the impact on one school when teachers really reviewed the neighborhood their school was in. The article is located here: I convinced my teacher article.

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HW 3.5: Considering the Difference between the North Star and the Map to Philadelphia

Considering My Guiding Principles in Relationship to the Inclusive Pedagogy Framework

Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students. **Assessment: 50 pts.** **Due: Session 4**	Teachers, when they venture out into the school community, learn about resources and assets within the community, can appreciate and utilize them in teaching EL students.	Students have read about people living in poverty. They now will move into their school community to discover the assets and resources that are there, particularly those they don't already know about.

Instructions

1. You will watch the video segment North Star to Philadelphia and take notes on the active viewing guide linked here.
2. After you click on the link to the video, it will take you to the videos for this course. Scroll down and on the left column, click on Session 5 video segment 1. Then scroll up and click on the video screen to play the video.
3. The video is about 15 minutes and will prepare you for the discussion concerning legalities in session 4.
4. For your final project, you will need to identify Aha's (insights) you gained for guiding principles as part of your final project. This prepares you to understand this characteristic of Inclusive Pedagogy.

1.

Session Four: Developing Knowledge of Assets and Legal Obligations

LA 4.1: Sharing the Assets of Our School Neighborhood.

LA 4.2 : Reviewing the Changing Demographics

LA 4.3: Exploring Learning about EL Myths and Realities

LA 4.4: Examining the Meaning of a Supreme Court Decision

LA 4.5: Common Compliance Issues from the Office of Civil Rights (OCR) and the Department of Justice (DOJ)

HW 4.1: Teacher Reflection

HW 4.2: Understanding the Myths and Realities of Enrollment

HW 4.3: The World Outside and Inside Schools

HW 4.4: Reviewing and Analyzing Landmark Cases/Legislation Involving ELs

HW 4.5: Implications of Court Decisions for ELLs

LA 4.1: Sharing the Assets of Our School Neighborhood.

Using Maps to Sharing and Analyzing Your Assets

Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive al all students.	Teachers, when they venture out in to the school community, learn about resources and assets within the community, can appreciate and utilize them in teaching EL students.	Students have read about people living in poverty. they now will move into their school community to discover the assets and resources that are there, particularly those they don't already know about.

Assessment: 25pts.

TA: 30 Minutes

Instructions

1. In your group, and share your asset map of your school community. Review the details in your write up. As you report be sure to share things that surprised you, things you were unaware of, things you care about already.
2. Ater everyone has shared, note together common and uncommon assets.
3. Discuss how knowing more about your community can help you create more connections to your students' backgrounds, inform parents and others about resources you and then might not be aware of, as well as create links to them in learning activities making these community resources visible and accessible to your students (Think affordable field trips, class visitors, and funds of knowledge).
4. Turn in your asset map and description to your facilitator. (FYI: you might also share your asset map with your grade level team, the PTA, or the faculty at your school).

LA 4.2 : Reviewing the Changing Demographics

Wondering about the Implications from Demographics for My Teaching

Learning Outcome	Pedagogical Intent	Student Position
Interpret the historical context of diversity and *discrimination and evaluate how it impacts current practices **Assessment: 25 pts.** **TA: 20 Minutes**	Teachers can begin to understand the changing demographics of Utah and how they affect their perspective and pedagogy.	Students have been introduced to the ESL belief statements and the standards for Inclusive Pedagogy. They have reflected on their own beliefs and pedagogy. They have watched a video by Pam Perlich on Utah's changing demographics. They will now deepen their understand of the changing demographics of their state and neighborhood by participating in a group discussion.

Instructions

1. Using your notes from the Pam Perlich videos you watched as homework on Utah's changing demographics, have a small group discussion at your table review the surprises, explore the key concepts, and consider implications for education generally and your classroom specifically. (Consider why gaining your endorsement could make you a valuable resource and asset to your school and community.)
2. Each table will share one key idea from their discussions. The facilitator will lead the discussion and elicit ideas from the class.

LA 4.3: Exploring Learning about EL Myths and Realities

Discussing Homework Reading

Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students. **Assessment: 25pts.** **TA: 15 Minutes**	Teachers can identify the multiple factors impacting the school experience of language minority students, includingcognitive/academic, social/affective and linguistic development issues.	Having extensively explored the Inclusive Pedagogy characteristic of collaboration, students are positioned to begin exploring the characteristics of guiding principles and essential policy. In preparation for the next session, students read about principles of second language acquisition and the identification and assessment of language minority students.

Instructions

1. Use your notes from the charts you filled in based on the readings in HW 3.2. Share with your group a shift in your thinking based on your reading or the greatest surprise concerning the myths and realities of ELs.
2. Consider how you might advocate for ELs in your teaching or in your school.
3. Be prepared to share a group insight, advocacy stance, or learning with the class.

LA 4.4: Examining the Meaning of a Supreme Court Decision

Reading and Reasonning Together

Learning Outcome	Pedagogical Intent	Stude
Interpret the historical context of diversity and *discrimination and evaluate how it impacts current practice **Assessment: 25 pts.** **TA: 10 Minutes**	Teachers can consider the implications of local control in education and its relationship to federal laws and apply it to ELs in schools	In the about defici langu prepa about affec1

Instructions

1. Read the short article, ["What Do Supreme Court Decisions Mean for Educators?"](#)
2. As you read, discuss the ideas and make a list of insights you gain from the article.

LA 4.5: Common Compliance Issues from the Office of Civil Rights (OCR) and the Department of Justice (DOJ)

Reviewing Legalities, Practices, and Concerns in Light of Compliance Issues

Learning Outcome	Pedagogical Intent	Student Position
Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices. **Assessment: 25 pts.** **TA: 60 Minutes**	Teachers can prepare better instruction and provide a better learning climate for their students making learning accessible to English language learners.	Students have read and discussed federal laws and policies regarding the education of English language learners. They will now read and study about the Office of Civil Rights.

Instructions

1. Go to the link to the [Dear Colleague Memo](#) from the Department of Justice and the Office of Civil Rights. When this was presented, the person from the Office of Justice, indicated that while this memo was written in 2013, the issues raised have remained constant for over 20 prior years.
2. Scroll down and go to section 2, which begins on p. 8, Common Civil Rights Issues. Note the 10 items listed. Each item has a page or two explaining what needs to be done. Divide them amongst you (usually 2 to 3 items each).
3. Now [access the chart](#) that allows each person to examine a section, record details and prepare to share their thinking so that others in the group can complete their charts.
4. After each person has completed the items they were assigned, they will report what they learned from their assigned sections. Others in the group will fill in their forms based on what each person teaches.
5. The facilitator will lead a discussion about your learnings. Questions may be asked as together you discuss teacher, school and district responsibilities in working with ELs.

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HW 4.1: Teacher Reflection

Acting and Reflecting on Legal Mandates, Changing Demographics, Opening Opportunity to My Students

Learning Outcome	Pedagogical Intent	Student Position
Know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups.	Teachers can reflect on the learning activities in the session and explore ways to integrate the modeled strategies and content into their own pedagogy.	Teachers have participated in the fourth session of the ESL endorsement. They are now ready to reflect on the activities of the session and find ways to incorporate them into their own teaching.

Assessment: 50 pts.

Due: Session 5

Instructions

1. As you think about your teaching this week consider the following questions:
    a. What are some of the changing demographics you have noticed in your community over the past 5-10 years?
    b. What were your over-all thoughts from the article "Poverty PhDs"?
    c. What were the biggest surprises as you studied the article on supreme court decisions and the dear colleagues memo focused on obligations of schools for providing quality education to ELs?
2. What action did you take after this session in your practice or how did your change in thinking impact your beliefs. Begin with your experience, your wonder (questions) or the new idea that lead to your change and then include each of the elements of the Reflection Model: personal voice (I), description of an experience, link to knowledge, questions raised. Allow yourself to reveal your emotion. Review the documents linked to support you in your reflection.
3. Some helps include thinking about what event either before, during, or after some action you took in teaching sticks in your mind. Think about based on this session --What did you learn, unlearn, and relearn this week?
4. Be sure to submit to your facilitator through e-mail or the course management system.
5. **REMEMBER:** In HW 1. 5 you reviewed the guidelines for the final project. As you reflect this week, did you have an aha about one of the characteristics of Inclusive Pedagogy? If so remember to save the artifact and your explantion so that it will be available when you construct your final portfolio.

HW 4.2: Understanding the Myths and Realities of Enrollment

Illustrating Conceptual Understanding

Learning Outcome	Pedagogical Intent	Student Position
Identify the multiple factors impacting the school experience of language minority students, including cognitive/academic, social/ affective, and linguistic development issues. **Assessment: 50 pts.** **Due: Session 5**	Teachers can work from the perspective of an informed educator as they teach English Language learners in their classes and schools.	Students have explored the Inclusive Pedagogy characteristic of guiding principles. In preparation for exploring the characteristic of essential policy, students are asked to read myths and realities about four topics.

Instructions

1. The facilitator will assign you to read one of the following sections in the textbook *Myths and Realities:*
   a. Enrollment (pages 8-11) and Native Language Instruction (pages 12-16) [6 myths]
   b. Placement (pages 28-45) [8 myths]
   c. Staffing and Staff Development (pages 86-98)[7 myths]
2. The facilitator will also assign you to become an expert in one of the myths in the section of the book you will read. For your assigned myth, create a graphical representation (on 8-1/2 by 11 paper) to share with colleagues at your school that illustrates the myth and show it is dispelled by the reality.
3. Be prepared to share your graphical representation with your peers during Session 5.

HW 4.3: The World Outside and Inside Schools

Analyze, Summarize, Recommend

Learning Outcome	Pedagogical Intent	Student Position
Identify the historical, educational, and political realities in policies, programs, and practice for English learners. **Assessment: 50 pts.** **Due: Session 5**	Teachers can become better advocates for their ELs when they are informed of their own responsibilities to federal law and Supreme Court decisions by utilizing tools provided from this course.	Students have made inferences concerning judicial law through case studies. They have also analyzed digests of applicable federal laws and court decisions and have considered the differences between ideals and goals. They are now ready to apply their knowledge to placement decision-making processes for two young immigrant girls.

Instructions

1. Read Guadaloup Valdez's article "The World Outside and Inside Schools: Language and Immigrant Children." Other work by Valdez can be found on her home page: https://equitypress.org/-rsla
2. Use the top of the Analysis of Student Experiences form to record your answers about each student and create a profile of each student.
3. Then consider the last two questions for each when you finish . Identify the students' strengths, the collaboration necessary to leverage those strengths, and the legalities that present themselves. Indicate the legal and moral/ethical obligations present in each girl's story.
4. Be prepared to discuss your work in Session 5.

HW 4.4: Reviewing and Analyzing Landmark Cases/Legislation Involving ELs

Developing Understanding of the Laws Concerning ELs and Education

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Identify the historical, educational and political realities in policies, programs, and practice for English learners. **Assessment: 50 pts.** **Due: Session 5**	Teachers, when knowledgeable about federal Supreme Court decisions, can align their daily work and practice for ELLs with the law.	Students have made inferences into judicial law through case studies. They are now positioned to analyze digests of applicable federal laws and court decisions.

Instructions

1. Using [this worksheet](#) which contains details about landmark court cases for educating ELs, you will review and analyze the cases.
2. Read the summary of each case and respond to the topics in each column.
3. Decide whether the law/court decision takes a problem, right, or resource orientation to English learners and record your conjecture.
4. Determine whether the law/court decision supports or opposes the second language acquisition facts. Record your response.
5. Identify the legal obligations asserted in the law. Record your response.
6. Identify the moral/ethical obligations asserted by the law. Record your response, paying particular interest to the differences and similarities between legal obligations and moral/ethical ones.
7. Be sure you have responded in each column of the chart answered all the questions.
8. Think about the Dear Colleagues Memo and reconsider the mandates named in that document.

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HW 4.5: Implications of Court Decisions for ELLs

Making Inferences from Court Decisions

Learning Outcome	Pedagogical Intent	Student Position
Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices. **Assessment: 50 pts.** **Due: Session 5**	Teachers, when knowledgeable about federal Supreme Court decisions, can align their daily work and practice for ELLs with the law.	Students have learned what a United States Supreme Court decision means for various stake holders. They are now positioned to consider various court decisions and make inferences about how those decisions might affect classroom life.

Instructions

1. In the linked chart, you will find descriptions of court cases and you are asked to study and make inferences about based on the details provided and using the guiding questions. Read the court case descriptions here.
2. Record your inferences in the last column of the chart.
3. Be prepared to share information with others in session 5.

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Session Five: Attending to Standards and Classifications with WIDA

LA 5.1: Enrollment, Placement, Staffing Myths
LA 5.2: Program Models
LA 5.3: The World Outside and Inside Schools
LA 5.4: Introduction to WIDA standards
HW 5.1 Teacher Reflection
HW 5.2: Creating a WIDA Strand
HW 5.3 Exploring Practice Through Technology
HW 5.4 Learning about Classifications and Standards

LA 5.1: Enrollment, Placement, Staffing Myths

Learning through Graphical Represenations

Learning Outcome	Pedagogical Intent	Student Position
Identify the multiple factors impacting the school experience of language minority students, including cognitive/academic, social/ affective, and linguistic development issues **Assessment: 25 pts.** **TA: 15 Minutes**	Teachers can recognize the myths surrounding the education of English Learners and counteract the myths with positive behaviors and attitudes.	Students have explored the Inclusive Pedagogy characteristic of guiding principles and read chapters about the myths of enrollment, placement, and staffing of ELs They are now prepared to deepen their understanding through sharing with their table.

Instructions

Instructions:

1. You will form a group so that at least five of the seven myths are represented in your group that you read about in Myths and Realities in HW 4.2.
2. Share and explain your graphic representation of the myth you read about with the others in your group.
3. Be prepared to share one of the graphics and an explanation of it with the rest of the class.

LA 5.2: Program Models

Viewing and Reading with a purpose.

Learning Outcome	Pedagogical Intent	Student Position
Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices. **Assessment: 25 pts.** **TA: 70 Minutes**	Teachers who understand the history of educating ELs can select models, strategies, and practices to effectively teach English language learners.	Students have explored the legalities involved in the modern history of educating English learners in the United States. They are now prepared to read about programming responses to those legalities.

Instructions

Part A

1. Your class will watch a video on program models (If you want to watch it on your own later, follow this link and although you are in session 5 it is actually found in Session 6, so scroll down to session 6 in the left column and then move to the right column and click on 6.1 Program Models).
2. For class, you can take notes on the AVG 5.1/6.1 which is linked here.

Part B

1. In your working groups, read all seven of the program model summaries that follow the instructions.
2. For the next part of the work you will need to use the [analysis sheet](#) so click on the link. For each program complete the "Important Points About the Model" row.
3. Divide the next four rows among the members of your group. Each person will fill out the corresponding row of the pro- gram analysis chart, responding to the prompts in each row. For the second row, refer to the [summary of SLA facts](#) and the [WIDA Standards for ELs](#). For the third and fourth rows, use the program information from the book and your homework 5.1 about enrollment and classification. The last row will be assigned as homework from this session. It need not be completed until the next session.
4. Go through the program chart as a group, adding in the missing information from each row.
5. Participate in the class discussion about these programs when you have finished.

Program Model Descriptions

Two-Way Bilingual Program Model

Description	In the United States, this fairly new program design is also called Developmental Bilingual Education. In these programs, language minority students work together academically and socially with language majority students (i.e. native English speakers). Both groups learn language and academic content through two languages.
Student Population Relationship to School Exposure to English Speakers	Ideally, there is a balance of Native English speakers and speakers of the minority language. Both groups have extensive, on-going daily interaction with native speakers of the language they are learning, serving as linguistic role models for each other. Both acquire a new language and develop their native language.
Teacher Population	A single teacher proficient in both languages or two teachers, one of whom is bilingual, teach the students. They monitor the balance of language use across the two languages and make certain that students from both groups have similar classroom experiences.
Resources Instructional Costs	These programs require at least one bilingual teacher. They also require materials in both languages. This is the least expensive model because the curriculum delivered is mainstream curriculum.
Program Length	These programs extend through elementary (6 yrs.) and sometimes through high school (12 yrs.)
Linguistic Emphasis (L1=primary language, L2=English) Theories of Language Learning Native Language Support	Based on the concepts of transfer and additive bilingualism, this program develops higher order thinking and reasoning. Additive bilingualism positively affects concept formation, creativity, ana- logic reasoning, visual spatial skills, and problem solving at no cost to the development of L1. The ultimate goal is full literacy in both L1 and L2.
Academic Emphasis Content and Language	Teachers used content to teach language and language to teach content.
Sociocultural Emphasis C1=1st Culture C2=2nd Culture	Since both languages are actively cultivated throughout the duration of this program, it represents a pluralistic view of language and culture.

Cognitive Emphasis	The basic concepts of this program, transfer and additive bilingualism, strongly support cognitive development.
% of Achievement Gap Closed by End of Schooling (based on data-analytic research)	Students graduating from this program score about the 50th percentile on national standardized tests, which means that 100% of the achievement gap is closed by the end of their schooling.
Transitional Bilingual Education Model	
Description	For a program to be accurately labeled a bilingual program, it must (1) use students' primary language (usually the language used in the home), (2) teach content area subjects through both the primary and target languages, and (3) teach the target language (in the United States that is English).
Student Population Relationship to School Exposure to English Speakers	The students speak the same primary language—usually a language other than English. They may be immigrant or indigenous minorities. Since these programs provide instruction in English in addition to the students' home language, about half of the instruction is in English. Models for English include their teachers, other students learning English with them, and interaction in the school.
Teacher Population	The teacher in this program must be proficient in both languages.
Resources Instructional Costs	These programs require a bilingual teacher and materials in both languages. It is one of the less expensive models because the curriculum delivered is mainstream curriculum with additional materials. It works best in districts which have substantial numbers of language minority students speaking the same language at the same grade level.
Program Length	Early exit programs transition students to English-only instruction after initial literacy is developed in the home language. Late exit programs last through elementary with instruction in L1 and L2.
Linguistic Emphasis (L1=primary language, L2=English) Theories of Language Learning Native Language Support	This program is based on the principle of transfer (cognitive/academic or literacy-related skills transfer across languages and L1 development supports L2). Content area instruction may be pro- vided almost exclusively in L1 with gradual increase in the use of English as the medium. In Late exit, students receive 40% of the content in L1 even after they are reclassified as fluent English proficient.
Academic Emphasis Content and Language	Teachers use content to teach language and language to teach content.
Sociocultural Emphasis C1=1st Culture C2=2nd Culture	Based on a pluralistic view of language and culture; however, programs may undercut C1 if L1 is not valued and maintained.

Cognitive Emphasis

The basic concept of this program (transfer) supports cognitive development, particularly the development of higher order thinking skills.

% of Achievement Gap Closed by End of Schooling

(based on data-analytic research)

More than 50% of the language gap is closed. The final average scores will be between the 32nd to above the 50th percentile

Structured Immersion

Description

In these programs, the target language is used for most instruction and there is no explicit ESL instruction. Essential features are linguistically homogeneous classes, bilingual teachers, content area instruction in L2, with L2 acquired through authentic and meaningful interaction.

Student Population

Relationship to School Exposure to English Speakers

Students are from the same homogeneous L1 background. In the U.S., students are usually from immigrant and non-middle class families without full development of L1. (In Canada, they come from middle class backgrounds—findings across the countries cannot be compared.) Teachers and the non-native speakers in the program provide models of L2 use. Sometimes L1 is not allowed in the classroom.

Teacher Population

The teacher is bilingual (or at least has receptive skills in L1 of students) and has a bilingual or ESL teaching credential. Teachers understand and value the students' L1, but teach and respond to students in L2. Content must be made concrete. (Sometimes teachers structure these programs more like sheltered English programs.)

Resources

Instructional Costs

These programs require at least one bilingual teacher credentialed in ESL. They may require simplified subject matter.

Program Length

These programs usually last through elementary school.

Linguistic Emphasis

(L1=primary language, L2=English) Theories of Language Learning Native Language Support

These programs are based on the theory that the process of acquiring L1 and L2 are similar and language is learned when used for authentic purposes. Initial learning need not occur in L1 as long as L2 is comprehensible. Teachers understand and accept the students' L1 but teach in and respond in the target language.

Academic Emphasis:

Content and Language

Teachers use content to teach language and language to teach content.

Sociocultural Emphasis

C1=1st Culture C2=2nd Culture

In theory, this program model adheres to a pluralistic concept of language and culture. Since L2 is the language of instruction and the use of L1 is discouraged, students may perceive their own language as less.

Cognitive Emphasis

Students learn academic content and social language in L2.

| % of Achievement Gap Closed by End of Schooling (based on data-analytic research) | In the United States, the program often results in negative academic and self-esteem progress. In fact, students may be 2 to 3 grade levels below their peers in academic performance in partial immersion programs. |

Utah Model Bilingual Education

Description	In the United States, this fairly new program design is also called
Student Population Relationship to School Exposure to English Speakers	Ideally, there would be a balance of Native English speakers and speakers of the minority language. This is different from Two-Way Bilingual models elsewhere and this is why it is called DLI or Dual Language Immersion. With the programs other than Portuguese and Spanish, there is usually a very limited number of speakers of the language partnered with English. Spanish and Portuguese programs are more likely to be able to provide a closer balance of participant language skills where both groups thus on-going daily interaction with native speakers of the language they are learning, serving as linguistic role models for each other. Both acquire a new language and develop their native language. The insistent that teachers of the paired language and the teacher of English do not allow students to see they have proficiency in both language becomes an important feature of the program
Teacher Population	The program enlists two teachers each is proficient in at least one of the languages (Spanish, Chinese, Portuguese, French). However, usually at least the teacher responsible for the language other than English also speaks English. One of the features of the model is that teachers seek to never allow students to see them interacting or speaking in the language they are not responsible for teaching. The student population is divided in half and they spend half of each day with each teacher learning the assigned content in the language spoken by the teacher.
Resources Instructional Costs	These programs require two teachers: one for each language (usually the teacher in the language other than English has some level of bilingualism). They require materials in both languages—but the curriculum is split between the teachers (However because of some difficulties with this programs often need materials in both languages so that teachers can support English speakers in learning the content they are not assigned to teach.}
Program Length	These programs extend through elementary (6 yrs.) and sometimes through high school (12 yrs.)
Linguistic Emphasis (L1=primary language, L2=English) Theories of Language Learning Native Language Support	Based on the concepts of transfer and additive bilingualism, this program develops higher order thinking and reasoning. Additive bilingualism positively affects concept formation, creativity, ana- logic reasoning, visual spatial skills, and problem solving at no cost to the development of L1. The ultimate goal is full literacy in both L1 and L2.
Academic Emphasis Content and Language	Teachers used content to teach language and language to teach content. The curriculum is divided. In the early grades (1-3) the teachers on the

English side have a disproportionate responsibility to teach all content. (see this link for curriculum division

https://equitypress.org/-WKNW.)

.Sociocultural Emphasis

C1=1st Culture C2=2nd Culture

Since both languages are actively cultivated throughout the duration of this program, it represents a pluralistic view of language and culture.

Cognitive Emphasis

The basic concepts of this program, transfer and additive bilingualism, strongly support cognitive development.

% of Achievement Gap Closed by End of Schooling

(based on data-analytic research)

Since this program is based on the research guiding Two-Way models, the belief is that students graduating from this program will score about the 50th percentile on national standardized tests, which means that 100% of the achievement gap is closed by the end of their schooling. Students moving through the program are able to participate in high school advanced placement programs.The claims for the efficacy for the Utah Program Model can be found here (https://equitypress.org/-qGd)

ESL Pullout

Description

These programs are specifically designed for LEP students. They may also be called Content-Based ESOL or Specially Designed Academic Instruction in English (SDAIE). The medium of instruction is English with the level of instruction adapted to language proficiency of students.

Student Population

Relationship to School Exposure to English Speakers

Students may come from a variety of L1 backgrounds. They usually spend some portion of the day with native English speakers, but at the secondary level this may depend on how much of their content is presented in "sheltered" courses.

Teacher Population

Teachers are not necessarily bilingual, usually not educated in the subject matter, but are ESL specialists. In some cases courses are team taught with ESL specialists and content teachers (not usually). Teachers teach courses taught in the general curriculum adapted to student language skills. Teachers use gestures, visual aids and simplified language.

Resources

Instructional Costs

These programs require at least one ESL specialist. They require special materials, because the curriculum is simplified, and they require space.

Program Length

Students are in these programs for only one or two years; but spend from one hour to an entire day in sheltered instruction.

Linguistic Emphasis

(L1=primary language, L2=English) Theories of Language Learning Native Language Support

These programs are based on Krashen's acquisition-learning hypothesis and comprehensible input hypothesis. L2 acquisition is enhanced when content is the medium for learning language. Building on former content knowledge, teachers develop language and new understandings in content. L1 is used ironically to support L2 learning—past content knowledge in L1 will become L2 learning. But L1 is not itself supported.

Academic Emphasis:

Content and Language

Teachers use content to teach language and language to teach content, but the focus is strictly on academic language acquisition in L2.

Sociocultural Emphasis

C1=1st Culture C2=2nd Culture

Since both languages are actively cultivated throughout the duration of this program, it represents a pluralistic view of language and culture.

Cognitive Emphasis

This program implies a cognitive emphasis. Whether that is realized is context dependent: the skill of the teacher to exploit the language and the academic content for L2 development and the academic skill of the students in L1 are major intervening variables.

% of Achievement Gap Closed by End of Schooling

(based on data-analytic research)

The strongest programs still close less than 50% of the achievement gap, while weak programs will close none.

Sheltered English

Description

These programs are specifically designed for LEP students. They may also be called Content-Based ESOL or Specially Designed Academic Instruction in English (SDAIE). The medium of instruction is English with the level of instruction adapted to language proficiency of students.

Student Population

Relationship to School Exposure to English Speakers

Students may come from a variety of L1 backgrounds. They usually spend some portion of the day with native English speakers, but at the secondary level this may depend on how much of their content is presented in "sheltered" courses.

Teacher Population

Teachers are not necessarily bilingual, usually not educated in the subject matter, but are ESL specialists. In some cases courses are team taught with ESL specialists and content teachers (not usually). Teachers teach courses taught in the general curriculum adapted to student language skills. Teachers use gestures, visual aids and simplified language.

Resources

Instructional Costs

These programs require at least one ESL specialist. They require special materials, because the curriculum is simplified, and they require space.

Program Length

Students are in these programs for only one or two years; but spend from one hour to an entire day in sheltered instruction.

Linguistic Emphasis

(L1=primary language, L2=English) Theories of Language Learning Native Language Support

These programs are based on Krashen's acquisition-learning hypothesis and comprehensible input hypothesis. L2 acquisition is enhanced when content is the medium for learning language. Building on former content knowledge, teachers develop language and new understandings in content. L1 is used ironically to support L2 learning—past content knowledge in L1 will become L2 learning. But L1 is not itself supported.

Academic Emphasis:

Content and Language

Teachers use content to teach language and language to teach content, but the focus is strictly on academic language acquisition in L2.

Sociocultural Emphasis

C1=1st Culture C2=2nd Culture

Since both languages are actively cultivated throughout the duration of this program, it represents a pluralistic view of language and culture.

Cognitive Emphasis

This program implies a cognitive emphasis. Whether that is realized is context dependent: the skill of the teacher to exploit the language and the academic content for L2 development and the academic skill of the students in L1 are major intervening variables.

% of Achievement Gap Closed by End of Schooling

(based on data-analytic research)

The strongest programs still close less than 50% of the achievement gap, while weak programs will close none.

Submersion

Description

In the United States, this fairly new program design is also called Developmental Bilingual Educa- tion. In these programs, language minority students work together academically and socially with language majority students (i.e. native English speakers). Both groups learn language and academic content through two languages.

Student Population

Relationship to School Exposure to English Speakers

Ideally, there is a balance of Native English speakers and speakers of the minority language. Both groups have extensive, on-going daily interaction with native speakers of the language they are learning, serving as linguistic role models for each other. Both acquire a new language and develop their native language.

Teacher Population

A single teacher proficient in both languages or two teachers, one of whom is bilingual, teach the students. They monitor the balance of language use across the two languages and make certain that students from both groups have similar classroom experiences.

Resources

Instructional Costs

These programs require at least one bilingual teacher. They also require materials in both languag- es. This is the least expensive model because the curriculum delivered is mainstream curriculum.

Program Length

These programs extend through elementary (6 yrs.) and sometimes through high school (12 yrs.)

Linguistic Emphasis

(L1=primary language, L2=English) Theories of Language Learning Native Language Support

Based on the concepts of transfer and additive bilingualism, this program develops higher order thinking and reasoning. Additive bilingualism positively affects concept formation, creativity, ana- logic reasoning, visual spatial skills, and problem solving at no cost to the development of L1. The ultimate goal is full literacy in both L1 and L2.

Academic Emphasis

Content and Language

Teachers used content to teach language and language to teach content.

Sociocultural Emphasis

C1=1st Culture C2=2nd Culture

Since both languages are actively cultivated throughout the duration of this program, it represents a pluralistic view of language and culture.

Cognitive Emphasis

The basic concepts of this program, transfer and additive bilingualism, strongly support cognitive development.

% of Achievement Gap Closed by End of Schooling

(based on data-analytic research)

Students graduating from this program score about the 50th percentile on national standardized tests, which means that 100% of the achievement gap is closed by the end of their schooling.

LA 5.3: The World Outside and Inside Schools

Analyze, Summarize, Recommend

Learning Outcome	Pedagogical Intent	Student Position
Identify the historical, educational, and political realities in policies, programs, and practice for English learners. **Assessment: 25 pts.** **TA: 15 Minutes**	Teachers play a pivotal role in placing students in special programs (special education and gifted, among others). They now are prepared to advocate for their students.	Students have made inferences concerning judicial law through case studies. They have also analyzed digests of applicable federal laws and court decisions and have considered the differences between ideals and goals. They are now ready to apply their knowledge to placement decision-making processes for two young immigrant girls.

Instructions

1. In HW 4.3, you read "The World Outside and Inside Schools: Language and Immigrant Children" and created a profile for each of the two students: Lilian and Elisa.
2. Discuss your profiles and then consider together the legal, moral/ethical obligations present in each girl's profile.

LA 5.4: Introduction to WIDA standards

Learning about WIDA and starting a WIDA Strand for ELs for My Content

Learning Outcome	Pedagogical Intent	Student Position
Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices. **Assessment: 25 pts.** **TA: 50 Minutes**	Students can implement the WIDA standards in their classroom to create a learning environment that is inclusive of ELs.	Students have explored the legalities that drive EL instruction. They have also explored different ESL program models. They are now ready to explore the WIDA standards and how they provide access to the curriculum to all students regardless of language proficiency level.

Instructions

1. The class will watch a short powerpoint introducing WIDA https://equitypress.org/-gsi together.
2. Next listen and take notes on the presentation concerning WIDA standards particularly on how to create WIDA Strands specific to your students, the content, and your context. During the presentation, you may want to have access to the following materials. This is a link to the booklet that reviews WIDA and presents Model Performance Indicators (MPIs). This link takes you to the Can Do Statements, and finally this document details the process for writing WIDA standards for classroom academic/curriculum standards. This is a template to use as you develop your own WIDA strand (the template for developing a WIDA Strand.
3. After the presentation, you will have time to begin developing your strand and to seek clarification from the presentor on this process. This will be your homework. However, if someone in the class teaches at the same level or the same content feel free to work together on developing the WIDA the strand.

HW 5.1 Teacher Reflection

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups.	Teachers can reflect on the learning activities in the session and explore ways to integrate the modeled strategies and content into their own pedagogy.	Teachers have participated in the fifth session of the ESL endorsement. They are now ready to reflect on the activities of the session and find ways to incorporate them into their own teaching.

Assessment: 50 pts.

Due: Session 6

Instructions

1. As you think about your teaching this week consider the following questions
    a. How do you see the WIDA standards interfacing with your core curriculum standards?

    b. Knowing what you know about the different program models and the number of ELs and the demographics of your district, what program model would you recommend for your district?

2. What action did you take after this session in your practice or how did your change in thinking impact your beliefs. Begin with your experience, your wonder (questions) or the new idea that lead to your change and then include each of the elements of the Reflection Model: personal voice (I), description of an experience, link to knowledge, questions raised. Allow yourself to reveal your emotion. Review the documents linked to support you in your reflection.
3. Some helps include thinking about what event either before, during, or after some action you took in teaching sticks in your mind. Think about based on this session --What did you learn, unlearn, and relearn this week?
4. Be sure to submit to your facilitator through e-mail or the course management system.
5. **REMEMBER:** In Session one you reviewed the guidelines for the final project. As you reflect this week, did you have an aha about one of the characteristics of Inclusive Pedagogy? If so remember to save the artifact and your explantion so that it will be available when you construct your final portfolio.

HW 5.2: Creating a WIDA Strand

Using WIDA to Provide Guidelines for Differentiating Instruction

Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.	Teachers can write an ELD standard based on WIDA that will help give curricular access to EL students in all proficiency levels.	Teachers have gone through an activity learning about the WIDA standards. They are now able to practice writing a WIDA standard for one of their core curriculum standards in their grade level

Assessment: 50 pts.

Due: Session: 6

Instructions

1. During class you learned about creating a WIDA strand. You selected a core curriculum standard from the grade/subject you are currently teaching. You began constructing a WIDA Strand for your curriculum.
2. Using the WIDA standard form and the support materials provided by the facilitator write a WIDA Strand (a series of WIDA model performance indicators) demonstrating how students at all WIDA proficiency levels will gain access to the curriculum
3. Bring your work to class next week.

HW 5.3 Exploring Practice Through Technology

Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.	Teachers can identify different ESL program models and determine which best meets the needs of their students and their school.	Students have studied and described a second language learner in their community and identified the learner's needs. Students are prepared to observe interactions in a classroom, reflect on and analyze those interactions, and address the implications of those interactions on teaching practice.

Assessment: 50 pts.

Due: Session 6

Instructions

1. Go to tellcases.byu.edu. Here is the link. The username is "tellcases." The password is "video."
2. Scroll down to Foundations in Education for English Language Learners and then click on item 2:Bilingual Programs and Practices.
3. You will use the chart you filled in during class labeled "Analysis of Program Models" and the chart included here labeled "Language Acquisition: A Theory of Instruction". Notice the labels *Teacher Work* and *Student Work*. You will use the bullet points on the chart to help you. Click and download Language Acquisiton: A Theory of Instruction.
4. Use your Programs and Practices case report form to record your thinking, knowing, and wondering.

HW 5.4 Learning about Classifications and Standards

Considering the Processes and Reasons for Classification and the Role of Standards

Learning Outcome	Pedagogical Intent	Student Position
Create a learning environment that is sensitive to and supportive of English language learner's cultural identities, C and literacy development, and content area knowledge.	Teachers can work from the perspective of an informed educator as they make decisions about programs and placements for ELs.	Students have explored the Inclusive Pedagogy characteristic of guiding principles. In preparation for exploring the characteristic of essential policy, students are asked to consider issues of standards and classifications for ELs.

Assessment: 50 pts.

Due: Session 5

Instructions

1. Click on the following link to download the viewing guide: VS 5.2 Standards and Classifications for your notes.

2. Then watch video segment 6.2 Standards and Classifications. Click on this link. (Scroll down and select Session 6 on the left side of the page and then choose 6.2 Standards and Classifications.)

Session Six: Positioning ELs within the School Game

LA 6.1: Sharing Thinking about Program Models
LA 6.2: Critical Learning Domains
LA 6.3: Standards for Effective Pedagogy
LA 6.4: Connecting ELs to the School Game
HW 6.1: Teacher Reflection
HW 6.2: Reconsidering Beliefs and Practices
HW 6.3: Learning a New Language
HW 6.4: Collecting Evidence for My Portfolio

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LA 6.1: Sharing Thinking about Program Models

Evaluating Preferred Programs for your Context

Learning Outcome	Pedagogical Intent	Student Position
Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices **Assessment: 25 pts.** **TA: 20 Minutes**	Teachers can determine the program model and practices that best meet the needs of their students.	Students have studied and described a second language learner in their community and identified the learner's needs. Students have observed interactions in a classroom, while viewing the TELL case studies, about the various programs available. Students are now prepared to discuss the information gained from these activities with their peers. Students can reflect on and analyze those interactions and address the implications of those interactions on teaching practice.

Instructions

1. Review the notes you took on the Bilingual Programs and Practices Case that you watched for HW 5.3.
2. In your group, discuss the case, using this guide. Consider: What you learned, what you re-learned and what you un-learned and what matters most.
3. Be prepared to share responses to the questions in #3.

LA 6.2: Critical Learning Domains

Determining Developmental Practices to Support ELs Cognitive, Linguistic, and Social/Affective Development

Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.	Teachers pay attention to the three critical learning domains as they plan and present lessons so that the needs of English language learners are clearly met.	Students have studied the "school game" and how it affects ELs in the classroom. They are now prepared to examine the three critical learning domains: Linguistic, Cognitive, and Social/Affective.

Assessment: 25 pts.

TA: 65 Minutes

Instructions

1. Divide the class into three groups. Then each group will form triads within it. Initially, teachers work in their triad.

2. Each large group learns about one of the three critical learning domains: Linguistic, Cognitive, Social/Affective

3. Each triad will access the explanation for the domain they were assigned from the links above. The links below will provide additional information. You can review the materials linked below and also feel free to find additional resources. Check these sites first and then try other sites:

   a. https://equitypress.org/-uAU

   b. https://equitypress.org/-HQp

   c. https://raisingchildren.net.au

   d. Colorincolorado sites: https://equitypress.org/-WxPa, https://equitypress.org/-YvoU

4. The large domain group will have 20 minutes to select the most important and salient points for their domain. Then they will move to their domain chart and organize their points under these topic areas.

   a. A basic understanding or definition of the domain.

   b. Basic background knowledge of the domain provided in the supplemental information.

   c. Ideas on how to implement the domain in the classroom with examples from their own teaching.

5. After the charts are completed, participate in a gallery walk to see the information located on each chart. Start at one that you didn't study, taking notes on the other 2 domains.

6. Finally, participate in a whole class discussion of the cognitive, linguistic and social/affective learning domains and their importance when teaching ELs.

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LA 6.3: Standards for Effective Pedagogy

Connecting the Five Standards to the Critical Learning Domains

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate how culture affects language development and academic achievement. **Assessment: 25 pts.** **TA: 45 Minutes**	When teachers understand and apply the Standards for Effective Pedagogy, they are meeting the needs of second language learners so learning is accessible to them.	Students have participated in a number of learning activities regarding English learners. They are now positioned to revisit some of those principles to learn and apply the new information about Standards for Effective Pedagogy.

Instructions

1. The facilitator will put you in 5 small groups representing each of the 5 Standards for Effective Pedagogy.
2. In your small group, turn to the edtech TELL TOOLs book. Then open the materials on The Standards for Effective Pedagogy. Each group will consider (for the Standard for Effective Pedagogy assigned): How Does this Standard for Effective Pedagogy address the Critical Learning Domains?
3. In the article, read about the standard and review indicators for the one that your group is assigned.
4. Consider the ways in which the standard can be leveraged to attend to the cognitive, linguistic, and social/affective learning domains of students. (Click and download the How Do the Standards for Effective Pedagogy worksheet).
5. Create a 5-minute presentation to teach the class and help them fill in their worksheet. You will have 20 minutes to read and create the presentation. The rest of the time will be devoted to the 5-minute presentation from each group.

LA 6.4: Connecting ELs to the School Game

Supporting ELs in Learning the School Game

Learning Outcome	Pedagogical Intent	Student Position
Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices. **Assessment: 25 pts.** **TA: 20 Minutes**	Teachers can teach language minority students to better participate in the school game.	Students have considered the learning domains in relationship to the minority students they teach. They now connect their understandings of the learning domains in relationship to the characteristics of the school game.

Instructions

1. Read the two quotations provided.
   a. Children at recess or after school play games from tag and the one-old-cat to baseball and football. These games involve rules, and these rules govern their conduct. The games do not go on haphazardly or as a succession of improvisations . . . No rules, then no game; different rules, then a different game. As long as the game goes on with reasonable smoothness, then the players do not feel that they are submitting to external imposition, but that they are playing the game. Dewey, J. (1938). *Experience and education*. New York, NY: Simon and Schuster.

   b. *If they don't understand the expectations, we're dealing constantly with behavior problems. And we never get to the academics. And that is the struggle we have most of all is—to get them to understand what they need to do—and then if that is in place, then the language comes more easily. Linda Frost, from VS 7.1* (Access the video at https://equitypress.org/-Qcry. Then scroll down to session 7 (left side of the screen and then on the right side click on Linda Frost to listen to the quote--you could watch the whole segment later.).

2. Consider the previous three activities about the cognitive, linguistic, and social/affective learning domains as well as the quotation above from Linda Frost.
3. Respond to the following questions:
   a. What is the school game?
   b. What are the rules of the school game in your teaching context?
   c. Which of the rules rely on the cognitive learning domain to play well?
   d. Which of the rules rely on the linguistic learning domain to play well?
   e. Which of the rules rely on the social/affective learning domain to play well?
4. Share your responses with a partner. Listen to your partner's responses as well.
5. Participate in the class discussion following this activity.
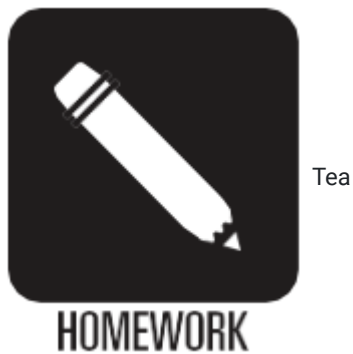
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HW 6.1: Teacher Reflection

Rethinking My Practice and Trying out New Ideas

Tea

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.	Teachers can reflect on the learning activities in the session and explore ways to integrate the modeled strategies and content into their own pedagogy	Teachers have participated in the sixth session of the ESL endorsement. They are now ready to reflect on the activities of the session and find ways to incorporate them into their own teaching.

Assessment: 50 pts.

Due: Session 7

Instructions

1. As you think about your teaching this week consider the following questions:
   a. What are the three critical learning domains? What evidence do you see in your teaching that you are attending to all three. Which seem to be strong and which seem to be weak?
   b. Which of the five Standards for Effective Pedagogy are you most familiar with and which are most evident in your classroom? Which seem to need your attention and what can you do to increase the use of the standard?
2. What action did you take after this session in your practice or how did your change in thinking impact your beliefs. Begin with your experience, your wonder (questions) or the new idea that lead to your change and then include each of the elements of the Reflection Model: personal voice (I), description of an experience, link to knowledge, questions raised. Allow yourself to reveal your emotion. Review the documents linked to support you in your reflection.
3. Some helps include thinking about what event either before, during, or after some action you took in teaching sticks in your mind. Think about based on this session --What did you learn, unlearn, and relearn this week?
4. Be sure to submit to your facilitator through e-mail or the course management system.
5. **REMEMBER:** In HW 1. 5 you reviewed the guidelines for the final project. As you reflect this week, did you have an aha about one of the characteristics of Inclusive Pedagogy? If so remember to save the artifact and your explantion so that it will be available when you construct your final portfolio.

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Access it online or download it at https://equitypress.org/bilingual_education/hw_6.5.

HW 6.2: Reconsidering Beliefs and Practices

Noticing My Learning and Growth

Learning Outcome	Pedagogical Intent	Student Position
Create a learning environment that is sensitive to and is supportive of English language learner's cultural identities, language and literacy development, and content area knowledge.	Teachers who make a habit of reflecting on their educational practices challenge themselves to increase the potency of their instruction on a daily or weekly basis.	Students have developed understandings of the critical learning domains to prepare to consider their own practices and identify next steps for teaching diverse students.

Assessment: 50 pts.

Due: Session 7

Instructions

1. In HW1.4 you took a survey. You turned in the results to your facilitator.
2. Now you will take the survey again. Research indicates that when we take pre-post opinion surveys our answers might not be that different the second time, but our thinking and actions may have changed a lot because we have learned things.
3. Now click on the link to the Beliefs Survey which is the same as the one you took in HW 1.4. You emailed a copy of your response to the facilitator
4. As you take this survey again, be honest about where you are in your thinking and then consider carefully, why you think the way you do and note the things you have learned, the shifts you have made in your thinking and practice and share your thinking. As you take this survey, you may experience an Aha and this survey and your thinking about your development, learning and growth might be one of your Aha's for your final portfolio.
5. Print out the survey and bring it to class so you can compare it to the one you answered in the beginning of the course. (You also need to e-mail this copy of the survey to your facilitator).

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HW 6.3: Learning a New Language

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate how culture affects language development and academic achievement. **Assessment: 50 pts.** **Due: Session 7**	Teachers can utilize some of the ideas presented in this TED talk to apply them in their work with English language learners they teach.	Students are learning about teaching English language learners. They have studied the Standards for Effective Pedagogy and Critical Learning Domains. They will watch a TED talk about polyglots —people who speak many languages to apply it to their instruction for ELs.

Instructions

1. Use this link to get to the TED talk: https://equitypress.org/-HoI
2. Listen to a person who loves learning languages and speaks 8 of them fluently as she shares information about polyglots and some of their 'tricks' to learn many languages.
3. Take notes on the points she makes. Select at least 2-3 things she shares that you might be able to apply to your instruction of English language learners.
4. Write a one-page paper identifying ideas from the talk that you feel can help you in supporting ELs in becoming fluent in English. Then articulate how you will use the ideas in your practice including actions that would need to be taken.
5. Bring it to class in session 7 to turn in to the facilitator

HW 6.4: Collecting Evidence for My Portfolio

Gathering Hard Evidence of My Learning

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate how culture affects language development and academic achievement. **Assessment: 50 pts.** **Due: Session 7**	Teachers can utilize some of the ideas presented in this TED talk to apply them in their work with English language learners they teach.	Students are learning about teaching English language learners. They have studied the Standards for Effective Pedagogy and Critical Learning Domains. They will watch a TED talk about polyglots —people who speak many languages to apply it to their instruction for ELs.

Instructions

1. For your final project you are to construct a portfolio of your learning. The directions and rubric are in HW 1.5.
2. You will represent your learning as statements of Aha's represented by an artifact and an explanation.
3. You will provide one AHA for each characteristic of Inclusive Pedagogy:

- Who is this child (Collaboration for Common Understanding and United Advocacy)?
  - Reflection for Change Question: How can I engage with people in different disciplines and classrooms within my educational setting to support students' development as knowers and learners?
- What are this child's needs and strengths (Critical Learning Domains)?
  - Reflection for Change Question: How can my teaching embody my understanding of diverse learners' commonalities and uniqueness?
- What programs and practices are available to support this child in the school setting (Essential Policy)?
  - Reflection for Change Question: What are my moral obligations to all students?
- How can I collaborate to support this child's learning (Guiding Principles)?
  - Reflection for Change Question: How can I apply my guiding principles in my teaching?
- How can I position this child for success in my classroom (Classroom Strategies)?
  - Reflection for Change Question: What specific changes will I make in my own teaching to accommodate all students?

You will have time to work on this in Session 7 and this will be your major homework for Session 7. The project is due in Session 8.

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Session Seven: Promoting ELs Learning through My Learning

| LA 7.1: Re-Examining My Learning about Inclusive Pedagogy, WIDA, SEP, & My Beliefs |
| LA 7.2 Developing My Portfolio |
| HW 7.1: Teacher Reflection |
| HW 7.2: Representation of My Learning in the Course |

LA 7.1: Re-Examining My Learning about Inclusive Pedagogy, WIDA, SEP, & My Beliefs

Engaging in Activity Centers (MSDLAs) that Promote ELs Learning

Learning Outcome	Pedagogical Intent	Student Position
Create a learning environment that is sensitive to and is supportive of English language learner's cultural identities, language and literacy development, and content area knowledge.	Teachers can recognize the role of MSDLAs in supporting learners cultures and language and literacy development as they use MSDLAs within their classrooms.	Students have been introduced to the WIDA standards and the Inclusive Pedagogy framework. They now participate in MSDLAs to learn from each other and solidify their understanding. This activity will help them as they develop their Inclusive Pedagogy portfolios.

Assessment: 25 pts.

TA: 90 Minutes

Instructions:

This activity is a Multiple Simultaneous Diverse Learning Activity. Pay attention as you participate to see how student groups work together to gain understanding of the objectives at each center. This kind of activity is very appropriate for teachers to use in their classrooms as they work with diverse populations.

1. The class is divided into 5 groups. As you will be moving from center to center during the 90 minutes provided following the rotation chart.

   a. Teacher Center: Instructional Conversation reviewing the Standards for Effective Pedagogy. Why are LLD and CA meta-goals, while JPA, CXT, and IC are meta-strategies?

   b. Review the WIDA standards and explain the WIDA standard strand you created in HW 5.2.

   c. Review the Inclusive Pedagogy Standards of Collaboration and Guiding Principles. Use these worksheets to record your thinking: Collaboration and Guiding Principles.

   d. Review the Inclusive Pedagogy Standards of Essential Policy and Critical Learning Domains. Use these worksheets: Essential Policy and Critical Learning Domains.

   e. Discuss your responses to the survey from HW 6.2 and the change in your learning across the semester.

2. There will be a debrief regarding MSDLAs and how they work. Be prepared to share your understanding of how to use them in instruction and how they can assist language learners to access learning.

LA 7.2 Developing My Portfolio

Considering My Learning

Learning Outcome	Pedagogical Intent	Student Position
Know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups. **Assessment: 25 pts.** **TA: 60 Minutes**	Teachers can retrieve their learnings from this course to be more deliberate in changing their instruction and practice to be more inclusive of English language learners, thereby providing access to achievement for their students.	Students will consider their learning represented in their portfolio as Aha's with artifacts and explanations. They can gather evidence of their learning.

Instructions

1. Read https://equitypress.org/-bBnsP. Pay particular attention to the five questions asked and the phrases on the circle band that surrounds the pie chart that represents them.

2. For the final assignment you will select artifacts (objects, writing, visuals) that represent your learning from each aspect of the 5 Standards of Inclusive Pedagogy. Through the use of photos and documents, this can be assembled and shared electronically.

3. Each of the 5 will contain the artifact, an explanation and one "aha" (something new you learned or a connect you made). You will be asked to bring your work to session 7 where you will be given time to work in class on this assignment, getting input from the facilitator and your peers.

4. Use the assignment description and rubric to guide you in selecting artifacts for your final display immediately. Here is the Rubric Display of Professional Development and the Display of Professional Development Guidelines that you can click on and download to look through the assignment.

HW 7.1: Teacher Reflection

Considering My Practice and My Learning

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.	Teachers can reflect on the learning activities in the session and explore ways to integrate the modeled strategies and content into their own pedagogy	Teachers have participated in the sixth session of the ESL endorsement. They are now ready to reflect on the activities of the session and find ways to incorporate them into their own teaching.

Assessment: 50 pts.

Due: Session 8

Instructions

1. What action have you taken, practices you have tried, or ideas you have changed during this course? Begin with your experience, your wonder (questions) or the new idea that lead to your change and then include each of the elements of the Reflection Model: personal voice (I), description of an experience, link to knowledge, questions raised. Allow yourself to reveal your emotion. Review the documents linked to support you in your reflection.
2. Some helps include thinking about what event either before, during, or after some action you took in teaching sticks in your mind. Think about based on this session --What did you learn, unlearn, and relearn this week?
3. Be sure to submit to your facilitator through e-mail or the course management system.
4. **REMEMBER:** In HW 1. 5 you reviewed the guidelines for the final project. As you reflect this week, did you have an aha is available as you construct your final portfolio in this session.
5. This final project is due next week; so you might review your reflections and reconsider your learning.

HW 7.2: Representation of My Learning in the Course

Creating the Final Portfolio to Represent My Learning

Learning Outcome	Pedagogical Intent	Student Position
Know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups. **Assessment: 50 pts.** **Due: Session 8**	Teachers can retrieve their learnings from this course to be more deliberate in changing their instruction and practice to be more inclusive of English language learners, thereby providing access to achievement for their students.	This homework assignment was introduced in the first session. Students will now gather their artifacts together, create their display of development and add a reflection of their learning and how they will apply it in their work with students.

Instructions

Please review the following homework due Session 8.

1. Read https://equitypress.org/-bBnsP. Pay particular attention to the five questions asked and the phrases on the circle band that surrounds the pie chart that represents them.

2. For the final assignment you will select artifacts (objects, writing, visuals) that represent your learning from each aspect of the 5 Standards of Inclusive Pedagogy. Through the use of photos and documents, this can be assembled and shared electronically.

3. Each of the 5 will contain the artifact, an explanation and one "aha" (something new you learned or a connect you made). You will be asked to bring your work to session 7 where you will be given time to work in class on this assignment, getting input from the facilitator and your peers.

4. Use the assignment description and rubric to guide you in selecting artifacts for your final display immediately. Here is the Rubric Display of Professional Development and the Display of Professional Development Guidelines that you can click on and download to look through the assignment.

Session Eight: Celebrating and Presenting My Learning

Sharing What We Know

LA 8.1: Sharing Displays of Learning
LA 8.2: Summarizing Ideas
LA 8.3: Revisiting Course Survey

LA 8.1: Sharing Displays of Learning

Articulating My Learning

Learning Outcome	Pedagogical Intent	Student Position
Know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups. **Assessment: 25 pts.** **TA: 60 Minutes**	Teachers can apply their learning from this course in their daily practice to enhance opportunities for their students to access and collaborate to learn content.	Students have completed all coursework and have prepared artifacts and reflections for each of the pieces of the Inclusive Pedagogy Framework. They are now positioned to share their work with their colleagues.

Instructions

1. Find a partner and share two of your artifacts and reflections. Then listen to two of your partner's reflections. You may each select whichever reflections and artifacts you choose to share.
2. When finished, find a different partner and again share/listen to two different artifacts and reflections.
3. When you are down to one last artifact and reflection, find a group of four and share the artifact and the most significant part of your reflection.
4. The facilitator will lead a class discussion regarding your learning.

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LA 8.2: Summarizing Ideas

Representing Our Thinking

Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.	Teachers can share with each other their understandings from this course, and share this learning with teachers at their schools to influence improved practices.	Students have participated in the course and have shared their artifacts and reflections. They are now prepared to make posters advertising the course.

Assessment: 25 pts.

TA: 40 Minutes

Instructions

1. Form groups of three.
2. Make a list of important ideas from the course.
3. Select three ideas from your list and make a poster advertising the course that could hang somewhere in your teaching context.
4. Hang your poster in a location designated by the instructor.
5. Under the direction of the instructor, compare the ideas on the posters. Consider which ideas are common to many posters and which are unique to one.

LA 8.3: Revisiting Course Survey

Survey and Reflect

Learning Outcome	Pedagogical Intent	Student Position
Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students. **Assessment: 25 pts.** **TA: 30 Minutes**	Teachers can see how their thinking regarding how to teach English learners has changed from the start of the course. This will help them as they move forward in the continuing courses.	Students completed a course survey at the beginning of the course. They have completed the course activities and interacted with the course curriculum. They are now prepared to compare their responses from the first survey to how they would respond today.

Instructions

1. The facilitator will give you the survey you took at the beginning of the course.
2. Look at your responses on that survey. Consider what you have learned in the course and how you assessed yourself weeks ago.
3. Compare your initial survey to how your response today has changed. Mark in a different color where you would place yourself today. Then ask yourself the following questions:

- Which of your answers are different from the beginning of the course?
- Which of the items on the survey have increased in complexity to you?
- Which of the items on the survey have decreased in complexity to you?

1. At your table, discuss your answers to the above questions. Ask each other questions about your growth as a res of taking the course.
2. At your table, discuss your answers to the above questions. Ask each other questions about your growth as a res of taking the course.
3. Participate in the class discussion as lead by the instructor.