

Wasatch County School District Competency-Based ESL Endorsement Program for Multilingual Learners

Purpose:

To provide a pathway for teachers to earn the Multilingual Competency-Based Endorsement through meaningful, personal, and purposeful learning and practice so that **all** students have equal access to educational opportunities and reach their academic goals.

Teaching English to Speakers of Other Languages, (TESOL) Standards: standards aligned to the foundational requirements of the program i.e. standards that will be met by completing the program. Standards not listed are selected and applied to educator goals.

Standard 1: Knowledge about Language

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

1b. Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.

Standard 2: MLs in the sociocultural context

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

2a: (written in the standard)

2b: Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.

2e: Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

Standard 3: Planning and Implementation Instruction

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches.

3a: Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.

3b Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.

3c Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.

3d Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.

3e Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

Standard 4: Assessment and Evaluation

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

4b: Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.

4c Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.

4d Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.

Standard 5: professionalism and leadership

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

5a: Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

5b Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights to advocate for ELLs.

5c Candidates practice self-assessment and reflection, adjust for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

5d Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.

Outcomes:

1. Demonstrated competency through an individual's evidence-based **portfolio** based on the K-12 Competency rubric of the TESOL Standards with teacher **self-assessment and goal setting** for professional growth.
2. Evidence for the selected goals within each domain including student data, lessons examples, units of study or other artifacts:
 - a. Language Acquisition
 - b. Culture
 - c. Instruction
 - d. Assessment
 - e. Professionalism through parent and family engagement
3. Portfolio presentation protocol at LEA with a local panel

Pathway Requirements

1. **Supporting Multilingual Learners Canvas Course:** overview of the domains to build background knowledge before setting SMART goals. Asynchronous, offered through Wasatch's

Canvas platform during the summer months or early Fall. 3.0 USBE credits. Approximately 43 hours and goal setting.

Supporting Multilingual Learners

MIDAS: Wasatch ONLY Asynchronous Course #60420

This interactive course provides a competency-based opportunity for each participant to set a goal for themselves on the rubric in each or any of the five required TESOL Domains, used to accredit University programs for preparing educators to teach MLs in K-12 public education. USBE MIDAS credit from this course can be used for either foundational or culminating course for any LEA that is designing a competency-based ESL Endorsement for its educators. The TESOL rubric is a self-assessment tool for each domain: TO DEVELOP 1) a personalized learning plan becoming more competent and self-reflective about one's practices in the classroom for the purpose of increased professionalism within both the school and neighborhood communities to benefit MLs and refugee students; 2) an electronic professional portfolio that includes evidence of increased competency in teaching English Learners and a reflective essay explaining the changes in teaching, using evidence from course content in the practicum

2. A **self-assessment and goal setting** activity according to TESOL Domains is embedded in this course.

3. A **pre-assessment** of teaching practices conducted by a highly qualified coach to collect baseline data (starting point). **Monthly coaching cycles**, one cycle per month minimum including a planning discussion (15min.), an observation with data collection, and a reflective conversation to discuss the data. The data collected in the cycles is a component of the final portfolio.

4. **Monthly Cohort/Advisory Sessions:**

Participants meet monthly with an ELL highly qualified coach and their cohort to discuss their goals, resources, classroom experiences and reflect on their lessons. The coach guides their work as they plan their next steps in reaching their goal of competency in supporting English Language learners.

Dates: TBD based on participants' schedules, once /month for 8 months

Time: 3:45-5:45pm

5. **DLI Foundations/Multilingual Learner Course** for 3.0 college credit at UVU

8-week synchronous course with zoom sessions, Offered fall and spring semesters. All ML endorsement students will complete their portfolio for the two major projects in this course. There is one reading and jigsaw presentation each week.

6. Complete **the portfolio and present** (20 min.) to the panel in June. Participants ear 3.0 USBE credits for successful completion of the portfolio.

Total credits: 9.0

USBE: 3.0

University: 6.0

Program Calendar/Timeline

**subject to minor changes/adjustments based on progress*

June-August 15

Complete the MIDAS Course: Supporting Students Learning English

August:

With the coach:

- Share initial goals from the self-assessment
- Coach conducts an observation(s) to assist the participant to select three goals.

September:

- Determine and list possible learning activities to reach their goal(s).
- Options for coaching cycle this month:
 1. Choose a lesson, request a SIOP/DLI observation, reflect with coach, make edits to lesson and write a brief reflection to be referenced in your portfolio.
 2. Choose a lesson, plan with your coach, coach collects data, reflect with coach, make edits to lesson and write a reflection to be referenced in your portfolio.
- Choose two students to profile, different proficiency levels, diverse backgrounds

Online

Finish course assignments by Oct. 1

Share goals with peers.

October:

With coach:

- Refine and begin working on your “Learning Plan” to meet your goals
- Request an observation related to your goal, reflect with coach, make edits to lesson and write a reflection to be referenced in your portfolio showing growth toward your goal or one example of mastery. Collect data!
- Refine goals, decide on learning activities
- Discuss student profiles, begin to gather student data.

Online:

Final Course assignments

In-person cohort:

Discuss Learning activities to support reaching the goals.

Discuss content and standards from modules 1-6, what else do you want to know?

Share initial steps in the student profile (no names):

Why did you choose them and what you hope to learn?

How will examining these profiles help you reach your goals?

Provide peer feedback

Refine goals, adjust if necessary

November:

With coach:

- Plan a lesson, have the coach collect data and reflect on the data and student work related to your goal. Note progress or mastery. Collect evidence.
- Continue learning activities

In-person cohort:

- Share portfolio (any work done on goals).
- Begin participation in tuning protocols of the one goal that has the biggest impact on teaching.
- Share learning activity plan to reach your goal
- Continue tuning protocols as needed and learning activities
- *Submit student profiles.*

December:

With coach:

- Request an observation, have the coach collect data and reflect on the data and student work related to your goal. Note progress or mastery and collect evidence.

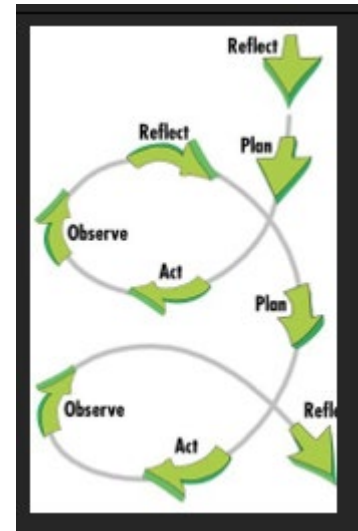
- Continue learning activities

In-person cohort:

- Share portfolio (any work done on goals) with evidence.
- Cycles of action research
- Provide and receive peer feedback
- Share student data or student work as evidence
- Revise/update student profiles

January:

- Coaching as needed to show mastery or growth
- Continue learning activities
- Cycles of action research



In-person cohort:

- Develop portfolio with group
- Provide and receive peer feedback

February:

- Coaching cycle to show mastery or growth
- Continue learning activities
- Cycles of action research

In-person cohort:

- Develop portfolio with group
- Provide and receive peer feedback

March:

- Coaching cycle to show mastery or growth
- Continue learning activities
- Cycles of action research

In-person cohort:

- Develop portfolio with group
- Provide and receive peer feedback

April:

- Coaching to show mastery/growth
- Collect data/student work as evidence
- Begin the DLI Foundations Course (assignments modified for ML participants)

In the DLI/ML course:

- Write a reflection with group. Share.
- Present your data.
- Use assignments to create your final project = your panel presentation
- Prepare your portfolio/presentation
- **No in-person cohort session this month!*

May:

- Complete DLI/ML course
- Complete the table of contents and portfolios.
- Present to panel in June
- **No in-person cohort session this month!*