ESD–U

ELL Course Competencies 2018-2019

English Language Learner (ELL) Courses – Program Description	Course Dates	Competencies Addressed	Competencies Assessed
ELL 101 – Teaching English Learners: An introductory course to the joys and challenges of teaching students learning English. Course to include what one needs to know the first day, the first week, and the first month of teaching: how to create productive learning environments, pedagogical and content knowledge, and knowledge of learners and learning. Course includes efficient organizational systems to complete timelines, schedule students and staff as well as effective communication in supervision of paras and collaboration with other team members. Course explores theories and principles of language instruction for English learners (ELs).	7/23, 7/24, 7/25	1.0 3.A-3.C, 3.F	**1.A, 1.B** **3.A-3.C**
ELL 105 – Teaching Elementary English Learners **ELL 110—Teaching Secondary English Learners** Each candidate to choose one focus class based on his/her grade level. Course will include second language learning processes and their relationship to learning in the content areas. Includes accessing and selecting appropriate materials for language and content area teaching and learning in order to meet the diverse needs of culturally and linguistically diverse students.	7/30, 7/31, 8/1	2.0 4.D, 4.E	**2.A, 2.C-2.F**
PEDAGOGY 202 – Teaching Content: Reading, Writing, and Math to include all levels of English Learners. Reading will include the five domains. Writing will include fine motor strategies. Math will include number sense to algebra strategies. Courses will include content knowledge and pedagogical content knowledge with an emphasis on how to create a culture of learning. This culture includes how to assess current knowledge, design engaging lessons, and continually assess and differentiate to maximize learning.	8/6, 8/7, 8/8	1.C 4.A-4.J	**1.C** **4.A, 4.C, 4.D**
ELL 303 – Lesson Planning for English Language Learners: Course includes writing lessons from start to finish to include reflection on lessons. Course explores standards-based content and language objectives, aligning English Language Proficiency Standards to lesson objectives and assessments, planning instructional activities to meet	7/26, 7/27, 3/9	1.F 3.G-3.I 4.0	**1.F** **3.G** **4.G, 4.H,**

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all levels of language acquisition with effective EL strategies, and innovative and authentic assessment practices.			**4.K**
ELL 404 – Assessments and Data Use in ESOL Instruction: Course includes instruction in Summative (standardized) and Formative tests (criterion, CBMs), particularly how to systematically use data to drive instruction. To include understanding scores and how to explain scores to others. Course examines appropriateness of assessment measures, and culturally appropriate testing situations of language minority students, formal and informal assessment, exiting, and monitoring of student progress.	10/6, 12/8, 1/12	2.B, 2.C, 2.E 4.J-4.O	**4.J, 4.L-4.O**
PEDAGOGY 606 – Lesson Planning for Productive Student Behaviors, Classroom Management and Student Engagement: Course to include how to plan and write engaging lessons and how to manage unproductive behaviors should they arise while teaching. Course includes practical and effective motivational strategies for adults and students. Motivational and classroom management strategies to include all student levels. Focus is upon creating restorative and relational learning environments that maximize student engagement and thus reduce unproductive behaviors. To include strategies for management of self, students, and staff with focus on how to remediate unproductive behaviors when they occur.	8/9, 8/10, 2/9	2.0 3.H, 3.I 4.D-4.I, 4.K	**2.B, 2.G, 2.H** **3.H, 3.I**
PEDAGOGY 707 – Lesson Planning for Inclusion and Differentiation: Course includes elements of an effective lesson plan with target objectives, an activity, and an assessment that creates a differentiated tier of involvement for all student levels from high needs to consult. Also to include learning theories as well as modifications and accommodations particular to the group with which one is teaching and learning.	8/2, 8/3, 8/25	3.D, 3.E 4.A, 4.C-4.L	**3.D, 3.E** **4.E, 4.F, 4.I**
ESOL 808 – Methods for Integration of Language Instruction: Course to include how to integrate language proficiency standards to lessons. Includes effective EL strategies, meaningful activities, methods, materials and assessments to measure progress in each of the four language domains.	8/18, 4/13, 5/11	1.C-1.E 3.F 4.A-4.K	**1.D, 1.E 3.F** **4.B**

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Program design details per candidate (Dependent on instructor availability):

Summer Institute: July 23 – August 10
Week One: 8:30 AM to 3:00 PM (30 hours)
Week Two: 8:30 AM to 3:00 PM (30 hours)
Week Three: 8:30 AM to 3:00 PM (30 hours)
Saturdays: August 18 (6 hours) and August 25 (6 hours)

Saturdays DURING school year

October 6th	February 9th
November 3rd	March 9th
December 8th	April 13th
January 12th	May 11th

ELL ENDORSEMENT COMPETENCIES

ELL Competency	WA State-Required and/or Key ELL Assessments
1.0 Knowledge and Skills	
1.A Candidates demonstrate knowledge and application of concepts, theories, and research from applied linguistics, second language acquisition, and literacy development.	Case Study Course Exam
1.B Candidates can explain how students' first language proficiency in listening, speaking, reading, and writing transfers to and supports English language acquisition.	Case Study Course Exam
1.C Candidates demonstrate knowledge and pedagogical application of linguistic aspects of the English language including: ● phonology (the sound system), ● morphology (word formation), ● syntax (phrase and sentence structure), ● semantics (meaning), ● pragmatics (context and function) ● discourse within and across contexts.	Case Study Course Exam
1.D Candidates can explain interrelationships and features of social, school/instructional, and academic discourses and pedagogical implications.	Case Study Course Exam
1.E Candidates can explain the interrelationships between the language domains (i.e., listening, speaking, reading, writing, and viewing) and language modalities in ELP standards (i.e., receptive, productive and interactive).	Case Study Course Exam

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1.F Candidates know, understand, and apply Washington State's approved English Language Proficiency Standards.	Case Study Course Exam Lesson Plan
2.0 Culture and Equity	
2.A Candidates are knowledgeable about the interrelationship between language and culture and its effects on teaching and learning.	Case Study Course Exam Lesson Plan
2.B Candidates can demonstrate knowledge and application of strategies which incorporate cultural and linguistic diversity to ensure equity in teaching and learning.	Case Study Course Exam Lesson Plan Lesson Observation Lesson Reflection
2.C Candidates understand the diversity within the English language learner population (e.g., immigrant, migrant, refugee, and those born in the United States) and the impact of immigration status, socioeconomic status, race, religion, class, national origin, disability, and gender on student learning.	Case Study Course Exam
2.D Candidates can recognize and acknowledge the contributions of diverse cultural groups to our local, national, and global societies.	Case Study Course Exam
2.E Candidates recognize potential linguistic and cultural biases of pedagogies, curricula, and assessment instruments when determining classroom practices for the English language learner.	Case Study Course Exam Lesson Plan Lesson Observation Lesson Reflection
2.F Candidates can explain the complexities involved in cultural identity including the influences of: ● Assimilation ● Cultural pluralism ● Acculturation ● Enculturation ● Deculturation and the potential impact on student learning and identity development.	Case Study Course Exam

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2.G Candidates are able to articulate the benefits of and need for an additive perspective of language and culture that supports bi/multicultural identity development.	Case Study Course Exam
2.H Candidates can explain how her/his own ethnicity, culture, and socioeconomic status influence teaching practices.	Self-identification narrative
3.0 Professional Leadership & Advocacy	
3.A Candidates demonstrate knowledge of relevant historical and current legal and social issues concerning the education of English language learners in the State of Washington and the United States.	Course Exam
3.B Candidates know how to serve as effective resources (e.g., instructional strategies, policy and outreach) for working with English language learners and the importance of collaborating with other educational staff and community members.	RTI team member observation RTI Case Study
3.C Candidates understand how to advocate for English language learners within the local school and community contexts by challenging: misconceptions, arbitrary requirements, inappropriate curricular and assessment assumptions, cultural misunderstandings, and other factors that may impede language learners' development and access to opportunities.	RTI team member participation
3.D Candidates can distinguish between and communicate characteristics of typical language development (including consideration of cultural influences on learning behaviors), and potential special education needs by referencing appropriate research and resources.	Case Study Course Exam
3.E Candidates can recognize characteristics of English language learners who potentially qualify for highly capable programs, including consideration of cultural influences on learning behaviors.	Case Study Course Exam
3.F Candidates can explain the features, benefits, and challenges of various models including dual language (two-way and one-way), early and late exit bilingual programs, sheltered instruction, content-based instruction, push in, pull-out, and newcomer.	Case Study Course Exam

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3.G Candidates can analyze how policies (e.g., discipline systems, ELL identification, programing, ELL placement, extracurricular eligibility) may impact the school experiences of ELLs.	Case Study Course Exam
3.H Candidates collaborate with stakeholders (e.g., teachers, administrators, other educational staff, families, and community partners) to support and facilitate English language development and overall academic success for English language learners.	PLC meeting Parent teacher meeting
3.I Candidates advocate for ELLs and their families in multiple contexts within the school and communities.	PLC meeting Parent teacher meeting Community log
4.0 Planning, Instruction, and Assessment	
4.A Candidates construct and facilitate learning experiences that simultaneously develop English language proficiencies and discipline-specific knowledge.	Lesson Plan Assessment Lesson Observation Lesson Reflection
4.B Candidates apply knowledge of linguistics (e.g., phonology, morphology, syntax, semantics, pragmatics, discourse across contexts) to support language development in all language domains (listening, speaking, reading, writing, viewing).	Lesson Plan Lesson Observation Lesson Reflection
4.C Candidates differentiate instruction and assessment by applying concepts, theories, and research of educational linguistics, second language acquisition, and literacy development.	Lesson Plan Lesson Observation Lesson Reflection

4.D Candidates consistently engage in culturally responsive practices that empower students intellectually, socially, emotionally, and politically to develop knowledge, skills, and attitudes. These practices may include:
    1. Use resources and assets available in schools (e.g., parent advisory committees, adult reading programs) and English learners' cultural communities (e.g., online, local, and regional resources).
    2. Acknowledge that parenting practices and participation in the education of a child vary among cultures and accommodate for this variance by developing diverse
	Lesson Plan
	Lesson Observation
	Lesson Reflection
	Parent Log

opportunities for parental outreach and integrating families within the school community.
 	
    3. Validate and incorporate home languages and cultures as educational assets.
 	
    4. Facilitate/Bridge understanding of expectations and processes in the new culture to empower ELLs to excel socially and academically.
 	
    5. Use information, if available, of native language literacy and demonstrated knowledge of content to inform instructional choices.
 	
    6. Integrate students' funds of knowledge to build bridges to content understanding.
 	
    7. Include multiple cultures and integrate culturally-relevant texts in discipline- specific instruction.	

4.E Candidates plan, differentiate, and use materials, for multiple language proficiency levels ensuring meaningful access to grade-level content for each student.	Lesson Plan Lesson Observation Lesson Reflection
4.F Candidates plan and support English language learners' authentic engagement and interaction in a variety of learning environments (e.g., whole group, cooperative groups, independent learning, and individualized instruction).	Lesson Plan Lesson Observation Lesson Reflection
4.G Candidates apply a range of teaching strategies, structures, and methods to support the development of higher level thinking skills at all levels of language proficiency.	Lesson Plan Lesson Observation Lesson Reflection
4.H Candidates apply a range of teaching strategies, structures, and methods to elicit student voice (e.g., including reflection related to learning targets, metacognition strategies, and effective use of resources) and engagement at all levels of language proficiency.	Lesson Plan Lesson Observation Lesson Reflection
4.I Candidates employ a variety of materials for language learning including books, visual aids, props, realia, software, internet resources, native language resources and technological resources to enhance language and content-area knowledge.	Lesson Plan Lesson Observation Lesson Reflection
4.J Candidates develop instructional plans and assessments to support	Lesson Plan

ELLs' language development across language domains and within disciplines.	Lesson Observation Lesson Reflection
4.K Candidates consistently reflect upon and analyze the classroom, school, and community experiences of ELLs and how such experiences influence the education of culturally and linguistically diverse populations.	Lesson Reflection
4.L Candidates identify and describe principles, instruments, and methods of reliable and valid assessment related to the education of English language learners.	Case Study Course Exam
4.M Candidates recognize linguistic and cultural biases within assessment instruments (e.g., formative, summative, and standardized) and, when possible, implements appropriate modifications and accommodations.	Case Study Course Exam
4.N Candidates apply a variety of assessment tools and methods (e.g., formative, summative, and standardized) appropriate for English language learners to inform instruction, facilitate appropriate placement, and monitor language development and academic progress.	Lesson Plan Lesson Observation Lesson Reflection
4.O Candidates appropriately use data from a variety of language proficiency instruments and discipline-specific assessments (e.g., formative, summative, and standardized) to inform instruction.	Lesson Plan Lesson Observation Lesson Reflection Assessments