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Indiana University
Request for a New Credit Certificate Program

Campus: IUPUI

Proposed Title of Certificate Program: Undergraduate Certificate in K-12 English as a Second Language Teaching

Projected Date of Implementation: Fall 2014

TYPE OF CERTIFICATE: (check one)

UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate credit.

POST-BACCALAUREATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

I. Why is this certificate needed? (Rationale)

The preparation of every K-12 teacher with credentials in English as a Second Language (ESL) is a pressing national need. It is estimated that by 2050, newcomers and their descendants will account for 82% of the population growth in the United States, representing almost 20% of the U. S. population (Passel & Cohn, 2008). Indiana itself has experienced a 409% growth in its English Language Learner (ELL) population since 1997 (Batalova & McHugh, 2010), dramatically increasing the need for teachers qualified to teach ELLs. The impact of these changing demographics on the education system is imposing. The *Undergraduate Certificate in K-12 ESL Teaching* program will meet the growing need to prepare every teacher to serve ELLs in the regular classroom.

While coursework will focus on second language development in the context of core academic outcomes and opportunities to learn, students will also gain the critical sociocultural foundations, instructional practices, and assessment skills required for promoting both equity and excellence. The *Undergraduate Certificate in K-12 ESL Teaching* Program will prepare core academic teachers with new ways of engaging culturally, linguistically, and economically diverse students. Using a coherently linked theory-to-practice approach, teachers of ELLs will be prepared to innovate in their teaching practices, advocate in their educational settings, and significantly increase both the academic achievement and English language development of ELLs.

The *Undergraduate Certificate in K-12 ESL Teaching* is a face-to-face instructional program with some multimedia or content-area specific course content provided through online access.

By intentionally building in multimedia online components, the program gives undergraduates greater flexibility in gaining access to course materials. It also allows the program to specifically tailor content, assignments, and experiences to the range of core academic undergraduates participating whether they are preparing to be elementary or secondary teachers or humanities/language arts or Science, Technology, Engineering, and Mathematics (STEM) teachers. This certificate provides participants with new avenues for teaching and advocacy in their professional lives. For students admitted into teacher education, it can also lead to additional undergraduate coursework for pursuing official state licensure.

II. List the major topics and curriculum of the certificate.

For this certificate, students complete 12 credit hours or 4 three-credit courses in ESL. The Inclusive Learning Communities framework shapes the knowledge, skills, and dispositions for teaching culturally, linguistically, and economically diverse learners (Appendix A). Teachers renew their commitment to *CARE*; that is, to collaborate, advocate, reflect, and empower in ways that affirm ELLs' identities and accelerate their academic and linguistic development. Students de-construct and co-construct program content by considering what it means to engage learners using ongoing assessments designed to differentiate a meaningful curriculum in a democratic classroom. Growth targets are provided for each element of the Inclusive Learning Communities Framework (Appendix A). Appendix B contains a more detailed listing of course content, objectives, and benchmark assessments.

Required Courses - Must take all of the following in sequence:
Introduction to Bilingual Education [EDUC-L 441] (3 cr.) [Fall, Spring, Summer 1]
Introduction to English Grammar [ENG-Z 205] (3 cr.) [Fall, Spring, Summer 1]
Assessment Literacy for Cultural and Linguistic Diversity [EDUC – L403] (3 cr.) [Spring/Summer II]
Methods and Materials for Teaching ESL [EDUC-L436] (3 cr.) [Summer II]

III. What are the admission requirements?

Undergraduate students must have a GPA of 3.0 and, at least, 60 credit hours of university coursework completed to be eligible for this certificate program. Once accepted into the program, students will work with their undergraduate advisors to ensure certificate completion. The certificate will be awarded to candidates who complete the 12 credit hours of coursework with at least a GPA of 3.0. Students will track their GPA standing with using the existing university transcript system for calculating GPA.

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IV. List the major student outcomes (or set of performance based standards) for the proposed certificate.

The overarching goal of *Undergraduate Certificate in K-12 ESL Teaching* is to prepare undergraduates to collaborate, advocate, reflect, and be empowered as they learn to engage all learners, practice effective ongoing classroom based assessment, design meaningful curriculum, and enact a democratic pedagogy that affirms ELLs as cultural, linguistic, and academic beings in formal or informal settings. The certificate uses a critical inquiry approach to assisting undergraduate participants to learn, relearn, and in some cases unlearn cultural ways of being in the classroom and society. Participants are intentionally invited to think critically, develop intellectual depth, breadth, and adaptiveness by addressing issues and practices from multiple perspectives, integrate and apply academic knowledge to classroom practices, and demonstrate ethical decision-making, instructional skills, and inclusive dispositions through course assignments. As a result, they think critically and creatively to innovate in their instructional and assessment practices. Ultimately, their learning experiences culminate in formal and informal communication acts of public advocacy on behalf of the ELLs in their classrooms, schools, and districts. Appendix B contains a detailed list of learning objectives for each course. However, across all courses and in the spirit of critical pedagogy (Freire, 1994), students are asked to name, reflect, and take action on behalf of ELLs. For example, objectives such as these take various forms across courses:

NAME: identify and analyze attitudes, assumptions, and beliefs about English Language Learners in order to articulate how these impact student learning

Reflect: develop knowledge-based advocacy skills by using historical, cultural, legal, and political realities to critique district- and school-based policies, programs, and practices for English Language Learners.

Act: demonstrate self-efficacy for teaching diverse learners by consciously using inquiry to name, reflect upon, and interrogate from multiple perspectives an important classroom-based question of policy, programs, or practice in order to identify specific actions that would create a more equitable learning environment and/or learning outcomes for English Language Learners.

V. Explain how student-learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

Students' performance and progress will be assessed at the course level by evaluating their mastery of course objectives with performance assessments (See Appendix B.). Course Instructors will expect students to demonstrate mastery (>80%) of each objective and will provide formative feedback as the courses unfold so students are well aware of the rigorous expectations and supported in their striving to meet them. Advisors will review students'

cumulative course grades at the end of each semester and determine if there are students who need to be placed on probation or counseled out of the program because they are not earning the 3.0 GPA required by the certificate. If any concerns arise beyond the expertise of the undergraduate advisors, these issues will be raised with the ESL program director as needed. The undergraduate advisor will track and communicate with students in danger of academic failure.

In addition, the ESL team, comprised of faculty teaching courses, will meet each year to discuss, reflect upon, and make adjustments as need to the identified major assignments, listed in Appendix B as Benchmark Assessments. The Benchmark assessments marked with an asterisk (*) are data sources for the NCATE/TESOL Special Programs Assessment review. Major assignments, and these NCATE/TESOL benchmarks in particular, generate data that can be analyzed by course and across the program to evaluate overall program effectiveness. The ESL Team will analyze how well the student work demonstrates the following:

- Are all of the objectives of the program being met?
- Are there other objectives that need to be incorporated into the certificate program?
- How well are the benchmark assessments serving as performance assessments?
- Do they need to be improved?
- Does the instruction need to be improved? How so?

In summary, the assessment plan calls for course instructors and academic advisors to use benchmark assessments as well as end-of-semester course evaluations from students to evaluate the effectiveness of the program and to motivate course revisions on an ongoing basis.

VI. Describe student population to be served.

This *Undergraduate Certificate in K-12 ESL Teaching* program will primarily serve pre-service teacher candidates preparing for positions as K-12 teachers at the elementary, middle school, and high school levels; however, the program also welcomes undergraduates who anticipate working with ELLs in other formal and informal settings. Urban, suburban, and rural districts across Indiana struggle to staff their schools with teachers with any credentials for serving ELLs. This certificate intentionally targets the preparation of every teacher across all core academic areas with the goal of dramatically increasing teacher effectiveness in educating ELLs. The *Undergraduate Certificate in K-12 ESL Teaching* is unique in this focus on the preparation of every teacher. Typically, the 21-credit state English as a New Language (ENL) licensure program prepares teachers to serve as school-based ESL specialists. As such, specialists tend to work with students with novice English language proficiency as pull out, push in, or self-contained teachers of English. By definition, the ESL specialist works for a class period or two with these novice language learners, leaving the very same students to be immersed for the rest their school day in the classrooms of core academic teachers with no preparation to teach them. The *Undergraduate Certificate in K-12 ESL Teaching* is specifically designed to fill this instructional gap, building every teacher's capacity and the entire school's accountability for accelerating ELLs' academic and language attainment. Program completers will have the

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essential critical sociocultural basics in analyzing, implementing, and advocating for research-based and equity-oriented ESL policies, programs, and practices.

VII. How does this certificate complement the campus or departmental mission?

IUPUI is committed to serving school districts and the community in central Indiana. The ESL program director has developed active and reciprocal relationships with six local school districts, all centered on local demands to increase teacher competency and performance with ELLs. In many of these districts, ESL coursework is offered at local district sites, making teacher participation less time consuming. This certificate allows IUPUI to offer a new ESL certificate option for recruiting a broader range of undergraduates who would normally not be willing to complete the more extensive 21-credit state ENL licensure coursework with its required Praxis exam or the foreign language pre-requisite for the master's degree. By offering a 12-credit certificate, IUPUI's School of Education has created a manageable undergraduate option. It provides important credentials for teaching ELLs, but does not require completion of the 21-credits for state licensure. In addition, the certificate creates a natural pipeline to state licensure.

VIII. Describe any relationship to existing programs on the campus or within the university.

The ESL 12-credit hours represented by this certificate program each count toward state ENL licensure in the existing Literacy, Culture, and Language Education Department. Students who are admitted into the teacher education program can opt to finish an additional 9 hours of coursework to earn state licensure. This state licensure option is not open to undergraduates unless they are also admitted into the teacher education program. It is important to note that the School of Education ESL certificate focuses on K-12 education while the existing Bloomington School of Education certificate focuses on teaching English as a Foreign Language (EFL), and the IUPUI Liberal Arts TESOL Certificate focuses on adult education. Therefore, these programs are not competing for the same participants.

IX. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

This certificate program builds a natural progression within the existing ESL Program at IUPUI. It creates a new recruiting tool by allowing completion of 12 credits of coursework to be acknowledged with a university certificate. As more undergraduates pursue this certificate, additional adjunct faculty will need to be prepared to teach these courses either on-campus (starting at 6:00 p.m.) or for district cohorts (starting at 4:30 p.m.). IUPUI courses are offered at local schools by trained, ELL-endorsed, masters- or Ph.D.-prepared facilitators. This approach develops a cadre of teachers, across school settings, who make commonplace the advocacy and enactment of teaching practices that support the learning of ELL students. They will be able to make connections across schools to track student development and meet long-term needs. Typical distance education formats usually isolate students, dispense knowledge through one-way communication, and have no or limited expectations for student-teacher and student-student

interaction in culturally meaningful, productive activities and discourse. IUPUI's program is different.

IUPUI's program uses a face-to-face delivery system called *ProfessorsPlus*. This system attends to the characteristics of effective professional development: flexibility and control. It takes place in teachers' schools with their colleagues at their convenience, using simple technology. The *Professors* part of the delivery system includes the development of carefully crafted instructional guides and CD-ROM materials that capture attention and contextualize key teaching points. The content that is juxtaposed against the real-world voices and examples of students, educators, parents, and other community members. This makes the relationship between theory and practice immediately visible.

The *Plus* part of the system is an on-site facilitator with extensive K-12 public school 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, provides opportunities for performance, and assesses learning. All adjunct faculty who teach IUPUI courses participate in a five-day workshop teaching about the Six Standards for Effective Pedagogy as well as a two-day workshop focused on the specific course they are recruited to teach.

To summarize, this existing trainer-of-trainer approach allows IUPUI to exponentially grow its ESL program in ways that ensure program quality and match the existing, and currently unaddressed, demand for core academic teachers with ESL credentials. This model creates a reciprocal partnership between IUPUI and local school districts that shares expertise, building facilitates, and equipment without over-burdening IUPUI's limited on campus space. In addition, it opens an avenue for undergraduates from other majors to earn qualifications for working with ELLs in formal and informal non-school settings.

X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

This proposal for a new 12-credit ESL undergraduate certificate is unique for several reasons:

1. It is built upon the long-term partnerships IUPUI's ESL Program has established with numerous central Indiana districts, making use of existing communication lines and relationships helpful in creating a pipeline to employment for our pre-service teachers with these basic ESL credentials.
2. The certificate emerged as an identified need by local districts rather than by the university. By offering this new option, districts feel more teachers will seek to earn ESL credentials.

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3. The trainer-of-trainer preparation approach allows IUPUI's ESL program to expand in ways that match market demands for preparation in new urban, rural, and suburban districts, which all are in desperate need of ESL qualified teachers.
4. The multimedia and content-specific materials for these courses adds greater content-area relevance, allowing the program to tailor content, assignments, and experiences to the range of undergraduates who participate from elementary and secondary or humanities/language arts and STEM backgrounds.
5. It opens an avenue for undergraduates from other majors to earn qualifications (but not state teaching licensure) for working with ELLs in formal and informal non-school settings.

Approved by the Committee on Teacher Education (COTE) at IUPUI on December 19, 2013.

Requested modifications by Policy Council completed January 17, 2014.

Appendix A
Inclusive Learning Communities Framework and Growth Targets



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Inclusive Learning Communities

AN ESL FRAMEWORK FOR MAINSTREAM EDUCATORS

Renewed teachers work with engaged learners using ongoing assessments designed to differentiate a meaningful curriculum in a democratic classroom.

**GROWTH
TARGET 1**

Renewed Teachers *CARE*

Am I learning, relearning, or unlearning in the face of classroom interaction?

Enacting Level: The teacher demonstrates self-efficacy for teaching diverse learners by consciously using inquiry to name, reflect upon, and interrogate personal, conventional, or institutional educational policy, practices, or student work in order to actively transform inequities in student learning outcomes.

**GROWTH
TARGET 2**

Engaged Learners *are ALIVE*

Am I attending to the whole person?

Enacting Level: The teacher designs instruction that attends to the whole person's potential by articulating multiple and consequential learning goals and measurable outcomes that affirm identity and create positive interdependence in an inclusive learning community.

**GROWTH
TARGET 3**

Ongoing Assessment *allows Teachers to SEE*

Am I using assessment to inform instruction?

Enacting Level: The teacher has coherent assessment and teaching plans where varied methods of assessment are used to differentiate instruction for both formative and summative purposes.

**GROWTH
TARGET 4**

Meaningful Curriculum *engages Learners By DESIGN*

Am I designing curriculum to teach content and skills that matter to students?

Enacting Level: Using a significant and cognitively challenging curriculum, the teacher purposefully makes connections between new concepts and students' knowledge from home, school, or community and differentiates learning activities based on students' assessed strengths or needs.

**GROWTH
TARGET 5**

Democratic Pedagogy *leads Teachers and Students to ACT*

Am I engaging every student in learning?

Enacting Level: The teacher designs activities, including instructional conversations, with clear academic goals, joint products, and assistance. The teacher uses open-ended questions to elicit student knowledge, reflections, and rationales for how academic content can be applied to real-world issues, including inequities. Student talk occurs at a higher rate than teacher talk.



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Appendix B

Course Content, Objectives, and Assessments (* = Official NCATE/TESOL Program Assessment)

Course Name	Key Concepts	Objectives	Benchmark Assessments
<p>EDUC-L 441 Introduction to Bilingual Education (3 credits)</p> <p><i>Bulletin Description:</i> Introduction to the development of bilingual/bicultural education in the United States—its antecedents, rationale, theories. Comparison of existing bilingual/bicultural programs.</p>	<ul style="list-style-type: none"> - Demographics and immigration patterns - Critical Inquiry - Language as problem, right, resource - Culture - Cultural and social identity formation - Social theories of underachievement - Collaboration - Parent/Family involvement - Second language development - Identification, assessment, & placement - Legal mandates and enticements - Programs - Instructional practices 	<p>Students will:</p> <ol style="list-style-type: none"> 1. identify and analyze my attitudes, assumptions, and beliefs about English Language Learners in order to articulate how these impact student learning. (NCATE/TESOL Standard 2) 2. develop knowledge-based advocacy skills by using historical, cultural, legal, and political realities to critique district- and school-based policies, programs, and practices for English Language Learners. (NCATE/TESOL Standards 1b, 2, 4a, 5a) 3. demonstrate self-efficacy for teaching diverse learners by consciously using inquiry to name, reflect upon, and interrogate from multiple perspectives an important classroom-based question of policy, programs, or practice in order to identify specific actions that would create a more equitable learning environment and/or learning outcomes for English Language Learners. (NCATE/TESOL Standard 5b) 	<p>Cultural Diorama: Creation of a written statement with key cultural artifacts that capture the individual's cultural identity.</p> <p>Immigration Texts: To explore realities of immigrant youth through reading various immigration-themed texts (picture books, fiction stories, memoirs, and non-fiction pieces) in order to build background knowledge and use such texts in K-12 learning environments.</p> <p>Collaborative Advocacy Project: Using a contemporary issue impacting ELLs, read and analyze 5 policy or research articles, synthesizing your learning into a dynamic multimedia presentation for a real audience.</p> <p>Professional Growth E-Portfolio: Critically analyze your learning from this course by preparing a display of development portfolio. This portfolio will exhibit your professional growth and development as you respond to the commitments for the growth target of Renewed Teacher (Collaborate, Advocate, Reflect, Empower).</p>

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Course Name	Key Concepts	Objectives	Benchmark Assessments
<p>ENG Z205 Introduction to the English Language (3 credits)</p> <p><i>Bulletin Description:</i> This course is an introduction to how language, and English in particular, is structured, including sound (phonetics and phonology), words (morphology), sentences (syntax) and meaning (semantics). Discussions focus on examples from everyday language and the application of these basic concepts to real world contexts, including language teaching and learning</p>	<p>Overview of Linguistics</p> <p>Language Systems:</p> <p>Phonetics and Phonology</p> <p>Morphology</p> <p>Syntax</p> <p>Semantics</p> <p>Discourse Analysis</p> <p>Stylistics</p> <p>Language Variation</p> <p>American Dialects</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. identify and analyze the structures, sounds, and meanings of language in various contexts. (NCATE/TESOL Standards 1a, 2, 3a) 2. gain a better understanding of human language, the English language in particular, and the field of linguistics (NCATE/TESOL Standards 1a, 1b, 2) 3. develop a respect for the complexities of language and language acquisition by studying and writing a paper on language variation and dialects. (NCATE/TESOL Standards 1a, 1b, 2, 3a) 	<p>Phonetics and Phonology Exam: Demonstrate the ability on an exam to identify, analyze, and generate accurate definitions and representations of the English sound system.</p> <p>Language Acquisition and Sociology Exam: Demonstrate the ability on exam to identify, analyze, and generate accurate definitions and representations of first and second language acquisition stages and language use in various social contexts.</p> <p>Final Paper: Observe and analyze a linguistic event by describing the social context, participants, and features of the language used from a phonological, morphological, syntactic, and/or sociolinguistic perspective.</p>
<p>EDUC – L403 Assessment Literacy for Cultural and Linguistic Diversity (3 credits)</p> <p><i>Bulletin Description:</i> This course defines assessment literacy for working with culturally and linguistically diverse students. Topics include the assessment process, curriculum design, backwards planning, ongoing, traditional, and</p>	<ul style="list-style-type: none"> - Key Assessment Terminology - The Assessment Process - The Assessment Literacy Framework (See Appendix C): <ul style="list-style-type: none"> • <i>Useful for Stakeholders</i> • <i>Meaningful for Purposes</i> • <i>Equitable for All Students</i> - Ongoing classroom assessment - Alternative Assessments 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and analyze their own attitudes, assumptions, and beliefs related to assessing student learning and articulate how these teacher dispositions contribute to or hamper their ability to gather and evaluate evidence of student learning. (NCATE/TESOL Standards 1a, 1b, 2, 4a, 4b, 4c) 2. Build and demonstrate their ability to effectively use placement information in planning curriculum, teaching, and assessing in ways that utilize the strengths and meet the needs of language minority students. (NCATE/TESOL Standards 3a, 3b, 3c, 4a, 4b) 	<p>The Individual Assessment and Instructional Conversation: Select 3 to 7 students in a school setting to conduct an instructional conversation with. Plan the conversation using the IC Planning Template. After conducting the planned IC, reflect on your experience, learning, and student learning by writing a two-page report.</p> <p>The Individual Assessment Accommodation Plan: Complete a language and literacy assessment of an individual ELL to develop an appropriate learning and assessment accommodation plan.</p>

Course Name	Key Concepts	Objectives	Benchmark Assessments
<p>alternative classroom assessment, high stakes testing, language proficiency testing, and principles of designing useful, meaningful, and equitable classroom assessments for and of learning. Skills focus on designing and evaluating assessments for quality and appropriateness for English Language Learners.</p>	<ul style="list-style-type: none"> - Traditional item and test writing - High stakes assessment 	<p>3. Build and demonstrate their assessment literacy by effectively implementing the assessment process, and evaluate, select, and construct assessment tasks and procedures that appropriately utilize the strengths and meet the needs of language minority students. (NCATE/TESOL Standards 1a, 1b, 3a, 3b, 3c, 4a, 4b, 4c)</p> <p>4. Build and demonstrate their ability to effectively attend to evidence from multiple sources—cognitive, linguistic, social/ affective, physical, and sociopolitical development—in assessing language minority students. (NCATE/TESOL Standards 3a, 3b, 4a, 4b, 4c)</p> <p>5 Critique district- and school-based assessment policies and practices for English Language Learners in order to present an knowledge-based advocacy plan for improving assessment processes and practices to a real audience. (NCATE/TESOL Standards 1b, 2, 4a, 5a, 5b)</p>	<p>Using a New Classroom Assessment Tool: Select and implement use of an ongoing classroom assessment tool with students. Collect and analyze the data, and reflect on what you did, what you learned, and what surprised you.</p> <p>*The Unit Assessment Plan: Develop and implement a coherent unit assessment plan, using two informal and formal assessments. Reflect on student work and your assessment process through the Assessment Literacy Framework: Useful, Meaningful, & Equitable.</p> <p>*Exhibition of Professional Growth: Synthesize and reflect on course content and learning. Select key artifacts to represent your learning, and then prepare a roundtable presentation you present to a small group of your peers.</p>
<p>EDUC-L436 ESL/EFL Methods and Materials for Teaching ESL (3 credits)</p> <p>Bulletin Description: This course provides an overview of various approaches to instruction and assessment that incorporates current thinking in the field. Sheltered instruction and content-based models are examples of the instruction models</p>	<ul style="list-style-type: none"> - The theory and practice divide - Sociocultural theory and pedagogy - Fairness, harmony, equity, and inclusion - The Six Standards for Effective Pedagogy (See Appendix C): <ul style="list-style-type: none"> • Joint Productive Activity • Language and Literacy Development • Contextualization • Challenging Activities • Instructional Conversation 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify attitudes, assumptions, and beliefs related to curriculum, pedagogy, and assessment and articulate how these teacher dispositions contribute to or hamper your ability to teach and evaluate evidence of English Language Learners content and language learning. (NCATE/TESOL Standards 3a, 3b, 3c, 4c) 2. Integrate content knowledge, dispositions, and instructional strategies in your discipline with principles of second language and literacy development and sheltered instruction to effectively engage language minority students in 	<p>Building Community: Design and implement a series of activities that build community and lead to the co-constructed articulation of classroom values with students. Summarize what you did and reflect on what you learned by implementing your lesson plan.</p> <p>Phasing In Small Group Activity Centers: Write a one-page summary and reflection for each of the five phases of the phase-in process. Discuss the strengths and challenges you experienced in the implementation of the Six Standards Instructional Model at each phase and identify concrete steps for</p>

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Course Name	Key Concepts	Objectives	Benchmark Assessments
that will be discussed	<ul style="list-style-type: none"> • Critical Stance - The phase in process for moving from whole class to small group configurations and finally the teacher – led instructional conversation. - Curriculum planning and design using the Six Standards - Implementation of the Six Standards - Design and Implementation of Instructional Conversations 	<p>developing academic language, content understanding, and critical thinking. (NCATE/TESOL Standards 1b, 2, 3a, 3b)</p> <p>3. Build and demonstrate your ability to effectively design and enact critical sociocultural instructional practices, as defined by the Six Standards for Effective Pedagogy, a research-based model for accelerating English Language Learners’ academic, linguistic, and social development. (NCATE/TESOL Standards 2, 3a, 3b, 3c, 4c)</p> <p>4. Demonstrate a deep and rich understanding of sociocultural theory and critical pedagogy as theoretical underpinnings of effective instruction for culturally and linguistically diverse learners, leading to praxis, by teaching and reflecting on teaching to grow as a teacher. (NCATE/TESOL Standards 1b, 2, 3a, 3b, 3c, 5a)</p>	<p>improvement.</p> <p>Unit Plan: Submit at least a three-day language arts plan that uses activity centers and an instructional conversation designed to maximize use of the Six Standards Instructional Model. You may write an original unit plan or revise an existing unit plan. Use any lesson-planning format you are used to using, but make sure to include the following components:</p> <ul style="list-style-type: none"> • Unit theme • Learning objectives • Content Standards • Activity Center Planning Web (Pages 9 & 10 below) • Activity center task cards • A completed instructional conversation planning template (see workshop packet) • Daily plan for the three-day unit <p>Cumulative Reflection and *Philosophy of Teaching Statement: Using your learning from the summer workshop, student packet, and reading of <i>Teaching Transformed</i> write a philosophy of teaching paper. The instructions and rubric for this assignment can be found on the following page. Parts A-D: Minimum one paragraph (Ahas + evidence + connection; 1 inch margins, APA, double-spaced, 12point font, pages numbers) Part E: One-page professional essay as teaching philosophy (1 in margins, APA, single-spaced, 12point font, pages numbers)</p>

Appendix C

Additional Course Frameworks

1. EDUC L436 Methods and Materials for Teaching ESL

STANDARDS FOR Effective Pedagogy

STANDARD 1 **Joint Productive Activity (JPA) Teacher and Students Producing Together**
Facilitate learning through joint productive activity among teacher and students.
Enacting Level: The teacher and a small group of students collaborate on a shared product.

STANDARD 2 **Language & Literacy Development (LLD)**
Developing Language and Literacy Across the Curriculum
Develop competence in the language and literacy of instruction across the curriculum.
Enacting Level: The teacher provides structured opportunities for students to engage in sustained reading, writing, or speaking activities; and assists academic language use or literacy development by questioning, rephrasing, or modeling.

STANDARD 3 **Contextualization (CTX)**
Making Meaning: Connecting School to Students' Lives
Connect teaching and curriculum to experiences and skills of students' home and community.
Enacting Level: The teacher integrates the new activity/information with what students already know from home, school, or community.

STANDARD 4 **Challenging Activities (CA) Teaching Complex Thinking**
Challenge students toward cognitive complexity.
Enacting Level: The teacher designs and enacts challenging activities with clear standards and performance feedback, and assists the development of more complex thinking.

STANDARD 5 **Instructional Conversation (IC) Teaching Through Conversation**
Engage students through dialogue, especially the Instructional Conversation.
Enacting Level: The teacher has a planned, goal-directed conversation with a small group of students on an academic topic; elicits student talk by questioning, listening, and responding to assess and assist student understanding; and inquires about students' views, judgments, or rationales. Student talk occurs at higher rates than teacher talk.

STANDARD 6 **Critical Stance (CS) Teaching to Transform Inequities**
Empower students to transform society's inequities through democracy and civic engagement.
Enacting Level: The teacher consciously engages learners in interrogating conventional wisdom and practices, reflecting upon ramifications, and seeking actively to transform inequities within their scope of influence in the classroom and larger community.



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Center for Research on Education, Diversity & Excellence (CREDE) | <http://crede.berkeley.edu>
 Center for Urban and Multicultural Education (CUME) | <http://education.upui.edu/cume/> TRANSFORMING AND RENEWING GROWTH OF EDUCATORS AND TEACHERS OF TEACHERS

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2. EDUC L403 Assessment Literacy

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Assessment Literacy Framework: Concepts, Principles, and Checklist Questions

CONCEPT 1: USEFUL FOR STAKEHOLDERS

Principle: Educative

Assessment is educative when it supports learning, improves student performance, and supports effective instructional decisions.

Checklist Questions:

Feedback: Does the assessment provide timely, actionable feedback to my students about the quality of their work and next steps for learning? Are scores and reports useful for stakeholders?

Decisions: Does the assessment help me make instructional decisions that are beneficial for students?



Principle: Practical

Assessment is practical when it is feasible and efficient within available resources.

Checklist Questions:

Feasibility: Is the assessment feasible for me, given my students, workload, and resources?

Efficiency: Does the assessment efficiently provide the information needed by me, my students, and other stakeholders?

CONCEPT 2: MEANINGFUL FOR PURPOSES

Principle: Relevant

Assessment is relevant when it emphasizes understanding important content and performing authentic tasks.

Checklist Questions:

Content: Is the assessment content important? Does it reflect professional standards for the discipline?

Tasks: Are the assessment tasks authentic? Are they coherent with my beliefs about learning and knowing? Do they elicit my students' best work?



Principle: Accurate

Assessment is accurate when it produces valid results based on reliable evidence and expert judgments of quality.

Checklist Questions:

Validity: Do the assessment results match my specified purpose for the assessment? Does the format of the assessment follow its function?

Reliability: Are the assessment results consistent across tasks, time, and judgments?

CONCEPT 3: EQUITABLE FOR ALL STUDENTS

Principle: Open

Assessment is open when it is a participative process and discloses its purposes, expectations, criteria, and consequences.

Checklist Questions:

Participation: Is the assessment process open to participation by interested stakeholders, including my students?

Disclosure: Do my students understand the assessment: its purpose, what is expected, how it will be judged, and its consequences?



Principle: Appropriate

Assessment is appropriate when it fairly accommodates students' sociocultural, linguistic, and developmental needs.

Checklist Questions:

Fairness: Is the assessment unbiased in terms of my students' languages and cultures? Does it contribute to equal outcomes for my students?

Impact: Are the personal and social consequences of the assessment equitable for my students?

