

## TESL 758: Cultural & Linguistic Leadership

Department of Early Childhood, Multilingual, and Special Education  
College of Education, University of Nevada, Las Vegas  
*Preparing Professionals for Changing Educational Contexts*

### Course Information

Semester:

Credits:

Instructor:

Email:

Office:

Phone:

Office Hours:

### Class Location:

Meeting Day:

Time:

### Course Description

The objective of this course is to develop leadership competencies and knowledge to ensure that teachers who serve in leadership roles in culturally and linguistically diverse environments are adequately equipped to accomplish the following:

- Establish and engage in effective school, home, and community collaboration,
- Implement and manage culturally and linguistically diverse programs
- Demonstrate leadership and advocacy for emergent bilinguals and culturally linguistically diverse populations in general
- Demonstrate a deep understanding of English language development assessment and standards
- Evaluate programs that are culturally and linguistically diverse

Overall, this course prepares teachers of emergent bilinguals for leadership roles by building knowledge related to:

- Promoting a school environment that values diverse student populations and provides equitable resources to support emergent bilinguals and their families.
- Advocating for appropriate instruction, assessment, and family engagement practices by sharing their knowledge of emergent bilinguals with general education, content colleagues, school administrators, and the community.
- Identifying resources in the community to assist emergent bilinguals and their families and sharing this information with families, students, and professional colleagues at the school and/or district level.
- Planning and participating in professional growth opportunities that are part of a sustainable professional development plan.

### Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff,

and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>. A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

### Personal Goal Statement

Although I will continue to strive to prepare you to deliver the most up-to-date evidence-based theories and practices related to the education of emergent bilingual students, I also aspire to prepare you for the future. I aspire to support you to become a critically reflective educator with the confidence and self-efficacy to educate the current and future generations of EB students.

### Acknowledgement Statement

As we come together as a learning community, I acknowledge the land I live and work on by naming the Southern Paiute and Hualapai Peoples upon whose unceded and stolen territory the university stands.

### Knowledge & Objectives

Upon completion of this course students will be able to meet the following objectives:

Objective 1: The learner will be able to make evidence-based recommendations for effective school, home and community collaboration practices.

Objective 2: The learner will be able to demonstrate a deep understanding of English language development assessment and standards and make recommendations for culturally sensitive assessment practices.

Objective 3: The learner will be able to provide leadership to professional colleagues while implementing, managing, and evaluating culturally and linguistically diverse programs.

### Course Resources Required

Staehr Fenner, D. (2014). *Advocating for English learners: A guide for educators*.  
Corwin: Thousand Oaks, CA.

### Assignments

Assignment 1 – Advocacy Collaboration Plan (Group presentation and personal reflection) –  
75 points for personal reflection + 25 points for group presentation = 100 points

Based on the readings from Chapters 1 to 4, you will reflect on the current advocacy efforts for emergent bilinguals, identifying who is responsible, how to expand advocacy efforts, and how to involve administrators. A major objective of this assignment is to enhance collaboration for the purposes of emergent bilingual advocacy, addressing the following questions listed below. Your personal reflection paper and group presentation need to include a minimum of 8 citations (specifying page numbers). In other words, much of your response should be well supported with evidence from the course readings and outside research. Your personal reflection paper must adhere to APA 7<sup>th</sup>

guidelines.

What current forms of advocacy occur for emergent bilinguals? Why is there a need for advocating for emergent bilinguals?

Who is and to what extent are individuals responsible? How could we create a shared sense of responsibility for teaching emergent bilinguals?

1. How could advocacy efforts be expanded (e.g., What should advocacy look like? What specifically should be advocated for)? How can teachers further collaborate to expand advocacy efforts for emergent bilinguals?
2. How could collaboration around advocacy be strengthened across varying stakeholders? How can we strengthen advocacy between teachers and school and district administrators?
3. What are the anticipated obstacles and successes for advocacy of emergent bilinguals?

Personal reflection (75 points): Students will individually write and submit a personal reflection paper (minimum 4 pages, maximum 6 pages excluding cover page and references) addressing the questions listed above.

Group presentation (25 points): Each group will prepare a PowerPoint slideshow (minimum 10 slides) addressing the questions listed above and present their advocacy collaboration plan to the class (20 minutes maximum including Q&A). All group members are expected to present and actively participate in their group presentation. Groups will be randomly planned and will be available on Canvas-People section.

NOTE: To get credit, all group members must submit their PowerPoint presentation through their Canvas account.

(PLEASE VISIT THE PEOPLE TAB ON THE LEFT-HAND BAR OF THE CANVAS MENU TO SEE GROUP ASSIGNMENTS)

## Assignment 2 – Action Plan for Building School Capacity – 200 points

In a final paper, you will develop an action plan for building your school's capacity to advocate and support emergent bilinguals. You will interview a school leader (e.g., counselor, grade-level chair, district person, student success advocate, interventionist) and develop a plan of action based on existing advocacy efforts considering the questions listed below:

What is the interviewed school leader (e.g., counselor, grade-level chair, district person, student success advocate, interventionist) or the school doing to support emergent bilinguals?

What is your action plan? In what ways could they (e.g., counselor, grade-level chair, district person, student success advocate, interventionist) or the school, more broadly, better support and advocate for emergent bilinguals?

How could they (e.g., counselor, grade-level chair, district person, student success advocate, interventionist) implement your proposed action plan (e.g., What is needed)?

From your viewpoint, you will address how you, the interviewed school leader, and the broader school community could work together to:

- a) increase emergent bilingual families' involvement to build their advocacy capacity,
- b) afford effective instruction for emergent bilinguals,
- c) advocate for emergent bilinguals in assessment, and
- d) advocate for their success beyond grade 12.

Your discussion and analysis of the interview for your action plan paper should focus on course readings in Chapters 5 to 8 and outside research including 15 citations (specifying page numbers). Your paper needs to include direct quotes from your interview(s). Make sure to clarify what role your interviewee plays in your school.

Your paper needs to be minimum of 8 pages, maximum 10 pages of content, excluding cover page and references. This written assignment must adhere to APA 7th guidelines.

### Grading Policy

A:	93.4 – 100%
A-:	90.1 - 93.3%
B+:	86.7 – 90.0%
B:	83.4 - 86.6%
B-:	80.1 - 83.3%
C+:	76.7 - 80.0%
C:	73.4 – 76.6%
C-:	70.1 – 73.3%
D+:	66.7 – 70.0%
D:	63.4 - 66.6%
D-:	60.1 – 63.3%
F:	0 – 60.0%

### Assignment Notes

In completing assignments, please reference the syllabus as well as the assignment instructions on Webcampus. If there is a discrepancy between the assignment postings (syllabus, Webcampus) please let me know.

While no points are allocated for attendance and participation, you are expected to complete all online activities prior to in-person meetings and are expected to attend all in-person learning sessions. All assignments will be uploaded to Webcampus via the appropriate assignment link. Assignments submitted via any other method will NOT be accepted.

All assignments are due by the date indicated in the syllabus; assignments submitted within 24 hours of the posted due date will be graded for full consideration. Any assignments submitted between 24.1 hours and three days (i.e., Wednesday following the original due date at 11:59 PM) after the posted due date will be graded but the final grade will be reduced by 10%. **No assignments will be accepted later than three days** after the posted due date unless other arrangements have been made with the instructor.

*NOTE: These timelines have been shortened due to the modular nature of this course.*

All assignments are to be typed and in **APA format**; a template for APA 7 will be provided. Rubrics for these assignments will be posted on Canvas. Make sure to refer to **rubric** before you submit your assignment.

Samples of student assignments will be collected and submitted to faculty in the Department of Early Childhood, Multilingual, and Special Education for program evaluation and accreditation purposes.

Names will be redacted from all submitted assignments. If you would **not** like samples of your work submitted, please let your instructor know in writing by the end of the second week of the course.

### Attendance Policy

There are only 8 in-person meetings days with this class, therefore attendance is mandatory. You are allowed 1 missed class due to emergencies and/or school events. In the case of an absence, you are required to access the missed information from a class peer. Zoom recordings of the class will not be conducted. If you miss more than 1 class, the department chair and CCSD will be notified.

### SPECIAL NOTES

Communicating with your Instructor—It is vital that you a) are timely with assignments and b) communicate any questions you may have with your instructor. It is your responsibility as a student to check in to webcampus and to check your rebelmail several times per week for any course announcements that are made.

Not having access to your UNLV email or CANVAS is not an excuse for not getting work done. Fix any technological issues prior to the course start date. Also, know that the UNLV IT phone help desk is available 7 days a week from 7AM – 11PM. <https://oit.unlv.edu/help/it-help-desk>

E-mail: To respond to you as efficiently as possible (and all other students), I will only respond to emails that meet the following criteria:

Email comes through CANVAS (or, in emergency in which you MUST email me through your REBEL email, subject line includes “TESL 758”).

Written in a respectful and professional tone with your full name (first and last name).

Timeline: I will respond to emails within a reasonable time (for example, do not expect responses right before class, if you send something at 10PM, or on weekends), *given the email criteria are met above.*

(SCROLL DOWN FOR CLASS SCHEDULE)

## Class Schedule

### Week 1 - January 17<sup>th</sup>

*Topics:*

Need for advocacy for emergent bilinguals

*Readings:*

Chapter 1

*Task:*

Read and bring syllabus to class (print or digital copy). Secure a copy of the book. Check your assignment 1 presentation group on Canvas

### Week 2 – January 24<sup>th</sup>

*Topic:*

Creating a shared sense of responsibility for teaching emergent bilinguals

*Readings:*

Chapter 2

*Task:*

Work in class with your group peers on your Advocacy collaboration plan.

### Week 3 – January 31<sup>st</sup>

*Topics:*

How teachers can collaborate to expand advocacy efforts for emergent bilinguals

*Readings:*

Chapter 3

*Task:*

Advocacy Collaboration Plan Presentations due in class and individually submit your PowerPoint on CANVAS (groups 1, 2, and 3).

### Week 4 – February 7<sup>th</sup>

*Topic(s):*

Advocacy overview for school and district administrators

*Readings:*

Chapter 4

*Task:*

Advocacy Collaboration Plan Presentations due in class and individually submit your PowerPoint on CANVAS (groups 4, 5, and 6).

***Assignment 1:*** Advocacy Collaboration Plan personal reflection due on Sunday, February 12<sup>th</sup> by 11:00 pm.

### Week 5 – February 14<sup>th</sup>

*Topic(s):*

Increasing emergent bilingual families' involvement through building their advocacy capacity

*Readings:*

Chapter 5

*Task:*

Start working on your Action Plan for Building School Capacity and decide with whom you will implement your interview at your school site. Bring a copy of your interview questions for peer feedback.

Week 6 – February 21<sup>st</sup>

*Topic(s):*

Advocacy through effective instruction for emergent bilinguals

*Readings*

Chapter 6

*Task:*

Bring a draft of your Action Plan for Building School Capacity (analysis of the interview) for peer feedback.

Week 7 – Feb 28<sup>th</sup>

*Topic(s):*

Advocating for emergent bilinguals in assessment

*Readings*

Chapter 7

*Task:*

Bring a draft of your Action Plan for Building School Capacity (your actual action plan) for peer feedback.

Week 8 – March 7<sup>th</sup>

*Topic(s):*

Advocacy for emergent bilinguals' success beyond grade 12

*Readings*

Chapter 8

*Task:*

Bring final copy of your Action Plan for Building School Capacity for peer feedback.

Assignment 2: Action Plan for Building School Capacity due on Wednesday, March 8th by 11:00 pm.

## University Policies

### Public Health Directives

Face coverings are currently optional for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), [https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), including being administratively withdrawn from the course.

### Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

### Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

### Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor.

Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120



days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

### Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](#) is available at <https://www.unlv.edu/provost/copyright>.

### Disability Resource Center (DRC)

The [UNLV Disability Resource Center](#) (Campus Resource Center (CRC) 1st floor, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

### Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#), <https://www.unlv.edu/registrar/calendars>.

### Identity Verification and Online Course Requirements

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy. UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](#), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization. To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

### Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

### Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

### Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=39&navoid=10666) webpage, <https://catalog.unlv.edu/content.php?catoid=39&navoid=10666>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course. This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts

competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

### Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

### Title IX

UNLV is committed to providing an environment free of all forms of unlawful discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available. To learn more or to report an incident, please visit the [Office of Equal Employment and Title IX website](https://www.unlv.edu/compliance) at <https://www.unlv.edu/compliance>. Please be aware that as an instructor, I am not a confidential resource, and I will need to report incidents of sexual misconduct to UNLV's Title IX Coordinator. You can also report concerns directly using the [online reporting form](https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18), at [https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout\\_id=18](https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18), or [via email](mailto:titleixcoordinator@unlv.edu) at [titleixcoordinator@unlv.edu](mailto:titleixcoordinator@unlv.edu) or 702-895-4055. For confidential support in matters of sexual violence, relationship/family violence, or stalking, contact [the Care Center](https://www.unlv.edu/carecenter) at <https://www.unlv.edu/carecenter> or 702-895- 0602.

### Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

### UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

### 988 FREE 24/7 SUICIDE & CRISIS LIFELINE

In addition to campus resources such as the [Counseling and Psychological Services \(CAPS\)](https://www.unlv.edu/caps) website at <https://www.unlv.edu/caps>, visiting the [YOU@UNLV website](https://you.unlv.edu/) at <https://you.unlv.edu/>, and [Early Alert](https://www.unlv.edu/graduatecollege/academy/early-alert) (for graduate students, at <https://www.unlv.edu/graduatecollege/academy/early-alert>), you may now call or text 988 or [chat at](https://www.unlv.edu/graduatecollege/academy/early-alert) [988lifeline.org](https://www.unlv.edu/graduatecollege/academy/early-alert) if you or someone you know is in crisis and in need of support.

## Knowledge, Objectives, and Related Standards

### Objective 1

Objective 1: The learner will be able to make evidence-based recommendations for effective school, home and community collaboration practices.

#### Measurement/Evaluation

Group presentation on advocacy plan

Reflection on advocacy plan

Reflection on action plan

### Aligned Standards

TESOL Standard: 5.a: ESL Research and History

5.a.1: Demonstrate knowledge of language teaching methods in their historical context.

5.a.2: Demonstrate knowledge of the evolution of laws and policy in the ELS profession.

INTASC Standard 9: Professional Learning and Ethical Practice

Performance

9(c): Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

Essential Knowledge

9(j): The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners reporting in situations related to possible child abuse).

Critical Dispositions

9(n): The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o): The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

CEC Standard 1: Foundations

ICC1K4

Rights and responsibilities of students, parents, teachers and other professionals and schools related to exceptional learning needs.

ICC1K5

Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

ICC1K8

Historical points of view and contribution of culturally diverse groups.

### Objective 2

Objective 2: The learner will be able to demonstrate a deep understanding of English language development assessment and standards and make recommendations for culturally sensitive assessment practices.

#### Measurement/Evaluation

Group presentation on advocacy plan  
 Reflection on advocacy plan  
 Reflection on action plan

### *Aligned Standards*

TESOL Standard 2: Culture as it Affects English Language Learning

TESOL Standard 5.b: Partnerships and Advocacy

2.a: Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL.

2.b: Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.

2.c: Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.

5.b.5: Advocate for ESOL students' access to all available academic resources, including instructional technology.

INTASC Standard 2: Learning Differences

INTASC Standard 9: Professional Learning and Ethical Practice

INTASC Standard 10: Leadership and Collaboration

Performance

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.

Essential Knowledge

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

Critical Dispositions

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families

CEC Standard 1: Foundations

CEC Standard 3: Individual Learning Difference

CEC Standard 6: Communication

CEC Standard 10: Collaboration

ICC1K7 Family systems and the role of families in the educational process.

ICC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school.

ICC3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, families, and schooling.

ICC3K4 Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.

ICC6K2 Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of language.

ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.

### Objective 3

Objective 3: The learner will be able to provide leadership to professional colleagues while implementing, managing, and evaluating culturally and linguistically diverse programs.

#### *Measurement/Evaluation*

Group presentation on advocacy plan

Reflection on advocacy plan

Reflection on action plan

#### *Aligned Standards*

TESOL Standard 1.b: Language Acquisition and Development

TESOL Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction

1.b.1: Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.

3.b.3: Provide activities and materials that integrate listening, speaking, reading and writing.

INTASC Standard 4: Content Knowledge

INTASC Standard 5: Application and Content

INTASC Standard 7: Planning for Instruction

INTASC Standard 8: Instructional Strategies

Performance

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(h) The teacher develops and implements supports for learner literacy development across content areas

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and

performances.

#### Essential Knowledge

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

#### Critical Dispositions

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

#### CEC Standard 4: Instructional Strategies

ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.

ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.