

APPENDIX V – 98

The “Look Fors” in an ELD Classroom:

*Combining
Compliance and Best
Practices*

*Language Acquisition Department
Tucson Unified School District
2017*

Session Objectives

Participants will:

- be able to identify evidence of required documentation to meet ADE's model/s for English Language Learners (ELLs), including:
 - Arizona ELP standards in lesson plans
 - Schedules aligned with the time allocations in a four hour model.
 - The Individual Language Learner Plan (ILLP) Implementation process. (Where applicable)
- become familiar with a monitoring rubric used to help evaluate and develop best practices for the instruction of language learners.

What is/are the current Alternative Language Program/s (ALP) in your school (ELD, ILLP, or TWDL)?

Elementary 4-Hour ELD/SEI Model

Time Allocations	
2 hour block	<p>Reading & Oral English Conversation and Vocabulary</p> <ul style="list-style-type: none">• Language Strand standard 2 (only)
2 hour block	<p>Writing & Grammar</p> <ul style="list-style-type: none">• Writing Domain• Language Strand standard 1 (only)

Kindergarten requires two 1- hour blocks.

or 90 min. blocks each for Intermediate level students who qualify

Secondary 4-Hour ELD/SEI Model

	Time Allocations	AZ ELP Standards
One Hour or Period Each	Reading	<ul style="list-style-type: none"> • Reading Domain
	Oral English Conversation and Vocabulary	<ul style="list-style-type: none"> • Listening and Speaking Domain • Language Strand standard 2 (only)
	Writing	<ul style="list-style-type: none"> • Writing Domain
	Grammar	

For Intermediate level students, ELD instruction can be reduced by up to two hours.

Schools with fewer than 20 ELLs in 3 consecutive grade levels are placed on an....

ILLP (INDIVIDUAL LANGUAGE LEARNER PLAN)

REQUIRED DOCUMENTATION TO MEET ADE'S MODEL/S FOR ENGLISH LANGUAGE LEARNERS (ELLS)

- Arizona ELP standards in lesson plans
- Evidence of the 4 hour model in posted schedules (at elementary) and lesson plans
- Individual Language Learner Plan (ILLP) in place (where applicable)

**Reading, Oral English
Conversation/
Vocabulary**

**Writing and
Grammar**

Elementary Integrated ELD Weekly Lesson Plan

*Time: from 8:00 to 10:00

*Stage: II III *Proficiency Level (s): PEE B BI I

*ELD Blocks: Oral English Conversation, Vocabulary and Reading Grammar and Writing

*ELP Code and Standard(s):

II-LS-1:B-HI-7

The students will demonstrate understanding of oral communications by responding to academic discussions sharing one's view on facts, ideas, and/or events using academic vocabulary.

II-LS-2:B-HI-5

The students will communicate orally by asking and responding to academic questions using complete sentences.

II-L-2:B-HI-4

The students will demonstrate knowledge of vocabulary by using grade specific academic vocabulary and symbols within context.

II-R-2:B-HI-13

The students will demonstrate knowledge of decoding by reading high frequency words and irregular sight words fluently.

II-R-4:B-HI-7

The students will demonstrate knowledge of reading comprehension by summarizing the main idea and details from text, using complete sentences.

II-R-4:B-HI-11

The student will demonstrate knowledge of reading comprehension by describing characters from a literary selection.

*Student Friendly Objectives:

I will be able to share my opinion using vocabulary words.

I will be able to ask and answer questions using complete sentences.

I will be able to use vocabulary words in context.

I will be able to read high frequency words with fluency.

I will be able to retell the main idea and details from text using complete sentences.

I will be able to describe the characters in the story.

*Academic Vocabulary:

transportation, taxi, bus, subway, delivery truck, skyscraper, office building, apartment, park, street, crosswalk, sidewalk, bus stop

High Frequency Words:

have, him, day, all, would

*Lesson: Avenues

*Materials:

Avenues teacher guide, Day of the Dead big book, Avenues student anthology, Word Work, Leveled Readers, Promethean Board with internet connection, Practice book

Monday	Tuesday	Wednesday	Thursday	Friday
Build Background and Vocabulary Introduce the unit opener visual. Have children make a city picture frame. Then preview the unit content vocabulary. T10-11-T12-13	Build Background and Vocabulary Have children view Picture Cards and sort them into city workers and city places. Then have children draw a neighborhood and tell the class about it. T13b	Phonological Awareness Identify Rhyming Words: Show and name pictures from the Big Book. Tell children you see something that rhymes with the words and have children guess the word. T13f	Cultural Perspectives World Transportation: Children share information about travel in other places with the class. T13d	Phonological Awareness Identify Rhyming Words: Have children use crayons to identify words that rhyme with color words. T13f

Reading and Writing

20 min

is in the simple present tense with given forms of "to tense verb to complete declarative, negative, and communications by using subject-verb agreement in am, is, are within a sentence frame.

Grade: 2nd * ELPS(C)

*ELP Code and Standard(s):
Grammar: II-L-1(Q):LI-2: T do" + subjects + verbs.

Grammar: II-L-1(V):B-5: Tl interrogative sentences (subj
Writing: II-W-2: HI-10: The sentences in a variety of writi

*Student Friendly Objectives:
I will show I understand part:
I will show I understand part:
I will identify and apply conv

Academic Vocabulary:

Question

Subje

Verb

Nega

*ELP Code and Standard(s):

Grammar: II-L-1(Q):LI-2: The students will demonstrate knowledge of parts of speech by forming Yes/No questions in the simple present tense with given forms of "to do" + subjects + verbs.

Grammar: II-L-1(V):B-5: The student will demonstrate knowledge of parts of speech by choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement)

Writing: II-W-2: HI-10: The student will identify and apply conventions of standard English in his or her written communications by using subject-verb agreement in sentences in a variety of writing applications with instructional support.

Evidence of the ELD Model in...

The daily schedule and posted objectives

Posted Daily Schedule (Sample)

8:00 a.m.- 8:10 a.m. -Attendance/Please

8:10 a.m.-10:10 a.m.- Oral English C

Vocabulary a

10:10 a.m.-11:10 a.m.- Writing and

11:15 a.m.-12:00 p.m.- Lunch

12:00p.m. - 1:00p.m.- Writing and Grammar

1:00p.m. -2:10 p.m.-Math

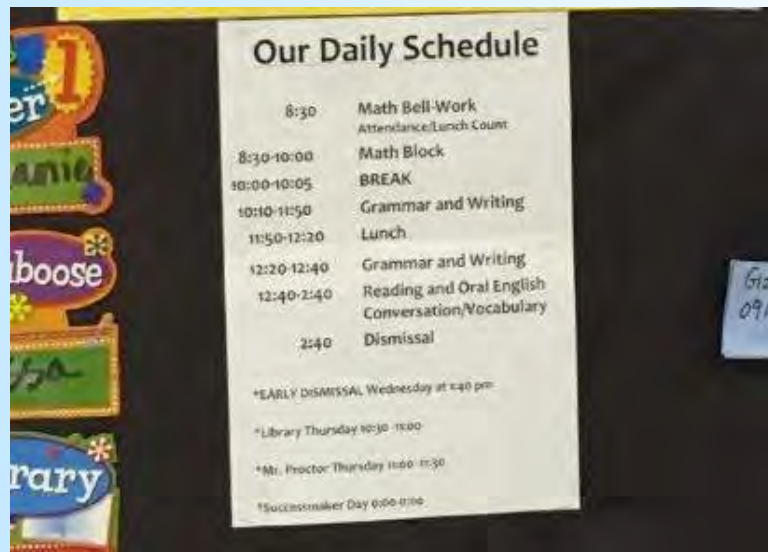
2:10 p.m.- 2:40 p.m.- Science/ Social Studies

2:45- Dismissal

ADE wants explicit
blocks of instruction-
Natural Breaks can
occur

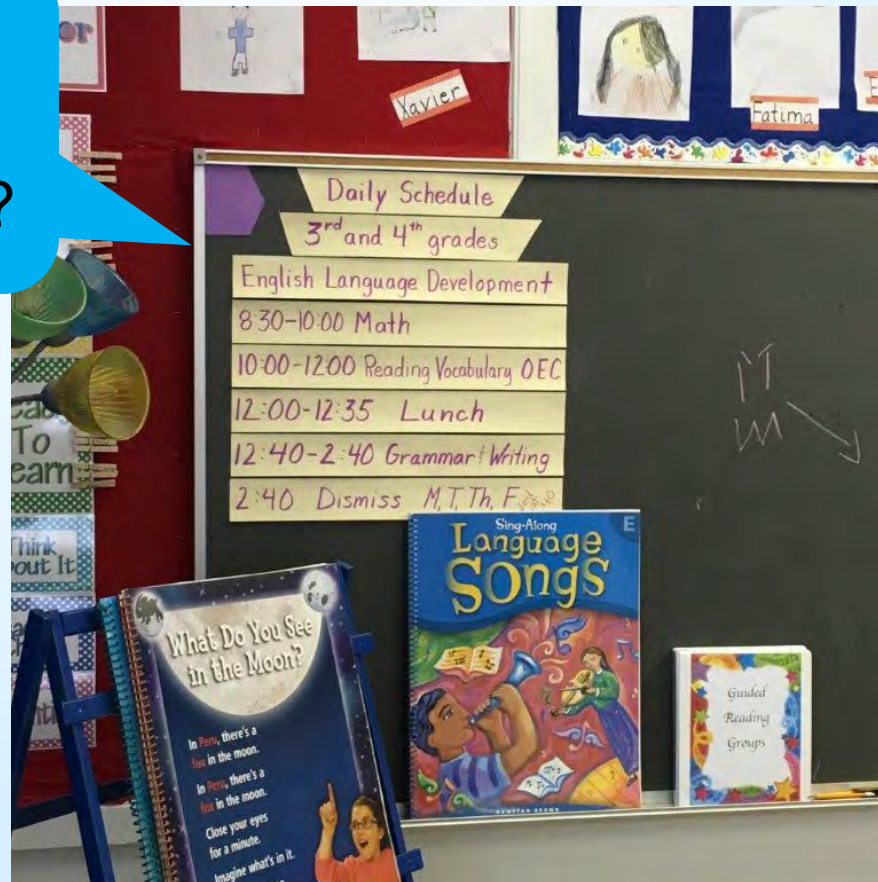
Note: This must match Lesson Plans and Instruction

What are your school's expectations of a posted schedule?

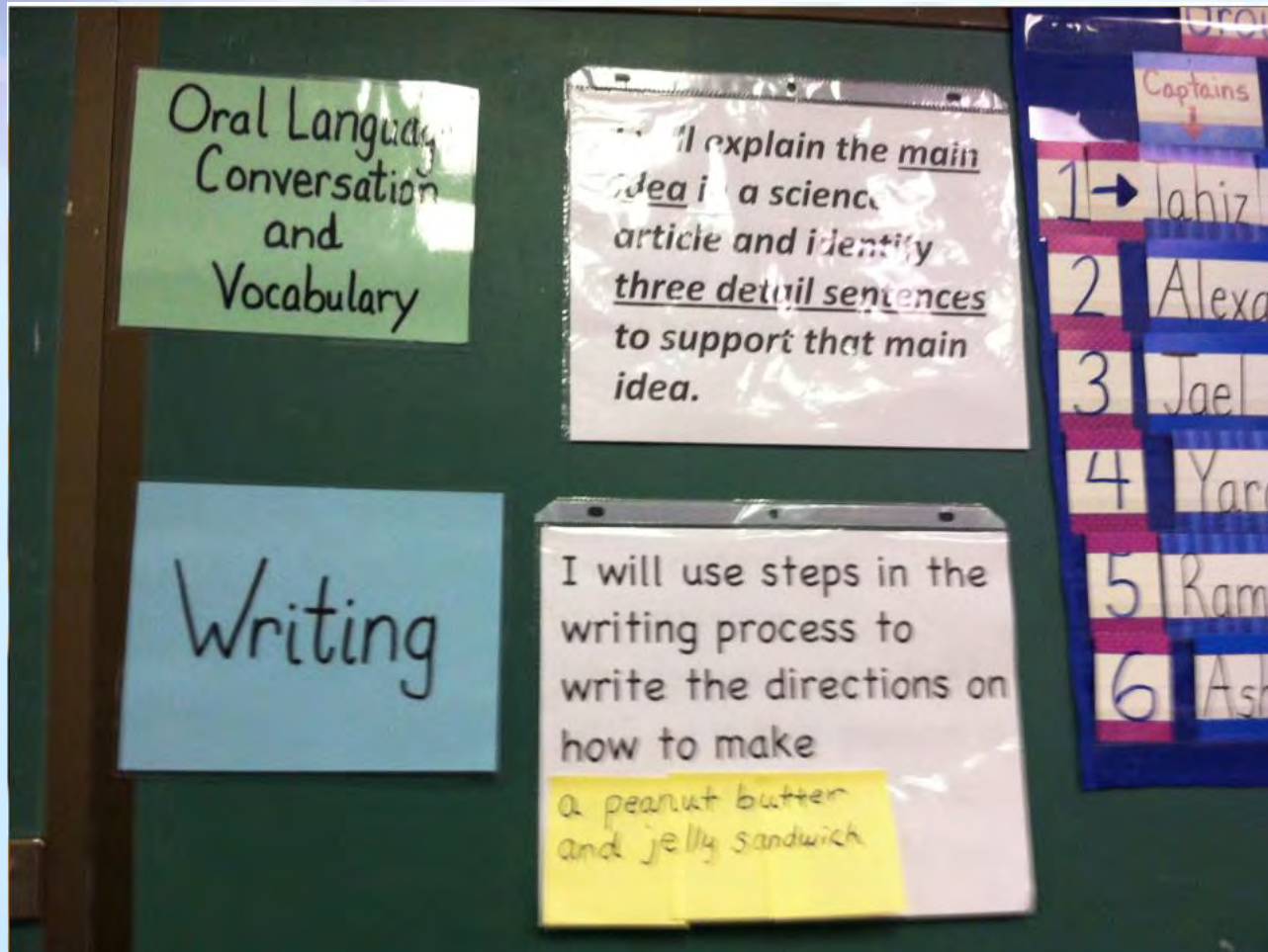


Sample Posted Schedule

Does this schedule meet the 4-hour model requirement?



Easily accessible *student friendly* objectives that reflect the ELP standards



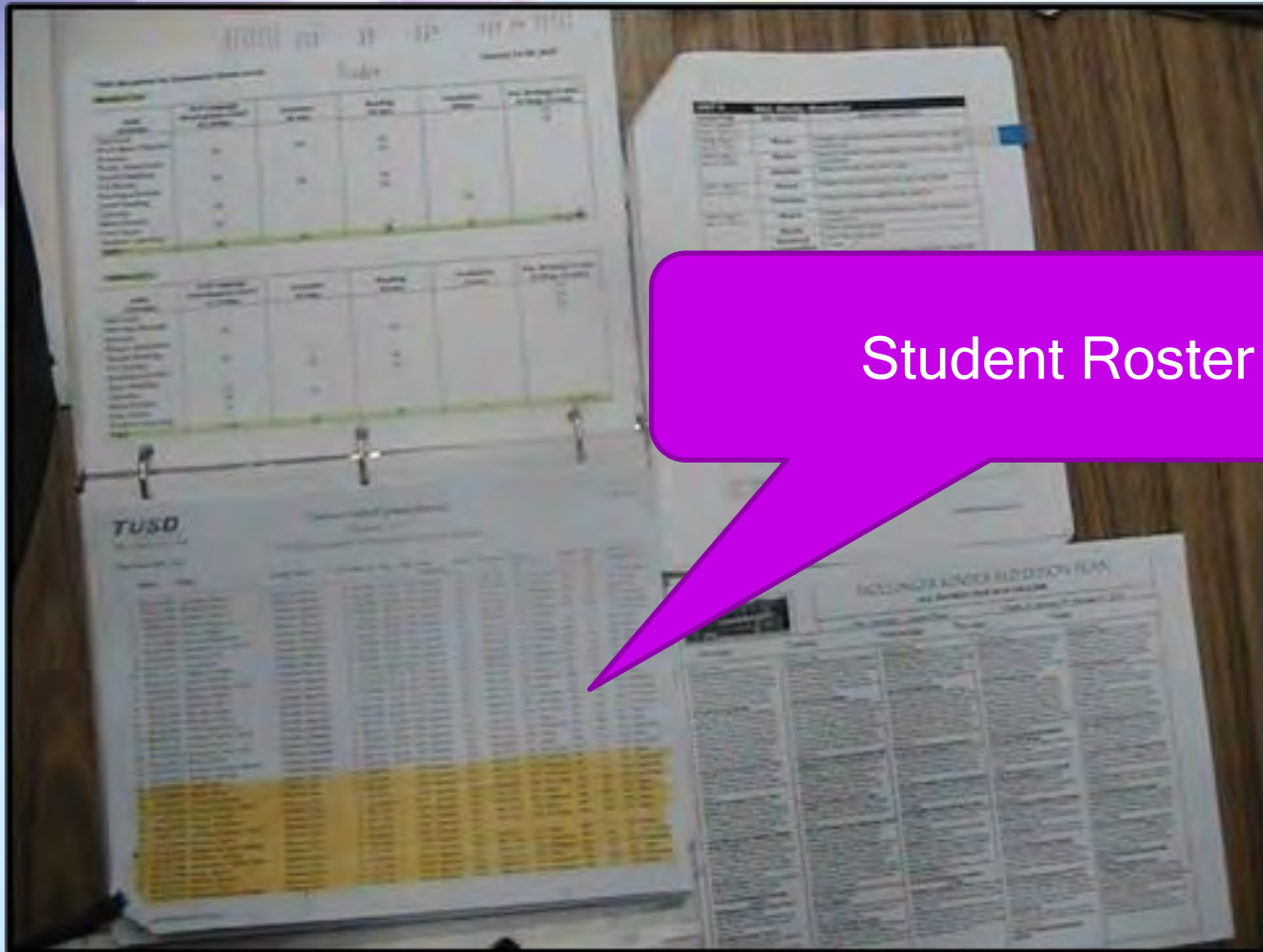
Posted ELP Standards in student friendly language



Additional Expectations for the 4 hour ELD Model Classroom

- ✱ Classroom **schedules** must match plans and **instruction**
- ✱ Post student-friendly language objective that reflects the **ELP standard**
- ✱ **Student Rosters** with students' level of AZELLA must be present
- ✱ Instruction must reflect a **50/50 balance** of language use by teacher and student

Sample of what to have available for monitors



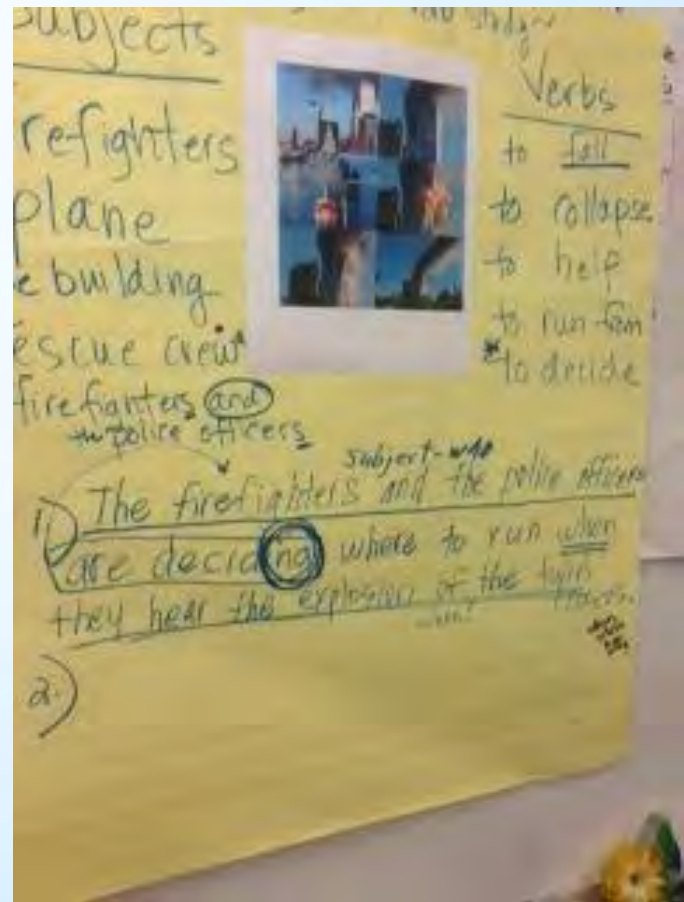
Also...

Teacher are expected to:

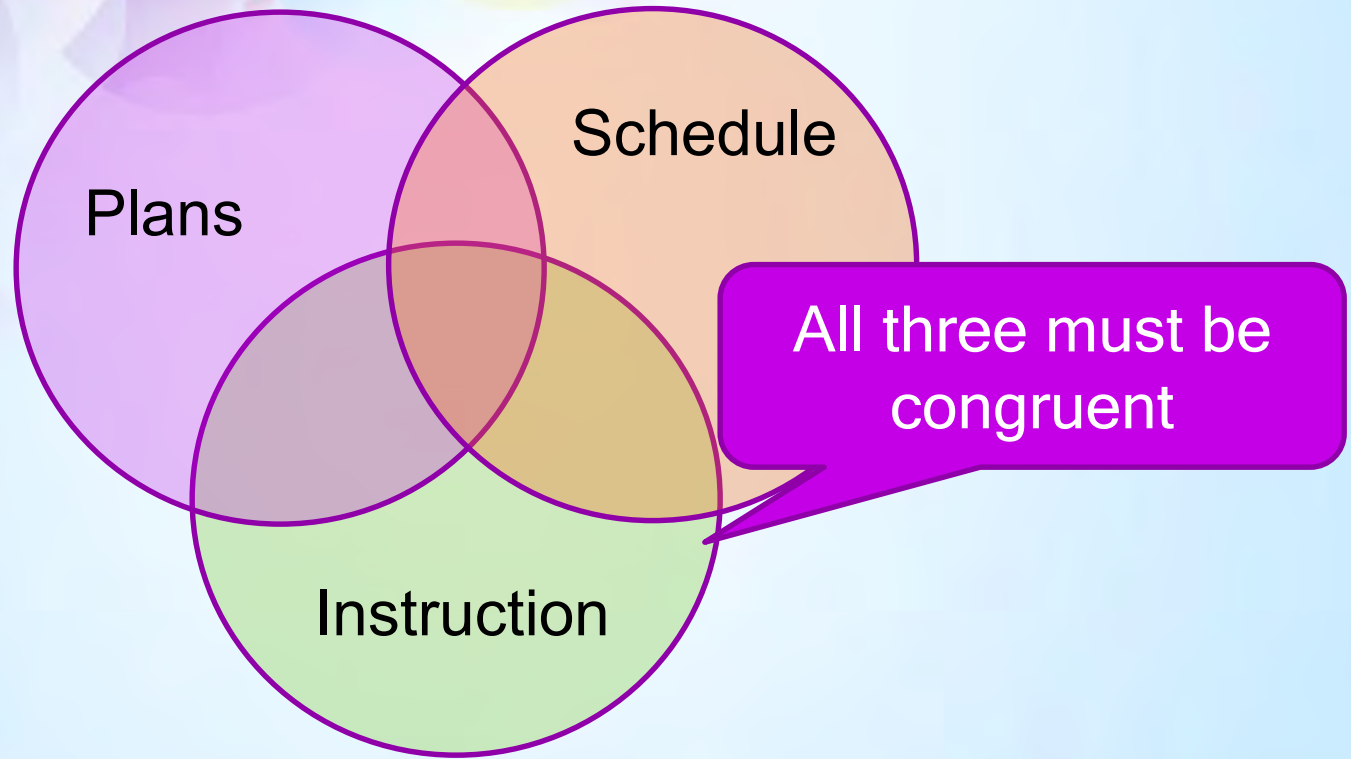
- Use correct grammar
- Encourage students to respond in complete sentences
- Use district adopted ELD materials for instruction and assessment - *Avenues* at Elementary and *Visions* at the Middle School level.



Middle School Grammar Scope and Sequence



Remember...



Requirements for Elementary and Self-contained 6-8 Schools Implementing ILLPs

The mainstream teacher and ELD resource teacher complete this process for each ELL:

- ❖ ILLP Form completed to include signatures
- ❖ ILLP Quarterly Template - Attachment AB Form completed

To ensure ELLs needs are met, place ELLs in a designated ILLP classroom to create a critical mass of students. Please refrain from spreading ELLs out.

ILLP FORM

Individual Language Learner Plan (ILLP) *Required Documentation*

Student Name: _____

Date: _____

School: _____

District: _____

Grade: _____ SAIS Number: _____

Date of Birth _____

This ILLP is for the exclusive use of schools with 20 or fewer English language learner (ELL) students within a three-grade span (including kindergarten for counting purposes).

The ILLP will be written after consultation between parent/guardian, English/language arts teacher, mainstream teacher(s) who will be involved in the instruction based on the ILLP, ELL coordinator and a site administrator. This will comprise the ILLP team.

- The plan will be signed by all parties of the team and will be placed in the student's ELL file for documentation/compliance/accountability purposes and for review by other classroom teachers of the English language learner.
- A copy of such plan will be located in the classroom for implementation by the mainstream classroom teacher.

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers administering the ILLP and after each administration of the AZELLA.

- Documentation should be provided on Attachment B documenting the progress of the student during that instructional reporting period.
- Based on the review of Attachment A and documentation on Attachment B, modifications (if any) will be made on Attachment A.
- The ILLP will be completed annually for each student.

Most current student AZELLA composite proficiency level (circle one):

Elementary ILLP Quarterly Template- Attach

Note: Required areas of instruction

Enter date standard was mastered

Individual Language Learner Plan (ILLP) Quarterly Template					
*ILLP Teacher Signature/Date:		*SAISID #:	*Quarter I II III IV	*AZELLA Overall P *AZELLA Date:	
*ILLP Teacher Signature/Date:		*ESL, BLE, or SEI Training? Y N			
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*ELP Standards and Performance Indicators to be Covered	*Formative Assessment/s Used And Results	*Date Completed
Reading	60 minutes				
Grammar	60 minutes				
Oral English/Comprehension/Vocabulary					
Writing					
Recommendations:					

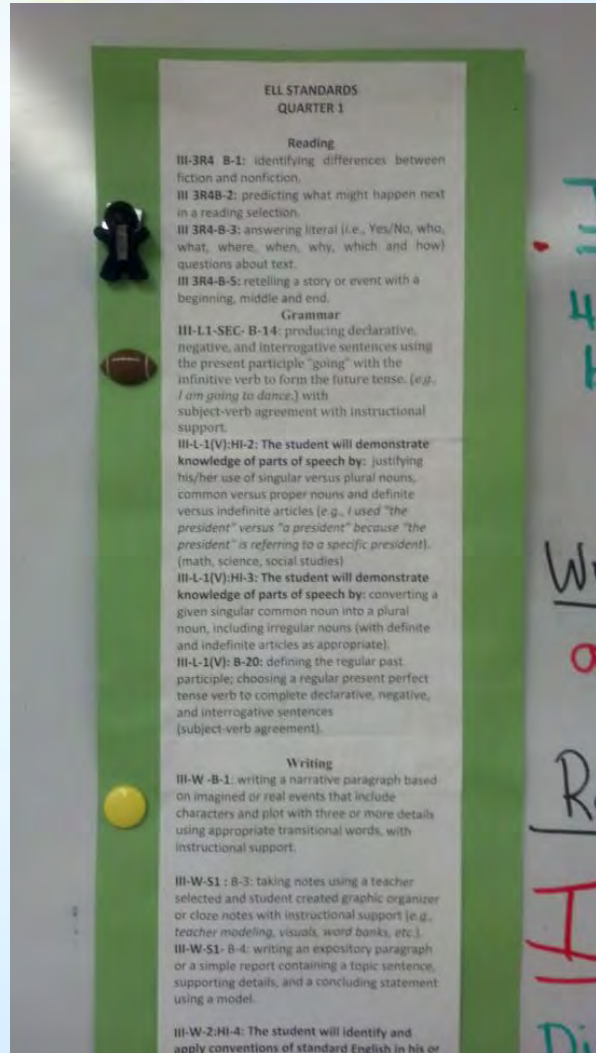
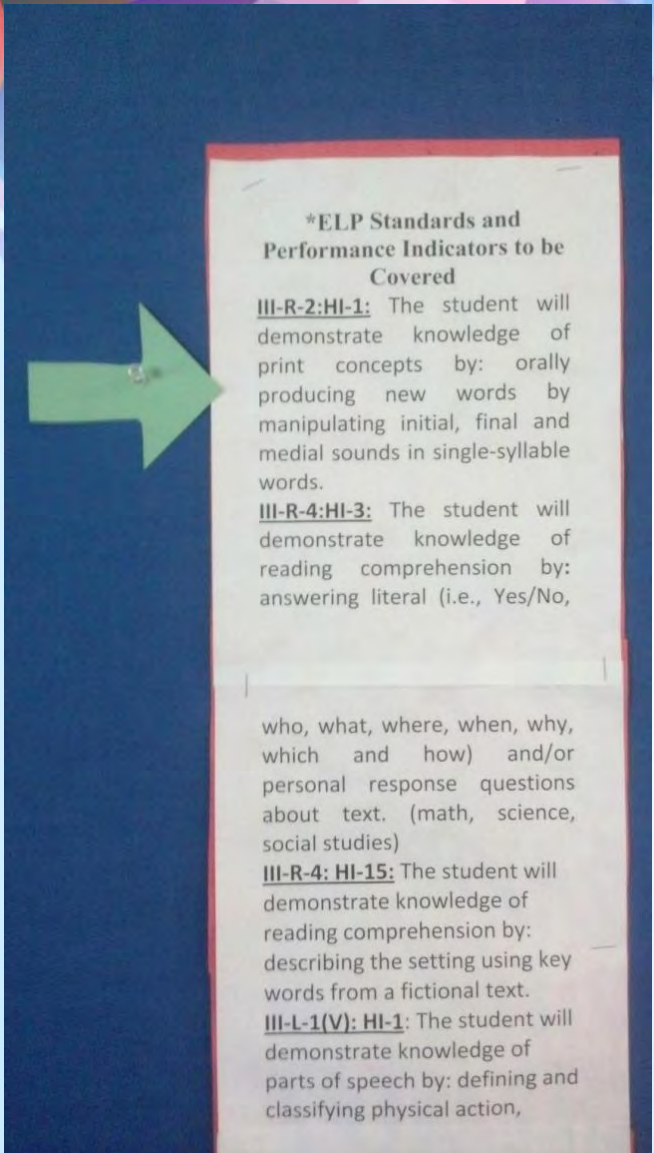
Enter the teacher responsible for the instruction

Enter the ELP code and standard (4 ELPS per content area)

Enter Assessment used and data

The ILLP will be reviewed quarterly by the teachers identified on the ILLP. Recommendations for any modifications can be made to the ILLP team.

Showing Evidence of ELD Instruction



Sample Evidence of ELD Instruction in Mainstream Lesson Plans

	<p><u>MRS. MOORE</u>'s GROUP: Gilberto Carpio, Zamantha Dávila, Zaida Franco, María Montiel, Adrian Ortega, Lluvia Ortiz, Francisco Sánchez, Ashley Talavera, John Carlos Torres.</p>	<p>a literary selection with evidence from the text. (W4-S3-C5-P.O.3) Linked to R4-S2-C1</p> <p>ELP Standard/Language Objective III-L-1: LI-13(Verbs). The Student will demonstrate differentiating between past, present and future verb tenses.</p>
10:00	<p>Milers: At this time we have a physical activity program. Please drop-off the students. You may take a break for 10 minutes</p>	
10:15	<p>WRITING BLOCK</p>	<p><i>Writing Process Objective: Gathering ideas by drawing on prior knowledge, brainstorming and creating a graphic organizer (W4-S1-C-P.O.1-6)</i></p>
	<p><u>Weekly Writing PROMPT:</u></p> <ul style="list-style-type: none"> Benchmark assessment: "If you were a plant, describe your journey from seed to plant in a descriptive essay." 	<p><i>Writing Element:</i> Writing includes clear and focused ideas with an accomplished purpose (WS-S2-C4-P.O.1)</p> <p><i>Writing Application: Persuasive</i></p> <p><i>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action. (W04-S3-C4)</i></p> <p><i>Writing Format:</i> Write persuasive text such as an advertisement, paragraph or essay that attempts to influence the reader. (W4-S3-C4-P.O.1)</p> <p>ELP Standard/Language Objective III-W-: LI-1: The Student will demonstrate generating and organizing ideas to create a prewriting plan using multiple teacher selected methods (brainstorming, webbing, writer's notebook, journal, etc.).</p>
11:15	<p>MATH INTERVENTIONS: Unit 1 and 2 Students are working on: Understanding and working with an array model of multiplication; Reasoning about numbers and their factors; Computational Fluency with multiplication combinations up to 12 x 12. <u>Materials Needed:</u></p>	<p>Strand 1: Number and Operations/Concept 1: Number Sense The student will be able to understand and apply numbers, ways of representing numbers, and the relationships among numbers and different number systems.M04-S1C1-03 The student is expected to:</p>

Combining Compliance and Best Practices

Monitoring and Evaluating ALP Programs

Best Practices for ELL's

**Remember
SIOP**

SIOP COMPONENT	KEY QUESTION WHEN PLANNING
LESSON PREPARATION	How am I going to plan a lesson with both <i>content and language objectives</i> in mind?
BUILDING BACKGROUND	What can I do to build my students' background so the <i>content and language</i> are more accessible?
COMPREHENSIBLE INPUT	How can I make the <i>language, the content</i> , and the concepts clearer to the students?
STRATEGIES	What do my students need in terms of strategies & scaffolding to own the <i>content and language</i> of the lesson?
INTERACTION	How can I use student-student interaction as a means of working with the lesson's <i>content and language</i> ?
PRACTICE/APPLICATION	How can I maximize the opportunities students have to interact with the <i>content and language</i> of the lesson?
LESSON DELIVERY	How am I going to engage my students and keep them focused on the key <i>content and language</i> ?
REVIEW/EVALUATION	When and how will we assess learning and address strengths and challenges with the <i>content and language</i> ?

District Level Monitoring

- Paper compliance monitoring
- School visits and follow-up on professional development
- Walkthroughs at targeted schools (a cross section of programs)
 - This is a full day **Walkthrough** using a monitoring Rubric

ALP MONITORING RUBRIC

A tool for guiding your observations to create optimal programs for ELLs

ALP Monitoring Rubric Notes

ALP MONITORING NOTES—CLASS NUMBER (circle one): I II III IV V VI

SCHOOL:		DATE:	
TEACHER:		ROOM #:	
SUBJECT/GR:		MONITOR:	

	Indicators	2	1	0
Classroom Environment	Student work is visible. Environment is print-rich. Seating arrangement encourages interaction.	The environment is decidedly comfortable, attractive, and conducive to learning.	The environment is sparse but nevertheless supports learning.	The environment hinders or significantly detracts from learning.
Lesson Focus	The appropriate standards and performance objectives/indicators are posted and congruent to the lesson. Lesson plans comply with the TUSD-approved model for the class designation	The lesson includes clearly stated objective/s, which is/are appropriately challenging and congruent to the lesson. Lesson plans comply with the identified program model (DL, ILLP, ELD or Mainstream).	The lesson includes poorly stated objective/s, which is/are somewhat challenging and somewhat congruent to the lesson. Lesson plans partially comply with the identified program model (DL, ILLP, ELD or Mainstream).	The objectives are not stated, the lesson involves an inappropriate degree of rigor, and/or the lesson does not comport with the identified program model.
Language Use	Language use is deliberate, consistent and grammatically correct. Teacher language is comprehensible and balanced 50/50 with student language.	The teacher’s speech is clear, well paced, grammatically correct and balanced with student speech; in DL class, language use is congruent with the DL Model.	The teacher’s speech at times is unclear, grammatically incorrect or poorly balanced with student speech; in DL class, language use is slightly congruent with DL Model.	The teacher’s speech is often unclear, grammatically incorrect or overwhelms student speech; in DL class, language use is not congruent with DL Model.
Instructional Strategies	Differentiated instruction and SIOP components, such as Building Background and Comprehensible Input are evident. The teacher often checks for understanding.	The teacher demonstrates a strong command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher often checks for understanding.	The teacher demonstrates to some effect a command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher occasionally checks for understanding.	The teacher does not demonstrate a command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher does not check for understanding.
Student Engagement	Active participation activities, strategic grouping and interactive lessons lead to full student engagement	All or most students are actively and productively engaged in the lesson while observed.	Some students appear to be actively and productively engaged in the lesson while observed.	Few students appear to be actively and productively engaged in the lesson while observed.
Assessment Data	Electronic data entry, if applicable, is up to date and/or other appropriate alternate assessments are evident. In an ILLP classroom Attachment B is observable and aligned to Attachment A.	Data entries are largely up to date and show progress for all or nearly all students. And/or other alternative assessments are used to show progress. For ILLPs, assessments are evident and recommendations are noted.	Data entries are somewhat up to date or indicate many making limited progress. And/or limited alternative assessments are used to show student progress. For ILLPs, assessments are somewhat evident and recommendations are not appropriate.	Few checks or data entries are recorded, and/or the entries indicate no progress for all or nearly all students. And/or there is no evidence of alternative assessment in use to show progress. For ILLPs, assessments are not evident and recommendations are not noted.

Environment	
Lesson	
Language	
Strategies	
Engagement	
Assessment	

Monitoring Report Rubric

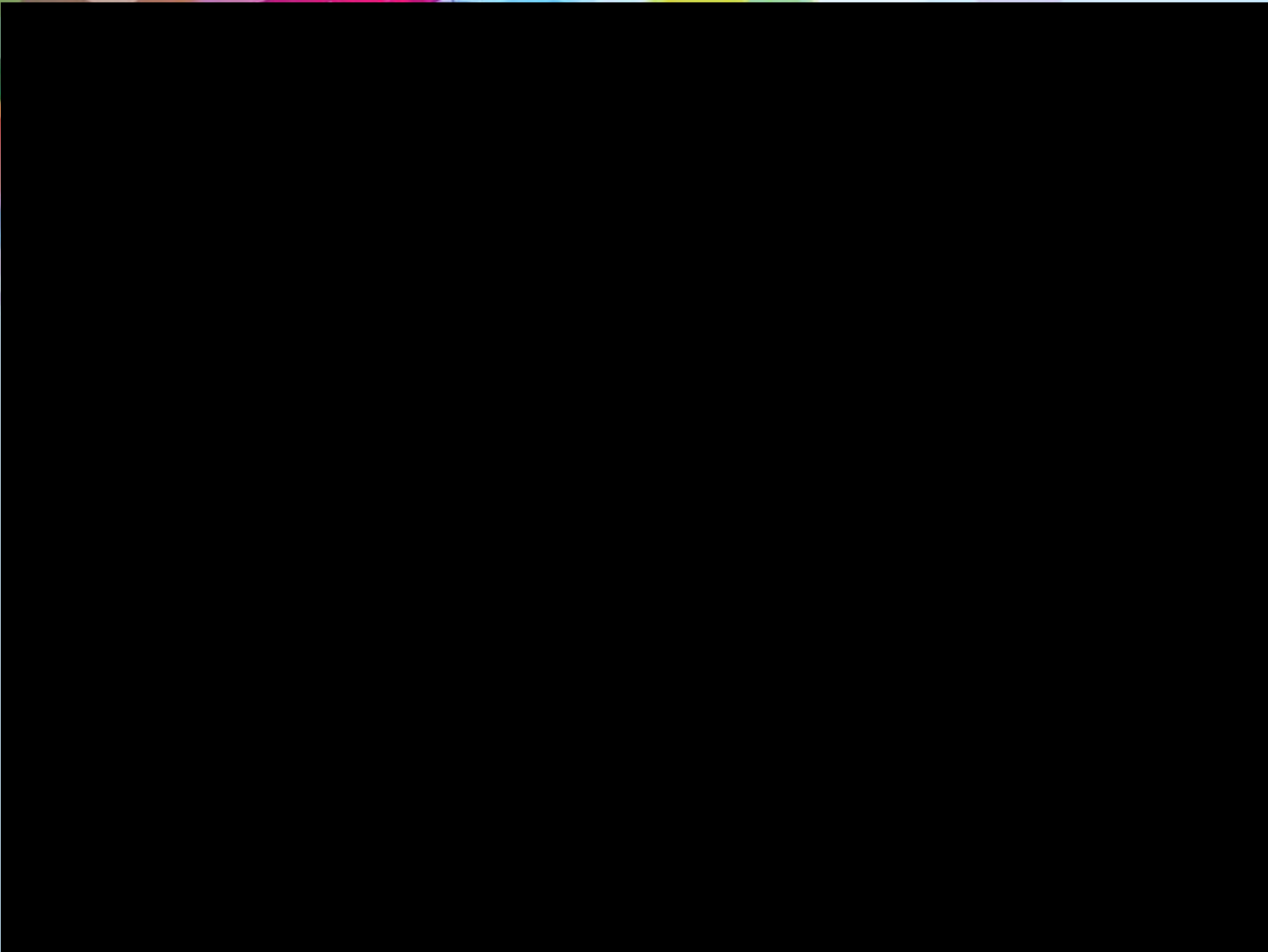
TUSD Language Acquisition Department 2016-2017 ALP MONITORING REPORT

SCHOOL:		PRINCIPAL:	
MONITORS:		DATE:	

	Indicators	RUBRIC		
		2	1	0
Classroom Environment	Student work is visible. Environment is print-rich. Seating arrangement encourages interaction.	The environment is decidedly comfortable, attractive, and conducive to learning.	The environment is sparse but nevertheless supports learning.	The environment hinders or significantly detracts from learning.
Lesson Focus	The appropriate standards and performance objectives/indicators are posted and congruent to the lesson. Lesson plans comply with the TUSD-approved model for the class designation.	The lesson includes clearly stated objective/s, which is/are appropriately challenging and congruent to the lesson. Lesson plans comply with the identified program model (DL, ILLP, ELD or Mainstream).	The lesson includes poorly stated objective/s, which is/are somewhat challenging and somewhat congruent to the lesson. Lesson plans partially comply with the identified program model (DL, ILLP, ELD or Mainstream).	The objectives are not stated, the lesson involves an inappropriate degree of rigor, and/or the lesson does not comply with the identified program model.
Language Use	Language use is deliberate, consistent and grammatically correct. Teacher language is comprehensible and balanced 50/50 with student language.	The teacher's speech is clear, well paced, grammatically correct and balanced with student speech; in DL class, language use is congruent with the DL Model.	The teacher's speech at times is unclear, grammatically incorrect or poorly balanced with student speech; in DL class, language use is slightly congruent with DL Model.	The teacher's speech is often unclear, grammatically incorrect or overwhelms student speech; in DL class, language use is not congruent with DL Model.
Instructional Strategies	Differentiated instruction and SIOP components, such as Building Background and Comprehensible Input, are evident. The teacher often checks for understanding.	The teacher demonstrates a strong command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher often checks for understanding.	The teacher demonstrates to some effect a command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher occasionally checks for understanding.	The teacher does not demonstrate a command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher does not check for understanding. V - 98, p. 30
	Active participation activities,	All or most students are	Some students appear to be	Few students appear to be

View Vignette of a SEI Refined Model Classroom

**USING THE MONITORING RUBRIC... SCORE
THE CLASSROOM ENVIRONMENT AND THE
LESSON FOCUS**



Sample Monitoring Report

IRUSD Language Acquisition Department 2014-2015 ALP MONITORING REPORT

SCHOOL:	DI						
MONITORS:	LA						
Classroom Environment	Student Engagement	Classroom Environment	Lesson Focus	Language Use	Instructional Strategies	Student Engagement	Assessment Data
		Classroom I	Classroom II	Classroom III			
		4	2	4	3	2	NA
		2	4	4	4	4	2
		4	3	4	4	4	4
		SUBTOTALS:					
		10	9	12	11	10	6
		TOTAL SCORE:		58/68=85%			
Instructional Strategies	Language Use	TOTAL SCORE CATEGORIES:		100-80%: Meets Program Expectations	79-60%: Approaches Expectations	59-0%: Falls Far Below Expectations	
				understanding. Some Literacy Squared (The Dictado & Lotta Lara) procedures are evident.	understanding. Some Literacy Squared (The Dictado & Lotta Lara) procedures are evident.	understanding. No evidence of Literacy Squared (The Dictado & Lotta Lara).	
				Some students appear to be actively and productively engaged in the lesson while observed.	Some students appear to be actively and productively engaged in the lesson while observed.	Few students appear to be actively and productively engaged in the lesson while observed.	
				Data entries are largely up to date and show progress for all or nearly all students.	Data entries are somewhat up to date or indicate many making poor progress.	Few checks or data entries are recorded, and/or the entries indicate poor progress for all or nearly all students.	
Classroom Environment	Lesson Focus	Language Use	Instructional Strategies	Student Engagement	Assessment Data		
Classroom I	Classroom II	Classroom III					
4	2	4	3	2	NA		
2	4	4	4	4	2		
4	3	4	4	4	4		
SUBTOTALS:							
10	9	12	11	10	6		
		TOTAL SCORE:		58/68=85%			
TOTAL SCORE CATEGORIES:		100-80%: Meets Program Expectations	79-60%: Approaches Expectations	59-0%: Falls Far Below Expectations			

STRENGTHS/POSITIVES:	<p>Consistent use of language of instruction as aligned to the ELD Model. Use of SIOP strategies was evident. Congruency between lesson plans and actual instruction was evident.</p> <p>Use of instructional resources was evident in the lesson plans and used with students (Avenues, Scholastic, Windows on Literacy, English at Your Command, Imagine Learning, Starfall).</p> <p>ELP standards were posted. Evidence of anchor charts in 2 out of 3 classrooms were observed.</p> <p>Students were responding in complete sentences.</p>
LAD RECOMMENDATIONS:	<p>Continue the implementation of SIOP strategies to scaffold learning. Continue to allow for at least 50% of the time for student talk and cooperative learning. Post daily schedule showing explicit blocks of allocated times to include Reading/English Oral Conversation/Vocabulary and Grammar/Writing. Post daily objectives in student friendly language.</p>
PRINCIPAL'S FOLLOWUP:	<p>Meet with ELD teachers to debrief report results.</p> <p>Revisit ELD Model for proper documentation.</p> <p>Visit classrooms for observation of SIOP strategies and the usage of curriculum adopted materials for the ELD program (Avenues and English at Your Command)</p>

Monitoring Rubric Alignment with the Danielson Model

	Indicators	Danielson's Domains
Classroom Environment	Student work is visible. Environment is print-rich. Seating arrangement encourages interaction.	Domain 2: Classroom Environment 2c Managing Classroom Procedures 2e Organizing Physical Space
Lesson Focus	The appropriate standards and performance objectives/indicators are posted and congruent to the lesson. Lesson plans comply with the TUSD-approved model for the class designation.	Domain 1: Planning and Preparation 1c Setting Instructional Outcomes 1e Designing Coherent Instruction
		Domain 2: The Classroom Environment 2b Culture of Learning
		Domain 3: Instruction 3a Communicating with Students
		Domain 4: Professional Responsibilities 4f Showing Professionalism
Language Use	Language use is deliberate, consistent and grammatically correct. Teacher language is comprehensible and balanced 50/50 with student language.	Domain 2: The Classroom Environment 2a Creating and Environment of Respect and Rapport
		Domain 3: Instruction 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning
Instructional Strategies	Differentiated instruction and SIOP components, such as Building Background and Comprehensible Input, are evident. The teacher often checks for understanding.	Domain 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1e Designing Coherent Instruction
		Domain 2: The Classroom Environment 2a Managing Student Behavior
		Domain 3: Instruction 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness
Student Engagement	Active participation activities, strategic grouping and interactive lessons lead to full student engagement	Domain 1: Planning and Preparation 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction
		Domain 3: Instruction 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction
Assessment Data	Electronic data entry, if applicable, is up to date and/or other appropriate alternate assessments are evident. In an ILLP classroom Attachment B is observable and aligned to Attachment A.	Domain 1: Planning and Preparation 1f Designing Student Assessments
		Domain 3: Instruction 3d Using Assessment in Instruction
		Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4f Showing Professionalism

Questions??



Thank You!

Language Acquisition
TUSD 2016

As educators of linguistically and culturally diverse students we face choices with respect to how we view language and human potential. Is language the means of interpreting our increasingly complex world and mobilizing intellect, imagination, and identity to create new knowledge and act on social realities or is it simply a set of sounds and symbols and the codes that bind them? Can our society benefit from all the intelligence, imagination, and multilingual talent it can get or should schools develop these attributes only among a privileged elite while focusing on English-only basic skills for those constructed as incapable of independent learning?

Jim Cummins 2003