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Welcome to the Teaching English Language Learners (TELL) Program. This 16-credit endorsement is a series of six video-anchored courses: Foundations of Bilingual Education, Understanding Language Acquisition, Assessment for Linguistically Diverse Students, Developing Second Language Literacy, Integrating Content and Language Instruction, and Family, School, and Community Partnerships. Attached to each of these courses is a half credit of assignments culminating in a 4-credit practicum in which TELL teachers work directly with language minority students and their families. The program’s overarching purpose is to advance the education of language minority students through teacher development. The program meets this purpose by developing teachers who know how to learn and grow as educators. As a result of this program, participants, particularly content-area teachers, will be able to work with linguistically and culturally diverse learners in the regular classroom in ways that reflect pedagogic practices that are inclusive of all learners. Completion of the entire TELL Program results in an ESL teaching endorsement.

Inclusive Pedagogy Conceptual Framework

The Foundations of Bilingual Education course is pivotal in establishing the Inclusive Pedagogy Framework as a way of learning about language minority students. Inclusive Pedagogy is a conceptual framework for professional growth that enables educators to respond in educationally appropriate ways to the linguistic, cultural, and learning diversity of students in their classrooms. Although introduced in the first course, Inclusive Pedagogy continues to provide the conceptual framework for all courses in the TELL program. It serves as the lens through which we examine factors impacting the school experience of language minority students in the United States.

Inclusive Pedagogy consists of five characteristics: Collaboration, Guiding Principles, Essential Policy, Critical Learning Domains, and Classroom Strategies. Each of these characteristics is defined by a standard, goal questions that promote common understandings, and a reflection for change question that promotes united advocacy. While in the TELL Program our focus is on ESL students, the Inclusive Pedagogy Framework can be used to address the needs of all special population students: ESL, multicultural, learning disabled, and gifted/talented.

The five characteristics of Inclusive Pedagogy and their defining standards are as follows:

- **Collaboration:** Meeting the needs of today’s language minority students demands collaboration across academic disciplines, institutions, and school-home cultures.
- **Guiding Principles:** Effective instruction for language minority students must be guided by theoretical and moral principles.
- **Essential Policy:** Essential policy, including standards, classification issues, and legalities, must be an integral part of advocacy for language minority students.
- **Critical Learning Domains:** Learning involves development in cognitive, social/affective, and linguistic domains.
- **Classroom Strategies:** Teachers must understand the what and the why of effective classroom strategies for language minority students.
At the end of each course, participants are asked to demonstrate their understanding of language minority students through a display of professional development framed by these characteristics of Inclusive Pedagogy.

ProfessorsPlus Delivery System

A distance-learning format was selected for the endorsement over traditional university-centered courses to deliver professional development at multiple school sites that could be adjusted to the needs of rural, suburban, and urban populations and the work schedules of in-service educators. In addition, video-anchoring and the use of a certified, on-site facilitator ensure consistent, high quality content delivery.

The TELL Program uses the ProfessorsPlus™ distance-education delivery system. The Professors part of the course model includes the development of carefully crafted video segments, CD-ROMs, and an instructional guide. These video segments and CD-ROMS create, in essence, a multimedia textbook. The video segments capture audience attention and contextualize key teaching points. The perspectives of various university professors and researchers highlight 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 Professors part also includes the development of an instructional guide that supports active learning; encourages thoughtful, analytical reflection; and models appropriate strategies teachers can use with language minority students. Each session of the course is divided into three sections: Get Into, Move Through, and Reach Beyond (see the Instructional Guide Format and Symbols described in the preface).

The Plus part of the delivery system is an on-site, masters-equivalent facilitator with extensive public school classroom 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 to promote student engagement, provides opportunities for performance, assesses learning, and communicates with professors.

Sociocultural Theory

A sociocultural theory of learning undergirds all of our TELL coursework. From the first session of the first course, participants are engaged in a learning community designed using the principles of sociocultural theory. We believe that learning occurs best in social activity in which both teachers and learners participate. In the ProfessorsPlus delivery system, each facilitator develops a community of learners who focus on learning about culturally and linguistically diverse students.

Although video segments provide interesting and provocative content, most of the learning occurs in course activities and discussions in which students try out and apply the things we teach. The videos and readings provide scientific conceptions for the ideas the activities cause participants to confront, helping participants' specific conceptions become both more general and more accessible for application in thinking and teaching. The facilitator’s interactions and the design of the course materials support cognitive, social, and linguistic development, model- ing what is needed in teaching culturally and linguistically diverse students. We ask participants to work together because we respect their quality and depth of knowledge about teaching and know they can scaffold each others'
learning. Most importantly, we believe that the best opportunities to learn involve opportunities to integrate new learning with prior knowledge. The TELL courses consistently ask participants to take responsibility for learning in environments that provide access to new information and the tools to learn and apply it.

In this program, we emphasize the Standards for Effective Pedagogy (Dalton, 1998) for teaching culturally and linguistically diverse students. These five standards have emerged from research on teaching and learning based in sociocultural theory. These standards are:

- **Joint Productive Activity**: Teacher and students producing together
- **Language and Literacy Development**: Developing language and literacy across the curriculum
- **Contextualization**: Making meaning: Connecting school to students’ lives
- **Challenging Activities**: Teaching complex thinking
- **Instructional Conversation**: Teaching through conversation

By using these standards to create a model for teaching, we engage teachers in environments that orchestrate their productive participation in a variety of activities that produce meaningful learning.

**University/Public School Partnership**

The TELL Program has been developed by the Brigham Young University–Public School Partnership, which is a collaborative partnership between Brigham Young University and five local public school districts: Alpine, Jordan, Nebo, Provo, and Wasatch. This BYU-Public School Partnership is part of the National Network for Educational Renewal (NNER), a network of fifteen university-public school partnerships across the United States. These partnerships were created by John I. Goodlad to encourage the simultaneous renewal of teacher education and schooling. These partnerships are guided by four moral dimensions of education, which express the purposes of public education:

- **Enculturating the Young in a Democracy**: This dimension acknowledges the school’s role, and by extension a teacher’s role, in preparing a citizenry of students who experience, understand, and are capable of enacting principles of democracy.
- **Providing Access to Knowledge**: This dimension stands for the belief that regardless of a child’s gender, race, ethnic identity, linguistic, or socioeconomic background that child deserves equal access to Equal access is an issue in school programs and teacher practices. Curriculum should be equally accessible to all learners.
- **Ensuring Nurturing Pedagogy**: This concept recognizes that children learn best in environments where they feel safe and valued. Students learn when teacher practices, the classroom environment, and the school context are nurturing, supportive, and encouraging.
- **Recognizing Stewardship of Schools in Educatve Communities**: This dimension reveals that every school belongs to the students, teachers, state and local administrators, and members of the local The educational community shares responsibility—indeed the moral obligation—to be good stewards of that school in initiating and sustaining renewal.

The Brigham Young University/Public School Partnership initiatives are organized locally through the Center for the Improvement of Teacher Education and Schooling (CITES), located on the Provo campus of BYU. The TELL Program is one of many CITES initiatives. Faculty from the Departments of Teacher Education and Linguistics have worked cooperatively to develop the TELL Program.
References

Instructional Guide Format and Symbols

This Instructional Guide is divided into three sections: Get Into, Move Through, and Reach Beyond. Each of these sections is divided into additional subcategories of activities and assignments. Each section and subcategory is identified by one of the following symbols:

Get Into

- Prepares students for learning by building bridges between current knowledge and new ideas to be presented
- Displays an advanced organizer that visually captures main ideas and interrelationships
- Lists Key Questions and Concepts

Key Questions

- Are drawn from the Inclusive Pedagogy framework
- Are answered during each session
- Support learners' development of common understandings and united

Concepts
Highlight the most important ideas presented in each session  
- Are listed sequentially not alphabetically

**Move Through**

- Guides student learning through each session  
- Provides Learning Activities  
- Provides Active Viewing Guides to accompany Video Segments

**Learning Activity**

- Supports active learning  
- Encourages thoughtful, analytical reflection  
- Models appropriate strategies teachers can use with language minority students  
- Displays its purpose, a planning and teaching strategy, and a link to

**Active Viewing Guide**
• Conceptually represents the content of each video segment
• Meaning making through space for note-taking and questions that prompt personal connections.

**Reach Beyond**

• Outlines homework and practicum assignments
• Supports students’ portfolio development

**Homework**

• Reinforces new learning
• Prepares students for future
Practicum

- Provides real-life and CD-ROM-based opportunities for students to connect learning to their students' worlds, their students' families, and their classroom practices

Portfolio

- Highlights the relationship between new content and classroom practice
- Provides opportunities to create a professional development portfolio reflecting learning and growth
Abbreviations

The following abbreviations are used in this guide:

TELL — Teaching English Language Learners
ESL — English as a Second Language
ELL — English Language Learner
LA — Learning Activity
AVG — Active Viewing Guide
VS — Video Segment
HW — Homework
PA — Practicum Assignment
GP — Guiding Principle
ESL PS — ESL Planning Strategy
SLA P — SLA Premise
TS — Teaching Strategy
TA — Time Allotment
Family, School, and Community Partnerships

Explanation of Learning Activity Template

Classroom strategies scaffold student learning and are an essential part of instructional design. We use the Learning Activity Template to make explicit the classroom strategies teachers can use with language minority students. In the Inclusive Pedagogy framework, classroom strategies are defined by three themes: planning, teaching, and assessing. Each of these themes is represented as a strategy in the Learning Activity Template.

As the template demonstrates, each learning activity (and homework assignment) is numbered, named, labeled as a strategy type, categorized by purpose, and described. This template clearly identifies the learning purpose and assessment process that grounds each learning activity.

The description column of the template connects the learning activity to a guiding principle (GP) from Inclusive Pedagogy, an ESL planning strategy, an SLA premise, and a teaching strategy. In the Inclusive Pedagogy framework, classroom strategies emerge from the guiding principles. For example, planning strategies include multiple perspectives and high expectations. Each strategy also emphasizes the critical learning domains delineated in Inclusive Pedagogy, that is, the cognitive, social/affective, and linguistic aspects of student development. The relationship among guiding principles, critical learning domains, and planning strategies is displayed in Chart 1 below.

Chart 1. Planning Strategies in Inclusive Pedagogy

<table>
<thead>
<tr>
<th>Guiding Principle</th>
<th>Critical Learning Domain</th>
<th>Planning Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Perspectives</strong></td>
<td>Cognitive</td>
<td>Multiple Sources: Use multiple sources of information at a variety of levels and from a variety of perspectives.</td>
</tr>
<tr>
<td></td>
<td>Social/Affective</td>
<td>Multiple Voices: Allow for multiple voices by valuing, respecting, and using multiple voices—both those of the students and those of others—in your teaching.</td>
</tr>
<tr>
<td></td>
<td>Linguistic</td>
<td>Multiple Modalities: Use multiple modalities (all of the senses) to support the linguistic development of students.</td>
</tr>
<tr>
<td><strong>High Expectations</strong></td>
<td>Cognitive</td>
<td>Build Connections: Link knowledge, belief, and understanding by activating prior knowledge and by linking multiple stores of information (visual and verbal), formal and informal knowledge, and the emotional and affective.</td>
</tr>
<tr>
<td></td>
<td>Social/Affective</td>
<td>Provide Real World Experience: Create tasks that have a direct connection to life outside the classroom.</td>
</tr>
<tr>
<td></td>
<td>Linguistic</td>
<td>Develop a Knowledge Base: Help students build vocabulary by teaching new words and meanings.</td>
</tr>
</tbody>
</table>

In planning for classroom instruction, teachers should provide and develop multiple perspectives and support students in meeting high expectations. Planning strategies are the “how” for integrating guiding principles into our practice. Teachers need to understand why a particular planning strategy works in supporting the learning of language minority students.

The SLA premises, which are listed in the template immediately under the planning strategy, reflect
current knowledge about second language learning. These premises are outlined in Chart 2.

**Chart 2. Premises Based on the Facts of Second Language Acquisition**

<table>
<thead>
<tr>
<th>Theme of Premise</th>
<th>Input: Through interaction with others, content that is slightly beyond learners' current abilities is made more comprehensible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td><strong>Interaction:</strong> Learners communicate and interact for authentic purposes to meet personal goals.</td>
</tr>
<tr>
<td></td>
<td><strong>Stages of Development:</strong> Learners need multiple opportunities to practice reading, writing, listening, and speaking to demonstrate knowledge.</td>
</tr>
<tr>
<td></td>
<td><strong>Errors/Feedback:</strong> Learners need opportunities to receive and give appropriate feedback in ways that deepen understanding of language and content and reflect the complexity of the learning process.</td>
</tr>
<tr>
<td>Pattern</td>
<td><strong>Types of Proficiencies:</strong> Through carefully constructed tasks, materials, and contexts, individual learners can develop a range of strategies for understanding language and content.</td>
</tr>
<tr>
<td>Variability</td>
<td><strong>Types of Performances:</strong> Learners need opportunities to use language and content for various purposes, in various cultural settings, and with various individuals.</td>
</tr>
</tbody>
</table>

Using three important themes in second language acquisition—communication, pattern, and variability—these SLA premises relate the needs of learners with the actions of teachers. Each premise can inform any of the principle-based planning strategies. For example, a teacher might use the planning strategy “Provide Real World Experience” (see Chart 1) based on the premise that it allows learners to communicate and interact for authentic purposes and to meet personal goals. This same premise also explains why the planning strategy “Multiple Voices” supports the learning of language minority students.

Next, the template names and gives a brief explanation of the teaching strategy to be used during the learning activity. The guiding principle of Knowledge-Based Practice is realized in the classroom through the principled use of teaching strategies.

The instructions below the template provide specific step-by-step instructions for carrying out the teaching strategy in a specific context. Our separation of the description of the strategy and the instructions for it emphasizes that the teaching strategies we are suggesting can be used in many different learning activities. Therefore, by providing the explanation of the strategy, we support teachers in selecting the best teaching strategies for their own purposes.

The assessment portion of the template provides the kind and number of points to be given to a particular learning activity. The guiding principle of Accountability is represented by the assessment portion of the learning activity template. There are four assessment strategies that are particularly important for working with language minority students. In Chart 3, we list and define these assessment strategies and link them to general assessment issues.

Unlike teaching and planning strategies, where any subset of strategies can be used in a particular learning task, all the assessment strategies must be considered in each assessment task given to language minority students.
<table>
<thead>
<tr>
<th>Assessment Strategy</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modify for Clarity</td>
<td>Make the language and context of the assessment as clear and simple as possible. This strategy attends directly to concerns about reliability.</td>
</tr>
<tr>
<td>Use Variety</td>
<td>Use both formal and informal assessments. Formal tests should rely on a variety of test items that elicit an appropriate variety of responses. Informal tests use a variety of problems, contexts, and performances. Providing multiple opportunities for students to reveal what they actually know attends directly to concerns about validity, fairness, and authenticity.</td>
</tr>
<tr>
<td>Structure to Support</td>
<td>Pay attention to how the structure of the assessment inhibits or supports student performance. Teachers attend to the organizational features of an assessment when they move from the simple to complex, concrete to abstract, familiar to unfamiliar concepts. Attention to structure improves the reliability and fairness of an assessment.</td>
</tr>
<tr>
<td>Performance</td>
<td>Ask students only those questions that assess learning purposes in a meaningful way. This concept attends to both validity and authenticity in testing.</td>
</tr>
</tbody>
</table>
Active Viewing Guide Template

Think About

- The questions listed here remind learners that the video segment addresses professional learning and growth through attention to particular characteristics of Inclusive

<table>
<thead>
<tr>
<th>Conceptual Outline</th>
<th>Meaning Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text in this column of the Active Viewing Guide is tailored to conceptually represent the content of each video segment. The text may highlight, summarize, or quote materials that can be reviewed at a later time to recapture the video segment's content.</td>
<td>In this column of the Active Viewing Guide you are invited to extend your own thinking about the content of the video by responding to questions. These questions invite you to connect content to your own real-world experiences as an individual and as a teacher. The white space invites you to make meaning and to own the content through reflection and personal responses.</td>
</tr>
</tbody>
</table>

Sample Text
Critical Reflection includes critique of personal perspectives, the culture of schools, the culture of teachers and classrooms, as well as the culture of students.

**Steve Berrey** (Elementary School Teacher)
"One of the challenges that a lot of ESL students have is not only gaining an educational background, but learning how the system works, learning expectations, and what they need to be successful."

Sample Questions
Unwritten rules and expectations?

The school game?
Syllabus

Course Description

This course explores the standards, principles, policies, and processes of partnering among families, schools, and communities in fostering and sustaining the development of children and youth. The course draws heavily from content and principles uncovered in other TELL courses, particularly Inclusive Pedagogy.

What will you accomplish during the course?

1. You will apply the knowledge and insights derived from their own family and school experiences in examining and building partnerships among families, schools, and
2. You will understand the standards, principles, policies, and processes that undergird effective partnering among families, schools, and
3. You will understand that meeting the needs of today’s students and families requires collaboration across academic disciplines, community organizations, and school-home
4. You will demonstrate understanding of the importance of teachers partnering with families and the community by preparing a Partnership
5. You will articulate beliefs and knowledge regarding second language acquisition as developed through participation in TELL courses and advocate for this professional development as a way to meet the needs of second language.

What will you know well at the conclusion of the course?

1. You will understand the important roles of families, schools, and communities in fostering and sustaining development in children and youth.
2. You will understand what it means to be advantaged or
3. You will have a rudimentary understanding of cross-cultural and inter-cultural
4. You will understand the principles, policies, and processes associated with effective partnering among families, schools, and com-
5. You will understand the needs of one family in your school or school system very
6. You will understand the National Standards for partnering with families, schools, and
7. You will be very familiar with the promising national models for partnering with families, schools, and
8. You will be conversant with and knowledgeable about research findings and clinical literature relating to the impact of partnering with families, schools, and communities.
9. You will know where to find helpful information about partnering with families, schools, and

What will you be able to do at the conclusion of the course?

1. You will be able to construct a Partnership Plan using the National Standards for family, school, and community
2. You will be able to encourage leaders and other professionals in your school to embrace
3. You will be able to approach families and community agencies and businesses, inviting their participation in partnering and benefit- ing from their talents, knowledge, and
4. You will be able to recognize the funds of knowledge in the families that are culturally, ethnically, linguistically, and racially diverse within your
5. You will be able to employ the concepts and understandings derived from the earlier TELL courses, expanding your active use of Inclusive
6. You will understand the roles and responsibilities of other disciplines in supporting students, parents, and their extended

What dispositions will you have at the conclusion of the course?

1. You will have a desire to connect more fully with families and with the community in your school catchment
2. You will be more eager to see your school increase partnerships with families and the community in your school catchment
3. You will have a greater sensitivity to the needs of families and
4. You will have a desire to find and apply useful information about families and the

Instructional Guide


Textbooks


Learning Activities

A variety of learning activities and assignments will be used to help students understand course concepts. Students become active participants through the use of self-assessment, reflective writing, jigsaw readings, concept application logs, portfolio work, student profiles, response papers, and technology. Assignments will focus on active learning and require individual, paired, or group work to enrich learning. These activities model the planning, teaching, and assessment strategies that can be used with language minority students.

Attendance Policy

This course is grounded in the belief that learning is a socially constructed process. In fact, active learning is a central feature of this course. Furthermore, the concepts presented through the video segments promote a conversational approach to learning. Concepts are immediately explored and applied through learning activities. For these reasons, full credit is only available to those students who attend each session and are present for the entire session. We recommend that if a student misses more than two of the ten sessions, the student be advised to take the course at another time.
Grading Policy

In this course, your grade is based on participation in a learning process (i.e., process points) and the creation of individual and group products (i.e., individual and group product points) that emerge from participation in learning activities and homework. In addition, you will be asked to complete independent major assignments that will be evaluated for evidence of how you are learning and growing as a professional. Finally, you will represent your professional development in relation to educating students of cultural and linguistic diversity at the end of the course.

Grading Summary

<table>
<thead>
<tr>
<th>Type of Points</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>Points for participating in learning activities during class</td>
<td>1100</td>
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<tr>
<td>Homework Individual Product</td>
<td>Points for individual products produced for homework assignments</td>
<td>150</td>
</tr>
<tr>
<td>Practicum</td>
<td>Points for individual or group products produced for practicum assignments</td>
<td>950</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2200</td>
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Grading Scale

<table>
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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
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</table>

Total Points

<table>
<thead>
<tr>
<th>Learning Activities and Homework Assignments</th>
<th>Number</th>
<th>Type of Activity</th>
<th>Possible Points</th>
<th>Actual Points</th>
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<tbody>
<tr>
<td>Revealing My Childhood Experiences</td>
<td>LA 1.1</td>
<td>Uncovering Artifacts</td>
<td>150</td>
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<tr>
<td>My Family Practices and My Schooling</td>
<td>LA 1.2</td>
<td>Thumbs Up/Down</td>
<td></td>
<td>25</td>
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<tr>
<td>My Schools and Community Educational Impact</td>
<td>LA 1.3</td>
<td>One to Five Fingers</td>
<td></td>
<td>25</td>
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<tr>
<td>Middle Class School System Advantage</td>
<td>LA 1.4</td>
<td>Total Physical Response</td>
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<td>25</td>
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<tr>
<td>Survival Quiz</td>
<td>LA 1.5</td>
<td>Survey and Discover</td>
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<tr>
<td>Learning Activities and Homework Assignments</td>
<td>Number</td>
<td>Type of Activity</td>
<td>Possible Points</td>
<td>Actual Points</td>
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<td>Making Connections</td>
<td>LA 1.6</td>
<td>Collaborative Grouping</td>
<td>25</td>
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<td>Session Two</td>
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<td>300</td>
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<tr>
<td>Beyond Culture Reading</td>
<td>HW 1.1</td>
<td>What, Where, How?</td>
<td>50</td>
<td></td>
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<tr>
<td>Family, School, and Community Survey</td>
<td>HW 1.2</td>
<td>Pre-Assessment</td>
<td>25</td>
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<tr>
<td>Preview the CD-ROM</td>
<td>PA 1.1</td>
<td>Using Technology for a Purpose</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Overview of Activity Centers</td>
<td>LA 2.1</td>
<td>Activity Center Briefing</td>
<td>25</td>
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<tr>
<td>Border Crossing (Teacher Center 1)</td>
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<td>Standard I: Parenting</td>
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<td>Exploring Resources</td>
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<td>Exploring School, District, and State Policies for Parent/Family Involvement</td>
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<td>Standard III: Volunteering</td>
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Preparation for Session One

Materials to Prepare for the First Course
Pre-Homework Due Session 1

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education.</td>
<td>Teachers can prepare to begin this course. They need to complete 3 items and bring them to the first session.</td>
<td>After learning about culture, second language acquisition, assessment, developing ELs’ literacy and integrating content and language, they are now ready to learn about how to engage parents and family in a child’s education and how to link schools, families, and communities.</td>
</tr>
</tbody>
</table>

Instructions

1. Find 2-3 items belonging to you that you feel connect to your personal and family cultures. Bring them with you to the session 1. Also, write a one-page description of the three items and explain why you feel they represent your personal and family cultures. Be ready to share at least one of your items with classmates.

2. Follow this link to the Teaching Tolerance website. You will download the Teacher Voices Worksheet (which is a Common Beliefs Survey) and fill it out. Bring it to class and turn it in to your facilitator.

3. Locate and bring the asset map you completed in the Foundations Course. If you haven’t taken that course or can’t locate your asset map, use the supplied forms to create a new one (Asset Map Instructions, Asset Map Outline, Example). Be sure you have it with you for session 1.
Session 1: Community, Assumptions, and PTA Standards

Assets, Cultures, and Reaching Out
LA 1.1: Learning about Ourselves as Cultural Beings

Respecting Cultures

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<tr>
<th>Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education. Assessment: 25 pts. TA: 40 Minutes</td>
<td>Teachers can apply their learning about culture in the classroom as they teach ELs.</td>
<td>Students have learned about culture in past courses. Now they will share their own culture using artifacts and a paper explaining their culture and how the items brought reflect their personal cultures.</td>
</tr>
</tbody>
</table>

Instructions

1. When the facilitator directs, set up your cultural items as directed and place your paper explaining how each item represents your culture. Be sure your name is on the paper.

2. The facilitator will distribute the record sheet (session fill in form 1.1) and explain how you will write your responses on it during this session’s activities, beginning with the column called culture diorama. Click and download the link to record your responses.

3. The class will be divided into 2 groups. Group 1 will remain beside their cultural diorama display and explain it as group 2 people move around to look at the displays and listen to the explanations, making notes on the form.
4. After 12 minutes, the groups will change, with group 2 people standing beside their diorama, and group 1 will fill in the form for cultural diorama.

5. The facilitator will lead a discussion with the class to create a list of things that represent culture in people’s lives and another list of things that do not represent culture.
LA 1.2: Identifying and Reviewing Community Assets

Opening Our Eyes to Community Resources

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<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.</td>
<td>Teachers can identify and use resources in the community to identify opportunity and assist students and families.</td>
<td>Students have engaged in an activity that helped them see culture as an asset. Now they will work in groups to add more resources to an asset map previously constructed.</td>
</tr>
</tbody>
</table>

Assessment: 25 pts. 
TA: 30 Minutes

Instructions

1. Form groups of teachers from the same school or from feeder elementary schools to your area middle schools and high schools.

2. Remind yourselves by using the explanation sheet provided about each of the six categories that should appear on your community asset map.

3. Write the name of your school or feeder school at the top of your existing asset map. If you didn't keep your map from the Foundations class, then create that now on the Asset Map Outline link below.

4. Work together in your group to add new assets to your maps. This is the orginial Asset Map Outline and an Asset Map example to help you.
5. Post your map on the wall with the same school or feeder school.

6. Do a gallery walk to note items people from other schools have found in their communities. Consider all 6 of the areas: kinship, economic, education, political, religious, and associations. The goal is to have several assets from each of the 6 criteria on each person’s map.

7. Return to your seats and use the session sheet you accessed in LA 1.1. You will use the Asset Map Column to record your thinking regarding additional assets and resources in your school community.
**LA 1.3: National PTA Standards**

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<tr>
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<th>Student Position</th>
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</thead>
<tbody>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education. Assessment: 25 pts. TA: 30 Minutes</td>
<td>Teachers use the PTA standards to consider and guide them in interacting with parents and community members in supporting all students in meeting their potential.</td>
<td>Students have explored culture and community resources and are now ready to learn the standards to follow as they pursue enabling parents and community involvement in their school and classroom.</td>
</tr>
</tbody>
</table>

**Instructions**

1. The facilitator will organize the class into six groups.

2. Each group is assigned one of the six PTA standards to study. Review the [National PTA Standards summary sheet](#) to gain information about your assigned standard. Consider the standard’s purpose and how it can be used to bring schools and families together to improve each student’s education.

3. Create a poster explaining your standard and post it in the classroom.

4. Using the session worksheet you used to record your thinking based on the cultural diorama and the asset map, record your developing understanding as you review each poster teaching about a PTA Standard.

5. The class engages in a gallery walk, reading each poster. Record your thinking on the session worksheet and using post-it notes, place questions you have or assertions you want to make on each poster.

6. Each group reviews the questions and prepares to answer the questions posted and assert the main ideas of their standard when called on. Take notes on your session sheet.
7. As a group discuss and then add to your session sheet how implementing these standards in your practice will assist families to participate in their child’s education.
## LA 1.4: National PTA Standards -- Assessing

### Instructions

1. Each group clicks on the link below for a copy of the assessment to judge their school's or classroom's performance on the standard your group studied.

2. In your standard group, consider how well you enact this standard in your schools. Discuss how attending to the assessment for your standard can help your schools and colleagues improve the quality of parent, family and community involvement in the education of their children.

3. After carefully reviewing your standard in relationship to your schools, have each person review the assessment guides for one of the other standards and report what they think would be the typical issues for schools in your district.

4. The facilitator will ask for a short report (1 to 2 minutes) about your discussion of your standard and/or the typical issues you identified concerning the other standards.

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<tr>
<th>Learning Outcome</th>
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<tbody>
<tr>
<td>Evaluate, select, and advocate for applicable models of family and community involvement and support implementation. Assessment: 25 pts. TA: 30 Minutes</td>
<td>Teachers can utilize the National PTA Standards to assess their school's performance and engage with faculty to improve parent and community involvement in their schools.</td>
<td>Students have been introduced to the National PTA Standards and will briefly look at how the standards can be evaluated in practice.</td>
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LA 1.5: Uncovering Assumptions about Heritage

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<tr>
<td>Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students. Assessment: 25 pts. TA: 20 Minutes</td>
<td>Teachers can rethink their cultural assumptions and reconsider their teaching and schooling practices to more helpfully respond to the cultural diversity in their school and better support student development and learning.</td>
<td>Students have shared artifacts of their own cultures, made asset maps, and learned the PTA National Standards. They now watch an Islamic woman discuss assumptions people make about people from other cultures without personal contact with individuals of that culture.</td>
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</tbody>
</table>

**Instructions**


2. Use the Unconscious Bias TED note-taking sheet to answer the questions and record your thinking as you watch.

3. Participate in a discussion with the class about assumptions you have seen or hear others or yourself making about people who are diverse in terms of race, ethnicity, language, culture or religion.

4. Use the session sheet (Stereotypes Column) to record your thinking regarding stereotypes and assumptions you have held.
# LA 1.6: Major Course Assignments

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<th>Pedagogical Intent</th>
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<tbody>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education. Assessment: 25 pts. TA: 10 Minutes</td>
<td>Teachers can complete the major assignments as practice for doing family and student profiles, creating partnership plans, and advocating for ELs and their families as part of their practice.</td>
<td>Students have begun the Parent and Family course with activities in the first session. They will now be introduced to the three major assignments of the course and come next week with questions they need answered.</td>
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</table>

Instructions:

1. The facilitator will briefly introduce you to the three major projects for this course. Click on the links to access the documents.
   - The Family Profile: [Instructions](#) and [Rubric](#)
   - The Partnership Plan: [Instructions](#) and [Rubric](#)
   - The Advocacy Position Paper and Presentation: [Instructions](#) and [Scoring Guide](#)

2. You will review over the next week each of the assignments. Write down questions you have for each assignment and bring your questions with you next week to get answers.
HW 1.1 Reflection on My Practice with Families and Community

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<tbody>
<tr>
<td>Demonstrate knowledge of how to use family and community members as a resource in learning. Assessment: 50 pts. Due: Session 2</td>
<td>Teachers can act in their practice and reflect on their action using they learn about working with ELs.</td>
<td>Students have learned theories and strategies for teaching ELs in their regular classrooms and how to respond to include parents, families, and communities in their children's education.</td>
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</table>

Instructions

1. At the end of each session the facilitator will assign the participants to write in their journal addressing several questions. The journal will be turned in on the final session for the facilitator to review. The journal may also be used during group discussions on the following week. Bring your journal with you to class each week as you may be asked to refer to them during group discussions.

2. For session one answer the following questions:
   1. Of the five belief statements, which one did you feel a personal connection to and why?
      Which one, if any, did you disagree with and why?
   2. Now that you have been introduced to the five standards of Inclusive Pedagogy, which one do you feel you are most familiar with and what evidence of the standard do you see in your classroom?
   3. What is your over-all feeling of the endorsement thus far and what do you hope the endorsement will do for you?
HW 1. 2 Engaging Funds of Knowledge

How Are Home Visits Helpful?

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<th>Learning Outcome</th>
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<tbody>
<tr>
<td>Employ strategies to empower parents/families to participate in their child's education. Assessment: 50 pts. Due: Session 2</td>
<td>Teachers can engage with parents and families beyond the boundaries of the school to develop knowledge of students and utilize cultural and family knowledge and skills in their schools and in classroom instruction.</td>
<td>Students have learned about issues of cultural difference, funds of knowledge, and how to use it in their classroom. They are ready to explore family knowledge in their own practice.</td>
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**Instructions**

Read chapter 6, La Visita, in Funds of Knowledge, pp. 119-129.

1. Answer these questions: What were some of the resources Tenery found in her students' homes that can be drawn upon to facilitate her students' academic success?
   - List some things that are drawbacks to teachers doing home visits?
   - What advantages do you see that could result from your own home visit with a family?
2. Go to [https://edtechbooks.org/-PWZ](https://edtechbooks.org/-PWZ) and watch Video Segment 1.1. Scroll down to the menu. Click on Session 1 and video 1.1 then scroll to the top of the screen and watch the 20 minute video. You can use AVG 1.1 to follow the video and record notes of your thinking.

Now read chapter 8 in Funds of Knowledge, Empowering Parents of Multicultural Backgrounds, pp. 143-151.

1. Answer these questions: What does the author of this chapter means by “parent participation is often poor”? How can the Funds of Knowledge project increase participation from parents in schools?
2. Make a list of places you could plan to meet the family of your student. Also list questions you would like to ask them as you visit.

Now make a list of questions you want to ask the family and be sure to invite someone to go with you and whether or not you need a translator. Do not let the student be the translator. Also consider several places where you could meet with the family.
HW 1.3 One Day in the Life of a Child

Exploring a Student’s Life through VideoEthnography

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</thead>
<tbody>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education. Assessment: 50 pts. Due: Session 2</td>
<td>Teachers analyze a VideoEthnography on a student to develop new knowledge about the life of an EL family and student. They can apply this gathering of information as they work to get to know EL students and their families.</td>
<td>Students will do a Family Profile for one of the major projects in this course. They now practice gathering information for a family profile on a VideoEthnography student to prepare them for completing the family profile for one of their own student’s family.</td>
</tr>
</tbody>
</table>

Instructions:

1. Go to tellcases.byu.edu and select the Family, School, and Community Course. There are three students included in these studies and you need to select one you would like to learn about.
   - Vanessa Gomez, elementary student
   - Asuncion Valdez, secondary
   - Xuan Machado, elementary

2. Watch all of the video segments for your student, jot your ideas on the note taking sheet. You may need to watch some segments more than once to get the information needed.

3. Come to session 2 with the notes you have taken.

4. Identify a student’s family from your own class for whom you will complete the family profile. Bring the student’s name and contact information to session 2.
HW 1.4 Explaining the Assets in My School Neighborhood

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of how to use family and community members as a resource in learning.</td>
<td>Teachers can identify the assets of their school neighborhood community and explain them to others using this information to support families and students within their community and school neighborhood and connect families to them and each other.</td>
<td>Students have shared their asset maps and viewed the asset maps of others to prompt them to add additional assets and to be prepared to explain the assets in their neighborhood in relationship to their maps.</td>
</tr>
</tbody>
</table>

**Instructions:**

1. You constructed an Asset Map in the Foundations Course or you created one in LA 1.2 (Here is the explanation sheet if you need it as you refine the map). Use the color coding identified in the explanation sheet in terms of each of the six categories:
   - Kinship--blue
   - Economic--brown
   - Education--yellow
   - Political--orange
   - Religious--purple
   - Associations--green

2. Then look at the assessment map example and the explanation for it by following these links.

3. Write a one-two-page paper to explain the community assets in your school's neighborhood.

4. Be sure to bring your own asset map and explanation to session 2.
HW 1.5 Exploring School and Community Partnershiping through PTA Standards

Planning to address parent, family and community involvement through PTA Standards

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate, select, and advocate for applicable models of family and community involvement and support its implementation.</td>
<td>Teachers can be creative as they apply the National PTA standards to their work with parents, families, and communities. They will continue in this work to assist parents and families to understand assets and resources available in their own communities.</td>
<td>Students have learned about the National PTA Standards and have considered the requirements for the Partnership Plan, a major assignment for this course. They will now review questions for each of the PTA Standards to determine one to become the focus of their Partnership Plan.</td>
</tr>
</tbody>
</table>

Assessment: 50 pts.
Due: Session 2

Instructions:

1. In your group, review the six PTA Standards by looking at the question document. It asks critical guiding questions to consider which of the PTA standard you would like to focus on in your partnership plan around. As you scroll through this document, you will notice that each standard with an explanation is listed followed by a set of questions. These are the questions we want you to consider.

2. As you review the questions for each standard or as you remember the self-assessment documents form class, identify which standard you would like to address to improve parent, family and community involvement at your school.

3. As you brainstorm on your own, think about what would be doable in your setting at this point in time. You could review these ideas with colleagues at your school to gain more ideas or deepen your thinking.

4. Bring to class, any standard you particularly want to address and ideas you have about how to address the issues raised by the standard. Remember: On this project you can work with others in your class that are at your school or if your idea is at the district level you can work with others at your district or catchment area (or feeder schools).

5. Your Partnership Plan will be shared in session 6 and you review the directions in HW 1.6.
## HW 1.6 Reviewing Major Projects

### Instructions:

1. Review the three assignments by looking at Learning Activity 1.6 where you will find links to each assignment, including rubrics/scoring guides that go with each project.
2. Make a list of questions you still have after studying each assignment so you can obtain the answers from the facilitator during session 2.
3. Remember that the Family Profile and Partnership Plan are both due in session 6, where you will present them in groups to one another. Be sure you understand the requirements for each one.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching</td>
<td>Teachers can utilize the three major projects of this course to increase their ability and desire to include parents and families as partners to assist their children in learning in schools. They will know how to approach community assets to increase this work.</td>
<td>Students have been introduced to the three major projects for this course. They will review the specifics of each project, writing questions to ask in session 2 next week.</td>
</tr>
</tbody>
</table>

Assessment: 50 pts.
Due: Session 2
Session Two: Preparing to Cross Borders

Assets, Cultures, and Community Partners
# LA 2.1: VideoEthnography Student Share

Sharing understanding of the assets and challenges in the lived experiences of children, families, and communities of EL

<table>
<thead>
<tr>
<th>Learning Outcome</th>
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<th>Student Position</th>
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</thead>
<tbody>
<tr>
<td>Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students.</td>
<td>Teachers will be able to gather the information they need from home visits to better engage with a child and his/her family and make connections with the family, the child, and the community.</td>
<td>Students have taken notes on a VideoEthnography student and will work with others who learned about the same student to create a visual to explain this student to the rest of the class.</td>
</tr>
<tr>
<td>Assessment: 25 pts. TA: 30 Minutes</td>
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## Instructions

1. Meet in a group of no more than three other students. Everyone in your group should have studied the same VideoEthnography student you studied. (We know there are only three students but we want all of you have a chance to create a representation capturing the life of a student. So we know there will be more than one poster of each child.) You need to discuss what you learned about this student, the family, community, and the teacher.
2. Share and then compile your understandings about the different aspects of this child’s and family’s life in this country.
3. Discuss your learnings about this student. Then create a visual to tell this child's story with the materials needed.
4. After you post your VideoEthnography, you will engage in a Gallery Walk and review the other posters of this same student.
5. Then look at the visuals for the other two students. Notice the differences in the various representations of the same child.
LA 2.2: Share your Asset Map

Understanding Your School's Community Assets

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<tr>
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<tbody>
<tr>
<td>Demonstrate knowledge of how to use family and community members as a resource in learning. Assessment: 25 pts. TA: 20 Minutes</td>
<td>Teachers can assist families in identifying resources in the community to better meet families' needs.</td>
<td>Students have discovered new assets and resources from the school community. They have updated their maps, including additions from their profile family. They now share their asset maps to add to one another's maps.</td>
</tr>
</tbody>
</table>

Instructions

1. When prompted by the facilitator, post your asset map in the place designated for your school (or feeder school).

2. Use a gallery walk to peruse the maps for your same community, and then view others’ maps, noting resources you may not have identified in your own school neighborhood.

3. Return to your seat to make a final update to your map and any needed adjustment to your explanation.

4. Turn in your map and email your written explanation of it to the facilitator before next class period.
LA 2.3: Home Visits, Cultures, and Practices

<table>
<thead>
<tr>
<th>Learning Outcome</th>
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<tbody>
<tr>
<td>Employ strategies to empower parents/families to participate in their child's education. Assessment: 25 pts. TA: 20 Minutes</td>
<td>Teachers can complete a better home visit after discussing together the results they hope to gain.</td>
<td>Students prepare for making the first home visit with the family. The first visit will be completed before session 3.</td>
</tr>
</tbody>
</table>

**Instructions**

1. In your group, watch the video segment 2.1 Cultures and Practices. Click on the link. Scroll down to the video list on the left side of the page. Click on session 2 then click on Introduction scroll up and watch the video. You can take notes on the accompanying active viewing guide.

2. Discuss the video and Ch. 6, La Visita. What questions do you have about completing the Family Profile? Discuss them with your tablemates.

3. Turn in your reading guide for ch. 6 at the end of the session.

4. Be sure you have arranged with the family you will profile the date, location, and time you will arrive. Remember that you can visit them at the school, in their home, or at a community place you both agree on. Also, be sure you have another person to go with you, and determine if you need a translator. Please don't have the student be your translator.
## LA 2.4 Community Partners

<table>
<thead>
<tr>
<th>Learning Outcome</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education. Assessment: 25 pts. TA: 20 Minutes</td>
<td>Teachers can design a partnership plan to better support the involvement of parents, family and community in their school.</td>
<td>Students have read about creating a partnership plan. They watch a video about partnering and cultures. They will consider possible topics for their own partnership plan.</td>
</tr>
</tbody>
</table>

### Instructions

1. In your group, watch Video Segment 5.1. Click on the link. Scroll down to the video list on the left side of the page. Click on session 5 then click on the first topic on the list on the right side scroll up and watch the video. You can take notes on the accompanying worksheet.

2. You will engage in a short brainstorm about the ideas you learned about how your school might better engage parents, families and communities.
# LA 2.5: National PTA Standards

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<tbody>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education.</td>
<td>Teachers can take the lead in identifying areas in which their schools can improve in meeting at least one of the National PTA Standards.</td>
<td>Students have been introduced to the National PTA Standards and are ready to consider how their schools are doing in meeting the standards.</td>
</tr>
</tbody>
</table>

## Instructions

1. Sit in groups of the same school or feeder school.
2. Using the National PTA Standards and the questions from Homework 1.5, you used last week, share your school’s strengths and needs in meeting each standard.
3. Select the one standard your school is doing best. Then select the one standard the school needs to work on. Discuss why you chose these with your group.
4. Brainstorm ideas for how the school can improve their work for the standard that needs improvement. Create a list you can share with other teachers at your school or in your feeder school group to receive feedback on your ideas.
5. Return next week with the basics of a plan in mind.
LA 2.6: Title 1 Law

Aligning Practices with Federal Law

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<tr>
<th>Learning Outcome</th>
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<tbody>
<tr>
<td>Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their families. Assessment: 25 pts. TA: 45 Minutes</td>
<td>Teachers can serve students better when they understand the requirements of federal laws pertaining to the students they teach.</td>
<td>Students learn of the Title 1 Law which applies to all Title 1 schools in the country. They will compare this law with their own schools and be able to bring up the conversation in their school.</td>
</tr>
</tbody>
</table>

Instructions

1. In your group of four, you will read one of two readings that inform you about Title 1 Law and your responsibilities. Two of you will read Title 1 Law and two of you will read Title 1 Special Populations requirements. Take notes on the article you read, confer with your partner, and be prepared to report what your group members.

2. Share questions you have about how your schools are functioning in relationship to what you have learned within a whole class discussion.

3. Working individually, fill out the compliance questionnaire used by the USBE to evaluate school compliance with Title 1 Law. Discuss your questions and learning within your group. Take this form with you to share with other school personnel at your school. Next week, the facilitator will ask you to share your colleagues thinking about Title 1 law in relationship to your school and your district.
## HW 2.1: Reflection on Actions Taken and Learning

### Instructions

Each Week's Reflection Journal (to be completed after each session)

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about--What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?

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<tr>
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</tr>
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<tbody>
<tr>
<td>Teachers work in partnerships with families and communities to create positive learning environments.</td>
<td>Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.</td>
<td>Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.</td>
</tr>
</tbody>
</table>

**Assessment:** 50 pts.

**Due:** Session #3
HW 2.2: Identifying White Privilege

Social Systems--Privileged? Or Not?

Instructions

1. Read the article you will find below, after # 5 in the directions, entitled “Unpacking the Invisible Backpack” by Peggy McIntosh. When she wrote this article, she was working in women's issues. She wondered why the men around her couldn’t understand their advantages as white men over white women. She began thinking of populations that are seen differently than the 'white men' and realized that she, too, had some advantages over others.

2. Consider who in our American society has privilege. Write about privileges you see in your life. Include why you think it is this way.

3. List at least ten ways that you are privilege they have that give them an advantage over others.

4. Think about others who don’t have the same level of privilege as you. Reread the last part of the article in which McIntosh puzzles about the assumptions men held regarding women’s studies and compare that to how ordinary people of privilege might hold the assumptions they do regarding people who don’t have the same privilege. Include your thinking about these items.

5. Bring this written assignment.

Article: “Unpacking the Invisible Backpack” by Peggy McIntosh.

White Privilege: Unpacking the Invisible Backpack

Through the work to bring materials from women's studies into the rest of the curriculum, I have often noticed men's unwillingness to grant that they are over-privileged, even though they may grant that women are disadvantaged. They may say they will work to improve women's status, in the society, the university, or the curriculum, but they can't or won't support the idea of lessening men's. Denials which amount to taboos surround the subject of advantages which men gain from women's disadvantages. These denials protect male privilege from being fully acknowledged, lessened or ended.

Thinking through unacknowledged male privilege as a phenomenon, I realized that since hierarchies in our society are interlocking, there was most likely a phenomenon of white privilege which was similarly denied and protected. As a white person, I realize I had been taught about racism as some thing which puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege which puts me at an advantage. I think whites are carefully taught not to recognize white privilege as males are taught not to recognize male privilege. So I have begun in an un tutored way to ask what it is like to have white privilege. I have come to see white privilege as an in-visible package of unearned assets which I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless backpack of special provisions, maps, passports, code books, visas, clothes, tools, and blank checks.

Describing white privilege makes one newly accountable. As we in women's studies work to reveal male privilege and ask men to give us some of their power, so one who writes about having white privilege must ask, "Having described it, what will I do to lessen or end it?"

After I realized the extent to which men work from a base of unacknowledged privilege, I understood that much of their oppressiveness was unconscious. Then I remembered the frequent charges from women of color that white women whom they encounter are oppressive. I began to understand why we don't see ourselves that way. I began to count the ways in which I enjoy unearned skin privilege and have been condition ed into oblivion about its existence.

My schooling gave me no training in seeing myself as an oppressor, as an unfairly advantaged person, or as a participant in a damaged culture. I was taught to see myself as an individual whose moral state depended on her individual moral will. My schooling followed the pattern my colleague Elizabeth Minnich has pointed out: Whites are taught to think of their lives as morally neutral, normative, and average, also ideal, so that when we work to benefit others, this is seen as work which will allow "them" to be more like "us".

I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life. I have chosen those conditions which I think in my case attack somewhat more to skin color privilege than to class, religion, ethnic status, or geographical location, though of course all these other factors are intricately intertwined. As far as I can see, my African American co-worker, friends and acquaintance with whom I come in to daily and frequent contact in this particular time, place, and line of work cannot count on most of these conditions.

1. I can, if I wish, arrange to be in the company of people of my race most of the time.
2. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I want to live.
3. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
4. I can go shopping alone most of the time, pretty well assured that I will not be followed or
harassed.
5. I can turn on the TV or open to the front page of the paper and see people of my race widely represented.
6. When I am told about our national heritage or about "civilization", I am shown that people of my color made it what it is.
7. I can be sure that my children will be given curricular materials that testify to the existence of their race.
8. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
9. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple food which fits with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.
10. Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance of financial reliability.
11. I can arrange to protect my children most of the time from people who might not like them.
12. I can swear, or dress in second-hand clothes, or not answer letters with out having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.
13. I can speak in public to a powerful male group without putting my race on trial.
14. I can do well in a challenging situation without being called a credit to my race.
15. I am never asked to speak for all the people of my racial group.
16. I can remain oblivious of the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.
17. I can criticize our government, and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
18. I can be pretty sure that if I ask to talk to the "person in charge", I will be facing a person of my race.
19. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.
20. I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children's magazines featuring people of my race.
21. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out of place, unheard, held at a distance, or feared.
22. I can take a job with an affirmative action employer without having co workers on the job suspect that I got it because of my race.
23. I can choose public accommodations without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
24. I can be sure that if I need legal or medical help, my race will not work against me.
25. If my day, week, or year is going badly, I need not ask or each negative episode or situation whether it has racial overtones.
26. I can choose blemish cover or bandages in 'flesh' color and have them more or less match my skin.

I repeatedly forgot each of the realizations on this list until I wrote it down. For me, white privilege has turned out to be an elusive and fugitive subject. The pressure to avoid it is great, for in facing it I must give up the myth of meritocracy. If these things are true, this is not such a free country; one's life is not what one makes it; many doors open for certain people through no virtues of their own.

In unpacking this invisible backpack of white privilege, I have listed conditions of daily experience which I once took for granted. Nor did I think of any of these perquisites as bad for the holder. I now
think that we need a more finely differentiated taxonomy of privilege, for some of these varieties are only what one would want for everyone in a just society, and others give license to be ignorant, oblivious, arrogant and destructive.

I see a pattern running through the matrix of white privilege, a pattern of assumptions which were passed on to me as a white person. There was one main piece of cultural turf; it was my own turf, and I was among those who could control the turf. My skin color was an asset for any move I was educated to want to make. I could think of myself as belonging in major ways, and of making social systems work for me. I could freely disparage, fear, neglect, or be oblivious to anything outside of the dominant cultural forms. Being of the main culture, I could also criticize it fairly freely.

In proportion as my racial group was being made confident, comfortable, and oblivious, other groups were likely being made unconfident, uncomfortable, and alienated. Whiteness protected me from many kinds of hostility, distress, and violence, which I was being subtly trained to visit in turn upon people of color.

For this reason, the word privilege now seems to me misleading. We usually think of privilege as being a favored state, whether earned or conferred by birth or luck. Yet some of the conditions I have described here work to systematically over-empower certain groups. Such privilege simply confers dominance because of one’s race or sex.

I want, then, to distinguish between earned strength and unearned power conferred systematically. Power from unearned privilege can look like strength when it is in fact permission to escape or to dominate. But not all of the privileges on my list are inevitably damaging. Some, like the expectation that neighbors will be decent to you or that your race will not count against you in court, should be the norm in a just society. Others, like the privilege to ignore less powerful people, distort the humanity of the holders as well as the ignored groups.

We might at least start by distinguishing between positive advantages which we can work to spread, and negative types of advantages: for example, the feeling that one belongs within the human circle, as Native Americans say, should not be seen as privilege of a few. Ideally it is an unearned advantage.

I have met very few men who are truly distressed about systemic, unearned male advantage and conferred dominance. And so one question for me and others like me is whether we will get truly distressed, even outraged, about unearned race advantages and conferred dominance, and if so, what we will do to lessen them. In any case, we need to do more work in identifying how they actually affect our daily lives. Many, perhaps most, of our white students in the US think that racism doesn’t affect them because they are not people of color; they do not see whiteness as a racial identity. In addition, since race and sex are not the only advantaging systems at work, we need similarly to examine the daily experience of having age advantage, or ethnic advantage, or physical ability, or advantage related to nationality, religion, or sexual orientation.

Difficulties and dangers surrounding the task of finding parallels are many. Since racism, sexism, and heterosexism are not the same, the advantaging associated with them should not be seen as the same. In addition, it is hard to disentangle aspects of unearned advantage which rest more on social class, economic class, race, religion, sex and ethnic identity than on other factors. Still, all of the oppressions are interlocking, as the Combahee River Collective Statement of 1977 continues to
remind us eloquently.

One factor seems clear about all of the interlocking oppressions. They take both active forms which we can see and embedded forms which as a member of the dominant group one is taught not to see. In my class and place, I did not see myself as a racist because I was taught to recognize racism only in individual acts of meanness by members of my group, never in invisible systems conferring unsought racial dominance on my group from birth.

Disapproving of the systems won't be enough to change them. I was taught to think that racism could end if white individuals changed their attitudes. But a "white" skin in the United States opens many doors for whites whether or not we approve of the way dominance has been conferred on us. Individual acts can palliate, but cannot end, these problems.

To redesign social systems we need first to acknowledge their colossal unseen dimensions. The silences and denials surrounding privilege are the key political tool here. They keep the thinking about equality or equity incomplete, protecting unearned advantage and conferred dominance by making these taboo subjects. Most talk by whites about equal opportunity is to try to get into a position of dominance while denying that systems of dominance exist.

It seems to me that obliviousness about white advantage, like obliviousness about male advantage, is kept strongly inculturated in the United States so as to maintain the myth of meritocracy and the myth that democratic choice is equally available to all. Keeping most people unaware that freedom of confident action is there for just a small number of people props up those in power and serves to keep power in the hands of the same groups that have most of it already.

Though systematic change takes many decades, there are pressing questions for me, and I imagine for some others like me, if we raise our daily consciousness on the perquisites of being light skinned. What will we do with such knowledge? As we know from watching me, it is an open question whether we will choose to use unearned advantage to weaken hidden systems of advantage, and whether we will use any of our arbitrarily-awarded power to try to reconstruct power systems on a broader base.
HW 2.3: Beginning the Family Profile

First Home Visit is Due in Session 4

Learning Outcome
Evaluate, select, and advocate for applicable models of family and community involvement and support implementation. Assessment: 50 pts. Due: Session 3 Presentation of the profile in session 6.

Pedagogical Intent
Teachers cross borders by engaging with a family of their choice to gain understanding about the family funds of knowledge they possess. They will apply this knowledge in their work with the student in the classroom.

Student Position
Students have studied a VideoEthnography student. This week they will visit their chosen family for the first time to share the asset map with the family and to learn the family’s funds of knowledge.

Instructions

1. In your homework, you read about Funds of Knowledge and learned more about it from watching a video. In class you have considered home visits and how to conduct one.
2. Carefully review the Family Profile Assignment.
3. Create a list of questions you can ask the family on the first visit. Remember to remain open to the family’s answers and concerns they share.
4. Remember to have someone go with you and if you need a translator arrange for one. Do not rely on your student to act as translator and remember the translator could join you through a phone if they cannot be there in person.
5. Remember to allow space for parents to ask questions and be ready to answer their questions. Engage in an interview conversation not an interrogation.
6. Share a copy of the asset map you have made and ask if they know of other places or individuals that they enjoy or rely on and could be added to your map. Jot down their ideas on your copy of the map or in your notes.
7. Before you leave, make an appointment and place for your next visit. Remember this could be at school during parent teacher conferences or their home or someplace else they choose.
8. Prior to visiting with the family a second time research everything they had questions about so you can answer them at the second visit and jot down some ideas about additional things you
would like to explore with them.
9. Be prepared to share your experience with your classmates.
HW 2.4: Go On a School Field Trip

Considering School Practices

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<tr>
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<tbody>
<tr>
<td>Candidates provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching. Assessment: 50 pts. Due: Session 3</td>
<td>Teachers can use their learning to observe how their school succeeds or not in the work of welcoming students and families to the school and supporting student learning.</td>
<td>Students have studied about assumptions, privilege, and conscious and unconscious bias. They will now visit places in their school to assess how well their school makes people feel welcome.</td>
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</tbody>
</table>

Instructions

1. You have reviewed the National PTA standards. Think about what you learned as you engage in a field trip of your school to examine how welcoming and easily accessible your school might be to those coming to it.

2. Select places in your school to observe to see how welcoming personnel is to parents and families. In addition, as you move from place to place, observe the interactions you see and also consider the signs on the walls. Possible places to visit are:
   a. The school office
   b. Hallways
   c. Library
   d. Faculty room
   e. PLC conversations
   f. Cafeteria
   g. Open spaces

3. Sit or stand in the places you choose and notice how quickly parents and visitors are assisted with what they need. Note clues to the attitudes and willingness to help diverse people quickly. Are some made to wait? Are they greeted with smiles? Does the staff treat all visitors in the same way?
4. Take notes on what you see and hear. Note if some people are ignored or dealt with on a surface level. Write your observations and bring them with you to session 3.
HW 2.5: Research Your School

What are the Facts?

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching. Assessment: 50 pts. Due: Session 3</td>
<td>Teachers gain understandings about their school demographics testing results and can use the knowledge presented and learned from USOE and from the school field trip to better support families and students in educating children.</td>
<td>Students have assessed the welcoming patterns for their school and will now find statistical information regarding the school’s demographics and test ratings.</td>
</tr>
</tbody>
</table>

Instructions

1. Go to the Utah State Board of Education website and search for the most recent data posted on your school. Find the facts about race, ethnicity, languages spoken, free and reduced lunch, etc. Record what you find on the Compliance Data worksheet.
2. Look for the most recent testing data for your school. What rating did your school earn in the latest testing round? (Your district potentially provides a yearly report that may give you additional information.)
3. Study the summary of OCR compliance memo and Guidance suggestions. Determine if your school may have an issue or two in complying with OCR. Consider what is important for equity in the education of every student in your school. Use the Ensuring Participation worksheet to record your work.
4. Bring this work to session 3 to support your discussion in LA 3.3 and begin your thinking about your Partnership Plan.
Session Three: Family and Community Engagement

Privilege, Civil Rights, Home Visits
LA 3.1: The Invisible Backpack

Recognizing Our Privilege

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Communicate a personal acceptance of and acknowledge the dynamics of culture and privilege in the lives of all students. Assessment: 25 pts. TA: 30 Minutes</td>
<td>Teachers can act from understanding their own privilege to appreciate and work with their students lack of privilege to help them and their families apply themselves to their education.</td>
<td>Students have read about white privilege and searched for areas of their own privilege. Now they will discuss these issues with classmates.</td>
</tr>
</tbody>
</table>

Instructions

1. Take out your notes from homework 2.2 about the Invisible Backpack.

2. Sit in groups of 4 and discuss the privileges you listed after the reading. Notice the privileges identified by most of you and explain why you consider your list to be privileges.

3. Each group needs to create three “aha’s” about white privilege and what teachers can do to reduce its effect on students and their families. Take notes on them and report out your group’s findings when the facilitator gives you your turn.

4. When each group is called on to share, report out only the ones that have not already been shared. Then as a class, consider why your list is short--meaning many of you felt the same--or long--meaning that there are more privileges identified than you imagined there would be.
LA 3.2: Work on the Family Profile

An Approach to Consider

<table>
<thead>
<tr>
<th>Learning Outcome</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students. Assessment: 25 pts. TA: 30 Minutes</td>
<td>Teachers can use the qualitative approach as they visit the family the second time and then create the family profile assignment.</td>
<td>Students have made the first visit to the family they are profiling and will now read about and explain the qualitative approach to connecting homes and classrooms. They will then make the second visit with their chosen family.</td>
</tr>
</tbody>
</table>

Instructions

1. Working in groups of four, each person will read a different section from *Funds of Knowledge* Chpt.: "Using a Qualitative Approach to Connect Homes and Classrooms*. A: reads pp. 71-75; B: reads pp 75-79; C reads: pp. 79-82 and D reads: pp. 82-86.

2. After reading, report to the group your section and then together discuss the ideas.

3. Now create a visual that supports your groups understanding of how to use a qualitative approach to uncovering the ways in which classrooms and homes can be connected.

4. Write a short paragraph that explains your visual.

5. Post your visual.

6. Observe the visuals of others and using sticky notes to post new understandings on the various posters.
LA 3.3: Office of Civil Rights Role

How Is My School Doing?

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education.</td>
<td>Teachers can use what they learn about the Office of Civil Rights after analyzing their school’s performance to better serve students and their families.</td>
<td>Students have learned about the National PTA standards and Title 1 Law. They now look at information from the Office of Civil Rights and determine how their school and district conform to this law.</td>
</tr>
</tbody>
</table>

Assessment: 25 pts.
TA: 40 Minutes

Instructions

1. Organize into groups whose members are from the same school or feeder schools. Using your reading from homework 2.5 and your notes about them, discuss things you learned, remembered, noticed or what surprised you concerning Federal Law and Policies governing how teachers, schools and districts should respond to comply with legal guidelines and mandates.

2. Discuss the following questions about their school or feeder school group:
   a. What concerns did you uncover from the informations read in HW 2.5?
   b. What are common reasons for schools having families who petition OCR for changes in their children’s education?

3. Share information from the Analyzing Compliance form you filled out. Identify areas in which your school or district does or does not attend to the issues and identify strategies for improvement.

4. The facilitator will circulate to collect ideas to be shared among all groups.
LA 3.4: Serving EL's in Schools and in Classrooms

Exploring Pat's Story

**Learning Outcome**
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.

**Assessment:** 25 pts.
**TA:** 30 Minutes

**Pedagogical Intent**
Teachers can speak up for change in programs when they know better ways of working with students and families and are aware of their own biases.

**Student Position**
Students have studied conscious and unconscious bias as well as laws governing the teaching of English Language learners. They read an event that brought change to a school and apply it to their respective schools.

**Instructions**

1. In groups, read “Pat’s Story” which is posted here immediately following the directions.
2. The story reveals how ELs can sometimes be overlooked.
3. After reading the story, in your group discuss what unsubstantiated assumptions (unconscious bias) that teachers hold about ELs and their families. Consider the way that assumptions and stereotypes played a role in the story.
4. Share experiences as you consider your school’s program for working with English Language learners.
   a. Does your school program for ELs help these students or does it harm them?
   b. Are students pulled from the classroom to attend ESL classes?
   c. Do ESL students miss out on important classroom activities and learning to go to ESL?
   d. Does every teacher teaching ESL students have an ESL endorsement?
   e. Are parents included in your school following the National PTA Standards? The Office of Civil Rights Requirements?
   f. Do parents know how to ‘speak up for the child to advocate for better systems of helping students learn English?’
   g. Is your school or district under pressure from OCR to change ‘the way we’ve always done it’?
5. In relationship to the story and your responses to the questions posed and your experiences in your groups pause and identify the ways in which your school is and has been successful with support the language and learning of ELs Also consider the ways in which your school or classroom practices are not working and might need adjustment. Suggest possible changes to each other.

6. Create a list of strategic changes you could propose in faculty or district meetings.

**Pat's Story**

My last 4 years of work in Salt Lake City School District was as a mentor for new teachers. I was assigned to my first non-Title 1 school where I mentored 3 new teachers. This was an eye-opening experience for me as I had always taught in Title 1 schools for my entire career. It was enjoyable to be there and work with the staff and my teachers. The school had 63 ELLs attending out of 500 students and was in a very affluent area on the east bench.

I arrived one day after being with several of my other teachers I mentored, and as soon as she saw me, the principal said, “Pat, I need to talk to you. Can you come to my office right away?” In my brain, I was thinking ‘oh, no, which one of my 3 teachers here did something she shouldn’t have?’ I left my things in the faculty room and immediately went to the office.

Rae, the principal, asked me to shut the door. I did, and sat down across from her, and she immediately told me that the district equity office people had visited the school earlier in the day. With a sigh of relief, I commented that I was sure they were pleased with what they saw. Rae’s reply to me was that the question they had asked her was: “What is your school doing for your 63 students who are ELLs?”

My response was, “Well, what did you say?”

She said that she had described that when she goes into classrooms, she notices that teachers are pulling groups to work with at a table a lot.

“So, when they are working with groups, are they building academic language or background knowledge with those students?” I said.

“I’m not sure,” she stated. “I just thought they were doing something to help those kids with the language.”

My next thought was, ‘I wonder why they asked that question’. So, I asked, “Why don’t you pull up your last three years of test scores. Maybe that will give us a clue as to why they came today.”

Rae went to her computer and pulled up the data. This was a very eastside school in the district, and usually their test scores are in the mid 90s. I was a bit surprised that this school’s test scores averaged 82%. Quite a bit below my expectation.

I suggested, “Try disaggregating the data and let’s look at the scores then. Take out your English language learners and see what that does to the percentages.”

*Family, School, and Community Partnerships*
She did, and we were both surprised to see that without those 63 students included, the school average was 92%. Quite a difference. Then we looked at the scores of the English language learners by themselves, and noticed that their scores had plummeted to 27%! Quite a difference, too. Rae and I were both appalled by that figure. Most of these ELLs are children of parents who teach at the U of U or are students there. They come from educated families, but the teachers had assumed that they didn’t need to worry about them.

In my head, I was thinking ‘Just 4 years ago I taught the BYU ESL endorsement classes right here at this school because so many teachers had enrolled in the classes. What did they not get? I really believe that because these students’ parents were educated, the assumption was that they didn’t need any help. The teachers hadn’t realized that background knowledge and academic vocabulary work was needed for the students to really grapple with and understand the learning that English speakers had already known.

Rae asked me what I thought they should do to improve those test scores. I told her my thinking, and she asked if I would do a faculty meeting training the following Monday to remind teachers of what they need to do when working with ELLs.

I responded to her that I would be happy to do that, but only if she would begin by describing the visit from the district personnel and then show the faculty the test scores. When the teachers saw the difference in scores between native English speakers and second language speakers, there was a big communal gasp. We reminded ourselves that one should never assume that any student gets everything we do along the way without informal assessment to measure it.

Together, we agreed that they would immediately begin working on background knowledge and we came up with many ways to teach vocabulary. They agreed to end the year by working harder with ELLs and they began the next year armed with an arsenal of vocabulary strategies and practices to use.

Always remember: to assume that every student ‘gets it’ right away can become a very disabling experience for the students who need it. Teachers now were aware that they had sorely neglected this group of students across all the grade levels.
LA 3.5: What Does Community Engagement Look Like?

Partnership Plans

<table>
<thead>
<tr>
<th>Learning Outcome</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Acknowledge and follow local, state, and federal laws and policies as they pertain to ELLs and their families. Assessment: 25 pts. TA: 30 Minutes</td>
<td>Teachers can organize change in their school based on new information to attend to federal laws and policies as they work to engage families and community with the school.</td>
<td>Students have studied OCR issues, National PTA standards for family and community involvement and will now study other articles on the topic of partnership plans.</td>
</tr>
</tbody>
</table>

Instructions

1. In groups of three, read the article your groups is assigned from the list: (a); (2techplan); (b) (East High); (c) (Elderly Young); (d) (foster Student Plan); (e) (Partner Parents); (f) PartnershipLibraries; (g) (Ptnr Reading Plan); and (h) (Grocery Plan).
2. Based on your article, construct a poster that communicates the plan reported in the article. Be sure to list the key ideas so that you and others might adapt the plan to your school or classroom.
3. Hang your poster. Then join a Gallery Walk--take notes on the ideas from the posters.
4. As a group discuss, the ideas you observed and how they respond to the issues raised by your review of your school and compliance issues you uncovered.
5. During this session, you have identified places your school might improve services for ELs and their families. Before you go today, jot down some actions you might take or ideas about a Partnership Plan.
HW 3.1: Reflections on Session 3

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<tr>
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<tbody>
<tr>
<td>Teachers work in partnerships with families and communities to create positive learning environments.</td>
<td>Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.</td>
<td>Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.</td>
</tr>
</tbody>
</table>

Due: Session 4

Assessment: 50 pts.

Instructions

Each Week’s Reflection Journal (to be completed after each session)

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about--What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?
HW 3.2: Family Profile Major Assignment

**Pedagogical Intent**
Teachers can use their learning about one family and apply this learning into new teaching practices and strategies to enable student learning and to help the family assist in their child’s education.

**Student Position**
Students have made the first visit with the student’s family they are studying. They prepare and do the second visit to the family they are profiling and continue to learn more family funds of knowledge. This prepares them to complete the assignment for the family profile. Now they will work to complete the written part of the profile assignment.

---

**Instructions**

1. Complete your second visit to the family you are profiling.
2. Using the links here, review the items in the Family Profile Project (and the rubric) to be sure you understand what information is needed. Remember to change the child’s and family’s real names for privacy.
3. Finish the written work necessary to complete your Family Profile of the family and student you chose. It is due in session 6.
4. Remember to create a visual (photo, drawing, family sign, funds of knowledge, etc.) that you will use to share your profile with classmates.
5. The sooner this assignment is finished, the sooner you can work on the remaining two major assignments.
HW 3.3: A Teacher's Perspective on Family Involvement

What the PTA Standards Can Mean to Teachers

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education. Assessment: 50 pts. Due: Session 4</td>
<td>Teachers can enact the six National PTA Standards in their work with students and families with the goal of helping families to participate in their child’s education.</td>
<td>Students have learned the six National PTS Standards earlier in the course. They are now ready to determine where they need to begin working to enact the standards in their classroom practices.</td>
</tr>
</tbody>
</table>

Instructions

1. Read A Teacher’s Perspective on Family Involvement.

2. Use the reading guide provided to show your thinking about this particular teacher’s perspective. Click the following link to access and download the reading guide to take notes on the article.

3. Bring the completed reading guide to session 4 next week to turn in.


**HW 3.4: Partnership Plan**

**Search for Possible Partners**

<table>
<thead>
<tr>
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<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employ strategies to empower parents/families to participate in their child's education. Candidates provide support and advocacy for ELLs and their families.</td>
<td>Teachers can embrace cultures in their class and reach out to families and communities to develop partnership plans which place families, schools and community members in collaborative work with each other to benefit all parties.</td>
<td>Students gained information and knowledge about partnership plans by looking through examples. They noted ideas for what plans could be based on and now will begin creating a partnership plan they want to pursue.</td>
</tr>
</tbody>
</table>

**Instructions**

1. Review the examples described below to support your thinking in developing your own Partnership Plan. As you read these examples and consider your plan remember: Small changes can make big differences.

**Example one: Requesting an Email**

One example is when two 6th grade teachers attended their students' football games, talked to the coach, and asked him to support the boys in their education by penalizing them when they didn't finish schoolwork and homework. He announced to the team that if he received an email from the teachers with their name on it, they would be benched in the next game. What a change that made for getting work done. (In this case, the partners were the teachers and the coach, each playing their part in the interest of students.)

**Example 2: Finding and Sharing Resources**

Another example: a high school math teacher was shocked that she had a set of 30 calculators for all of her higher math students to use (multiple classes). How could they do homework? She talked with a company that made a calculator that would automatically update programs on it so students wouldn't ever need to buy another calculator. The cost was $100 per calculator. She then visited with the principal, who said he had money he could spend on about half of the calculators needed, and he knew that his parents would be willing to buy a lifetime calculator for $10 a month over the
school year. The plan worked, and every student had a calculator to use for homework, one they could keep through the college level.2. (Students and families benefited because owning a good calculator was possible for them. Partners were the teacher, the principal, and the company.)

2. As you think of what you might do, consider the Community Based Organization and Faith Based Organizations in your community (You could add relevant ones to your Asset Map, if you would like to.). Search for these phrases for your area and make a list of those that are intriguing. Think about how your school or class might connect to these organizations.

Be creative and think of something your students and/or families really need. Return to the assignment in the first session and begin filling in the necessary information for your idea of a plan.
HW 3.5: Beliefs About Poverty

Instructions

1. In this homework, we will reconsider what we believe about children and families in poverty by watching two TED Talks and an article summary of the ASCD book, *Disrupting Poverty.*
2. The first is [Mia Birdsong](https://www.youtube.com/watch?v=5o4xMds6q3s): The Story We Tell about Poverty Isn't True.
3. The second is [Rutger Bregman](https://www.youtube.com/watch?v=5o4xMds6q3s): Poverty Isn't a Lack of Character.
4. Take notes as you watch. Use this [worksheet](https://example.com/worksheet) as you watch the talks. Be prepared to report what you think schools and teachers should do as they work with children in poverty.
5. Read the brief summary of the ASCD book Disrupting Poverty from this [link](https://example.com/link) and take notes.
6. Be ready to discuss the 2 talks and the summary in session 4.
Session Four: Collaboration

Working Together in the Interests of Students and Families
## LA 4.1: Studying Students

### Learning Outcome
Employ strategies to empower parents/families to participate in their child’s education.
Assessment: 25 pts.
TA: 30 Minutes

### Pedagogical Intent
Teachers can create partnership plans for their own students, families, and communities to empower families to participate in assisting in their child’s schooling.

### Student Position
Students have jointly learned about a family and student on the VideoEthnography. They have also read examples of partnership plans. They will now work with others who studied the same student to create a partnership plan that would assist this student and/or family if it were used in practice.

### Instructions

1. Form groups according to the VideoEthnography student you studied in HW 1.3. (Vanessa Gomez, Ascuncion Valdez, or Xuan Machado).
2. Consider what you know about this student, their family, and the community, and brainstorm ideas for a partnership plan that would benefit this child. Use the directions you will use to develop the plan for your final project (found at this link—[Partnership Plan Instructions](#)) to guide you in developing and organizing the plan your group develops.
3. Then use chart paper to outline what you would suggest, how it would work, and the details as to who is involved.
4. Your group will use this chart to share the particulars of your plan for your student with the whole group.
5. After your presentation, respond to the questions of your colleagues and ask for ideas about how you could improve the plan.
## LA 4.2: Organizing for Partnerships

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education. Assessment: 25 pts. TA: 20 Minutes</td>
<td>Teachers can utilize resources in the smaller and larger community to work with parents and families as they assist them in supporting their children’s education.</td>
<td>Students have searched for CBOs and FBOs to find some agencies that may be helpful in writing their partnership plans. They will share their findings with other class members and share ideas on how to partner with them.</td>
</tr>
</tbody>
</table>

### Instructions

1. In your group, share with each other the interesting Community-based Organizations and Faith-based Organizations you discovered.

2. As you discuss them, share ideas you have about how you might partner with one or more of them in ways that would support the children and their families at your school and specifically the child who is the focus of your family profile project.

3. As a group, select one or two organizations you think are unique and/or helpful in working with families. Be ready to share these with the class when the facilitator asks you to do this.
LA 4.3: How WIDA Can Help Parents

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of how to use family and community members as a resource in learning.</td>
<td>Teachers can assist parents in understanding exactly what they can do to work with their child at home by using WIDA parent resources.</td>
<td>Students are familiar with WIDA and the testing their students are given. They will now look at the WIDA website attending to the Can-do descriptors, and then search the parent resources for ideas in helping students’ families to understand language learning levels and how to help their child in learning.</td>
</tr>
<tr>
<td>Assessment: 25 pts. TA: 20 Minutes</td>
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</table>

**Instructions**

1. In your group, go to the portion of the WIDA website that provides information about Can-do descriptors for various grades and levels. This [link](#) will take you there.
2. After you review the Can-do Descriptors, go to the WIDA resources website from this [link](#). Click on download and read through the information about engaging families.
3. Discuss in your group the resources you found and how you will use them in your work with parents.
4. Be prepared to share your ideas with the whole group.
LA 4.4: Expanding Understanding of People in Poverty

<table>
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<tbody>
<tr>
<td>Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students. Assessment: 25 pts. TA: 30 Minutes</td>
<td>Teachers can consider poverty along with culture and language to determine new ways to work with families in supporting their children's education.</td>
<td>Students have learned about culture, community resources, the PTA National Standards, Title 1, and the Office of Civil Rights. They will now learn about students and families living in poverty.</td>
</tr>
</tbody>
</table>

Instructions

1. For homework you watched two TED talks (Birdsong & Bregman) and read a summary about disrupting poverty. Now you will participate in a whole group discussion about what you learned. Use your notes to inform your discussion.
2. The discussion will focus on poverty and its effects on people who live in poverty.
3. Begin with a shower of ideas, reveal the stereotypes you have heard about people who live in poverty.
4. At the end of the session, turn in your notes.
LA 4.5: Comparing Living Conditions across The World through Photos

<table>
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</tr>
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<tbody>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education. Provide support and advocacy. Assessment: 25 pts. TA: 50 Minutes</td>
<td>Teachers can reduce their own stereotypes about living in poverty as they view the world poverty levels so they can better support families in assisting in their child’s education.</td>
<td>Students have read about what poverty is. They will add to their learning by watching a talk explaining levels of poverty as it exists world-wide.</td>
</tr>
</tbody>
</table>

**Instructions**

As a group you will watch [Anna Rosling Ronnlund](https://www.annarosling.com/). She will explore the ways in which data can inform us about world conditions.

1. Before watching the talk, click on this link that will guide your viewing. Individually write your answers to the questions at the top of the reading guide (1-4).

2. Then watch the talk by Anna Rosling Ronnlund called *See How the Rest of the World Lives According to Income*. As you watch the talk, you may want to jot down some notes to do this you will use the space below the final question which you will answer later in this activity.

3. As a group, discuss this talk and what you think of it and again jot any notes on your worksheet that are of interest to you.

4. As a group you will now go to [Gapminder](https://www.gapminder.org/) and click on the topic Dollar Street where you will find rows of pictures of families with the country and the monthly income recorded in the bottom right corner of each photo of a family.

   Scroll down to a row that looks interesting and click on a family noting their monthly income. In the column on the right side is tab that says "visit this home". Click on the tab and observe through photos the living circumstances of the family. Pay attention to the differences in living conditions in all the families in that row. Discuss the differences you see on that row and discuss the reasons for the differences and why the set of pictures about the family were included in that row.
5. Now fill out the bottom part of the viewing guide. Be prepared to share your thinking and ideas with the whole group in the discussion that follows.
HW 4.1: Weekly Reflection

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<tr>
<td>Teachers work in partnerships with families and communities to create positive learning environments.</td>
<td>Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.</td>
<td>Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.</td>
</tr>
</tbody>
</table>

Due: Session 5
Assessment: 50 pts.

Instructions:

Each Week’s Reflection Journal (to be completed after each session)

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about--What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?
HW 4.2: How Does Your School Compare

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Candidates provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching. Evaluate, select, and advocate for applicable models of family and community involvement and support implementation. Assessment: 25 pts. Due: Session 5</td>
<td>Teachers can work with schools, families, and the community to develop plans that will assist families and students to be successful in educational endeavors.</td>
<td>Students have learned about cultures and poverty and the importance of creating focused partnership plans as they work with families. They now watch a video about a high-needs school in Nevada which shows many ideas for partnering to assist students and families.</td>
</tr>
</tbody>
</table>

Instructions

1. Watch the video about Whitney Elementary School by clicking on the link. Download the viewing guide link below before you watch.

2. This film is about an elementary school in which the principal and staff stop at nothing to meet the needs of families and students.

3. Identify Whitney’s partnerships, noting what they accomplish with them, and list existing partnerships in your school, comparing the two schools. Download the viewing guide in this link.

4. Bring this list with you to session 5.
HW 4.3: Understanding Global Poverty

What Does It All Mean?

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates provide support and advocacy for ELLs and their families and understand the history families bring. They work in partnerships with families and communities to create positive learning environments. Assessment: 25 pts. Due: Session 5</td>
<td>Teachers can improve their classroom practices as they learn more about how poverty and culture affect student learning so they can better connect with families to support students in learning.</td>
<td>Students have studied about stereotypes held by many educators regarding the students they teach and also what teachers believe about people living in poverty. Now they will watch a video that explains how the world has changed over the last 200 years.</td>
</tr>
</tbody>
</table>

Instructions

1. Students will watch a five minute video from Gapminder, explaining how much the world has changed in the last two hundred years. Go to this link. Then click the arrow and listen and watch the presentation.

2. Read the article found below these instructions.
3. Then write a summary explaining the video and article you have read.
4. Because America has many immigrants from many parts of the world, make a list of the countries from which your students come and consider their position in American society. How are their homes and families different from middle class American families? How can teachers provide support to families and students from other countries? Which words in the glossary help you to understand international families better? Bring this work with you to session 5.

LA 4.3: Article: 200 Years That Changed The World

Vocabulary
200 Years That Changed the World: Exploring Gapminder


Through analyzing income and life expectancy rates from the 1800’s until the present, a new understanding of the relation between resources and opportunity within the world can be attained. Many, from students to educators, often misunderstand or do not see a connection between the two sets of data, thus creating false ideas of the world around them. One such fallacy is the idea that a country with a low life expectancy rate must not harbor any population that can live to old age, which is a common misunderstanding. These assumptions are incorrect, and, as educators, it is important to understand and explain clearly the correct specifics relating to the data at hand. For this purpose, a glossary of terms is included to assist in clearly identifying and explaining the situations at hand.

Using the glossary, consider calculations behind ‘income per person’ and ‘life expectancy’. Address the numerous factors that can and do affect these statistics, and begin exploring why/how income and health relate. Gapminder provides an interactive chart that displays 200 years worth of statistics regarding income and life expectancy. Using the chart, an educator can spark various conversations within the classroom as they explain connected developments from the 1800’s to present day.

**Glossary:**

**Absolute Poverty:** Universal measurement of poverty when one cannot afford food

**Absolute Poverty Line:** Living on $1.25 or less a day (as of 2005)

**Agriculture Economy:** Based on production and effectiveness of agriculture in a society, universally the most basic form of economy.

**Death Rates:** Number of deaths divided by population (age specific for life expectancy measurements)

**Disaster Conditions:** Factors that interrupt long term trends for health and income, ie: War, famine, genocide, epidemics, outbreaks, economic and financial crisis. Short term interruptions.

**High Income:** Population with income of $20,000 or more. Country receives this status if the majority reside in this state.

**Income per person:** Same measurement as GDP per capita

**Industry Economy:** Based on other needs aside from food, such as clothing, housing, etc. Generally follows agriculture.

**Industrialization:** The shift from agriculture economies to industry, eventually leading to rise in average incomes and vice versa.
Life Expectancy: Average based on number of deaths within a population through all ages. Based on one year’s data.

Life Table: Table to assist in calculating life expectancy of a country, based on a theoretical population of 100,000

Low Income: Population making less than $2,000 income, Country receives this status if the majority reside in this state.

Middle Income: Population making between $2,000 and $20,000. Country receives this status if the majority reside in this state.

Relative Poverty: Specific measurement of poverty, when one lives below the standard of living that is culturally accepted and normal within a country

Service Economy: Based on the access to superfluous goods due to higher average income. Follows high income countries/populations.

Surveys: Data based on representative interviews of a population
HW 4.4: Uncovering Your Experiences with Race and Privilege

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching.</td>
<td>Teachers can improve their classroom practices as they learn more about how poverty affects how students learn so they can determine better strategies to use in their work with families.</td>
<td>Students have studied about stereotypes held by many educators regarding the students they teach and also what teachers believe about people living in poverty. They will now read two articles to lead to greater understanding of unconscious bias related to critical race theory and white fragility.</td>
</tr>
<tr>
<td>Assessment: 25 pts. Due: Session 5</td>
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</tbody>
</table>

Instructions

1. Read the two summaries about white fragility and cultural capital. Answer the questions on each of the 2 reading guides. Access and download the two reading guides through the following links: [White Fragility Reading Guide](link) and you will find the article at this [link]. [Whose Culture Has Capital Reading Guide](link). Whose Culture Has Capital article is in this [link]. Also read the experience of an Hispanic teacher in several places, found below these instructions, and reflect if you or your family members have had experiences like that.

2. Read One teacher’s Experience below these instructions and think about a student or family you have worked with who may have had experiences like this teacher did. Write about what teachers and schools can do to support people who have experienced these things.

3. Think about a person of color you have known in your life—a friend, a parent, a student, a person who lives in your neighborhood, a sales clerk, etc., who is a different race from yours. Write about how you interacted with that person initially and if later on, those interactions changed. In what ways did it change, and how do you think this change happened?

4. Bring both reading guides and your written work with you to session 5.
HW 4.4: One Teacher's Experience

Privileged or Not?

One Teacher's Experience with Her Backpack

By L. Cervantes-Zaragoza

Things seem to have changed since the last time I read this article. Last year, I realized that I could do 99% of the things listed without too much problem, but this year—not so much. I don’t know if it’s because I live in a different neighborhood, it’s just me thinking this, or maybe everything going on in our nation now.

I remember just last year, how my family (who has visited often) said they feel a sense of cultural disconnect. I didn’t get it at that time. And my children’s care-taker, an African American) duplicated my sister’s feelings. My sister told me how she took my daughter to buy her some shoes in Farmington. While in line, she said she was behind a woman who had lots of clothing, shoes, etc. The cashier let her put in her pin for her card and gave her the receipt. When my sister approached the cashier, she had only two items. As she pulled out her debit card, the cashier immediately asked her for her ID. My sister, a successful lawyer in Houston, handed over he ID and was extremely friendly to the cashier. She had no problem showing her ID, but she did wonder why the lady in front of her was not asked for her ID, especially because her purchases totaled a lot more than my sister’s. She certainly did not want to jump to that conclusion, but it was pretty obvious.

Until recently, I didn’t notice things like this, but during Christmas break, while parking at Target, three women became extremely angry at me because they believed I got too close to them while parking my car. One woman came up behind my car and angrily started hitting it. I was startled, and so was my four-year-old daughter. She then came up to my window yelling and cursing. I am not confrontational, and I told her she was scaring my daughter. She continued to berate me. She then told me to go back to my country. I felt I had no choice but to call the police. I was able to get her plate number before she drove off. I was extremely shaken by this confrontation. The policeman were nice and said they would call and talk to her and the other women. He then told me that she lives in the same town I just moved to—Syracuse. I didn’t think this would ever happen to me—ever, mostly because it makes no sense.

This is my country! My family has been here for six generations! Also, my husband is active in the Air Force and has been serving this country for 14 years! I like to think that most people are not like this. I came from a neighborhood(all white) who couldn’t have been nicer and supportive to my family. This is just a huge eyeopener.

Even at my school, I am the only Hispanic teacher. The other people who are Hispanic work in the office and the cafeteria. I’ve been in Utah for three years now, and in many ways I feel a bit of a disconnect from my culture—just a bit. In looking at these items in the article, I, too, felt like I had lost some realizations that I had never noticed before.
HW 4.5: Completing Your Family Profile

**Learning Outcome**

Employ strategies to empower parents/families to participate in their child’s education.

**Assessment:** 25 pts.

**Due:** Session 6

**Pedagogical Intent**

Teachers can learn about families they work with by completing the family profile, and can then expand their work in this area by doing it with other families to inform their classroom practice.

**Student Position**

Students have been introduced to the three major assignments for this course. They have been working on the family profile, including visits to a family of a student in their class. They will now work to complete this assignment to prepare for presenting it.

**Instructions**

1. You should have completed your two visits to the family you have been studying.

2. Now you will complete writing up your experience(s) with this family, reflect on your learning and how you can apply this learning to your everyday work.

3. This assignment is due in session 6 and you will present it in small groups. The assignment includes creating a visual to share within the group you presenting with. Be sure you are prepared to do this in session 6.
## HW 4.6: Complete Your Partnership Plan

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education. Assessment: 50 pts. Due: Session 6</td>
<td>Teachers can begin creating partnership plans to benefit a student or students in their class by solving a problem or by partnering with resources inside or outside the school to meet needs.</td>
<td>Students have been working on their partnership plan as one of the main projects for this course. They now complete it by filling in the paperwork required.</td>
</tr>
</tbody>
</table>

### Instructions

1. This is a reminder that your final partnership plan needs to be presented and turned in during session 6.

2. Be sure you use the [paperwork](#) belonging to this assignment so you won’t forget anything.
Session Five: Exploring Community Resources

EL Students in Poverty, Trauma, and Teacher Strategies
LA 5.1: Poverty and Choices

Life on the Edge

<table>
<thead>
<tr>
<th>Learning Outcome</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide support and advocacy for students and their families.</td>
<td>Teachers can use ESL standards, government programs, and knowledge of students who live in poverty and trauma to better prepare their students to be able to learn.</td>
<td>Students have been learning about poverty, Title 1, ESSA, OCR, WIDA, and the National PTA Standards. This session presents information about children who live in trauma and present ways to assist them in feeling comfortable and able to work at school.</td>
</tr>
<tr>
<td>Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students. Assessment: 25 pts. TA: 10 Minutes</td>
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Instructions

Click on the game mat entitled “Life on the Edge”. You will also need a penny and a marker (bean) to mark your progress around the game. The penny is used to determine how many spaces you will move your bean each turn.

Notice that the subtitle for the game is ‘The Minimum Wage Game’. Many of our students find themselves in families where the minimum wage is what they make at their jobs. They often work multiple jobs to stay ‘above water’.

For this learning activity, you will each take your turn by flipping the coin and advancing your marker either one space for TAILS, or 2 spaces for HEADS. Note where your marker is and follow the instructions on the game mat.

During this session, the facilitator will stop several times during the learning activities for this session and ask you to take a turn again. As you play the game, try to discover why things work the way they do and what society might do to change situations like these.
LA 5.2: Trauma Informed Care

Trauma Informed Care

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Teachers create a learning environment that is sensitive to and supportive of ELs' cultural identities, language and literacy development, and content area knowledge and a safe place for students to be. Assessment: 25 pts. TA: 45 Minutes</td>
<td>Teachers can create a classroom welcoming to all students, even students living in trauma, as they consider things they themselves can do in their classroom to help these students feel comfortable and safe.</td>
<td>Students have learned about race and discovered their own beliefs in their lives to date. They have learned about white privilege and fragility and are now ready to consider the students in their classrooms who are living in trauma.</td>
</tr>
</tbody>
</table>

Instructions

1. You will participate in watching and discussing a power point entitled Trauma Informed Care.

2. Fill in the answers to the questions as class members discuss the points on the power point. Use the notes sheet that is found by clicking and downloading the following link: Notes Sheet: Trauma Informed Care.

3. Participate in a discussion led by the facilitator regarding the information you just received and examples of students in trauma you have worked with.

4. Now read the article 'Are You At Risk for Secondary Traumatic Stress' found below these instructions to read about trauma and what teachers can do to help themselves. Discuss ideas from this article, and determine if some of these ideas may be helpful for you to use with your students as well as yourself.

5. The facilitator will ask you each to take another turn in the game “Life on the Edge”.

Family, School, and Community Partnerships
LA 5.2: Article: Are You At Risk For Secondary Traumatic Stress?

EDUTOPIA TEACHER WELLNESS

Are You at Risk for Secondary Traumatic Stress?

Teaching and caring for others—especially kids in trauma—can be difficult. Here are six strategies to help you take care of yourself.

By: Todd Finley

October 30, 2017

Caring is a finite resource. I learned that from an Ojibwa second grader.

At the beginning of the school year, David (not his real name) would jerk his neck back to flick the bangs out of his light brown eyes and write, “I love Mario. I love Mario. I love Mario” to the bottom of the page, and then grin and ask, “What do you think, Mr. Todd?” Some days, the page would be filled with, “I love soccer.”

In early October, David stopped playing soccer at recess. When I asked him why, he walked away. Then he stopped writing. Each week, he became more of a ghost, refusing to communicate with me. One day after school, David broke the lock on my desk and stole my stockpile of pens. I caught him selling them, 10 for a quarter. The boy’s guardians never returned my urgent messages. Meanwhile, a dozen other students in my class were in need.

The day before Thanksgiving break, the administrative assistant noticed David cupping his left ear in the cafeteria. I stopped breathing for a minute, suddenly awake to the fact that my student had been covering his ear all week without me registering that he might be in pain. Nor had I noticed that David’s previously white T-shirt was the color of oatmeal and smelled like neglect.

When the administrator moved David’s hand away, we saw that his ear canal had volcanoed into a mound of ooze and black crust. I was horrified by the wound and by my callousness, and ashamed to stand beside a colleague’s full heart. Kneeling to hug the boy, she looked up at me and mouthed, “Oh my god!”

Fortunately, David flourished with a new guardian and counseling. And while there is no defending criminal disregard for a boy in my care, I now realize that my emotions had narrowed to Ryan Gosling levels after working with children whose temper swings overwhelmed my meager skills.
Symptoms of Secondary Traumatic Stress

Any professional who listens to children recount traumatic experiences is at risk of secondary traumatic stress, the emotional weight that some teachers carry after exposure to children who suffer. According to the National Child Traumatic Stress Network, secondary traumatic stress degrades our professional effectiveness and overall quality of life. According to Sheri Brown Sizemore, author of To Love to Teach Again: 10 Secrets to Rekindling Passion to Keep You in the Classroom, symptoms include anger, cynicism, anxiousness, avoidance, chronic exhaustion, disconnection, fear, guilt, hopelessness, hypervigilance, inability to listen, loss of creativity, poor boundaries, poor self-care, and sleeplessness.

If you recognize these symptoms, complete the Professional Quality of Life Scale, which measures compassion fatigue. Also be aware that there are strategies that can help, like these:

1. Connect with quality friends: Every Thursday morning at 5:30, I show up in a music teacher’s driveway for a 50-minute “walk & talk.” Eddie and I always discuss teaching problems. Besides being a good listener, my friend reminds me that my feelings matter, and that I’m enough. Regardless of my difficulties, I end the walk feeling emotionally recharged.

2. Write it out: Teaching requires mental and emotional dexterity. When one is weakened, the other is compromised. But writing can help. According to one study, expressive writing (describing feelings) “offloads’ worries from working memory, therefore relieving the distracting effects of worry on cognition.” Set a timer for eight minutes and let it all out on paper.

3. Use drive time for self-talk: If I’m feeling out of sorts while driving to work, I talk about my concerns aloud and in the third person. For example: “Todd is feeling raw and fragile because of the crying jag that X had yesterday. He’ll be OK today if he doesn’t get overpowered by X’s feelings.” This emotional distancing, according to research on third-person self-talk, boosts rationality and improves people’s “ability to control their thoughts, feelings, and behavior under stress.” After that, I put Aloe Blacc’s “The Man” on full blast and float into my classroom.

4. Avoid toxic colleagues: Research shows that toxic co-workers 1) are selfish, 2) display overconfidence, and 3) are found to declare “emphatically that the rules should always be followed no matter what.” If a toxic co-worker hangs out in the break room, eat elsewhere with colleagues who smile with their eyes.

5. Do something tangible: To avoid marinating in diminished compassion, recharge by completing a small task—something specific and concrete. Run on an elliptical machine for 30 minutes or send a card to a friend. Teresa Amabile and Steven Kramer, authors of The Progress Principle: Using Small Wins to Ignite Joy, Engagement, and Creativity at
Work, describe how small victories promote a more positive inner life, which “also leads people to do better work.”

6. Don’t suppress painful feelings: When I’m worried about a student, I remember that I don’t have to be perfect and that there are weeks left to make a difference. “Mastering the ability to reframe problems is an important tool for increasing your imagination because it unlocks a vast array of solutions.” A good psychotherapist can help you reframe issues, boost your emotional resilience, and enhance your classroom effectiveness.

Finally, don’t forget the most important thing. “It’s easy to say, ‘It’s not my child, not my community, not my world, not my problem,’” said Fred Rogers. “Then there are those who see the need and respond. I consider those people my heroes.” Don’t forget who you are.
LA 5.3: Sharing What you Learn about Poverty

Sharing summaries of readings

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<thead>
<tr>
<th>Learning Outcome</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide support and advocacy. Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices. Assessment: 25 pts. TA: 45 Minutes</td>
<td>Teachers can provide safe climates and environments in their classrooms after they have studied to learn more about the diversities that participate in their own classroom setting.</td>
<td>Students have learned about students in poverty and trauma. They will read an article in a group, discuss its message, and fill out a tree diagram on a chart paper to share their article with the rest of the class.</td>
</tr>
</tbody>
</table>

Instructions

1. Groups will be given a chart paper, markers, and assigned an article to read at their tables. (Homeless Students Fact Sheet), (Poverty American Dream), (TELL Homelessness), (Homeless Students soar), (Helping Homeless), (Generational Poverty)

2. Read the article as a group and discuss as you read.

3. Fill in the tree chart that is on the paper you were given. These are the directions:
   a. Put the title on the tree trunk.
   b. On the roots, write specialized vocabulary with definitions and/or what you already knew about the content of the article before reading it.
   c. On the branches, write the main ideas you identified in the article.
   d. On the leaf clusters, write the details that go with the main idea on that branch. If you don’t have any details for a main idea, then don’t use that main idea—they all must have details.
   e. Underneath the limbs on the right-hand side, write the focus and/or purpose of the article.
f. Under the limbs on the left-hand side, write if you agree or disagree with the article and why or why not.

4. When the facilitator calls your group, present your article to the class using the tree diagram and answer questions or comments from your classmates. Hang your chart.

5. The facilitator will ask you to take your next turns in “Life on the Edge”.
LA 5.4: Social-Emotional Strategies

Understanding Emotional Needs of Students

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</tr>
</thead>
<tbody>
<tr>
<td>Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students.</td>
<td>Teachers can practice social-emotional skills and strategies in their classrooms and also with families to help them overcome past experiences and achieve academic success.</td>
<td>Students have learned about students in poverty and/or trauma. They will now read about social-emotional learning and discuss how to apply it to their work with students and families.</td>
</tr>
<tr>
<td>Candidates provide support and advocacy for ELLs and their families.</td>
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<tr>
<td>Assessment: 25 pts. TA: 30 Minutes</td>
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</tbody>
</table>

Instructions

1. Read and discuss the reading your group has been asked to read. (Developmental Path), (SEL definitions), (Trauma Response), (SEL Studies), (SEL framework), (SEL 4 Ways). Select a note-taker for your group and assist that person in capturing all the important points of your article, discussing as you go.
2. Participate in a class discussion to determine a good definition of social-emotional learning and then discuss important ideas from your reading.
3. Now make a class list of things you now do to support students, and what you would consider adding to your practices to support them.
4. The facilitator will ask you to take your next turn in the “Life on the Edge” game.
LA 5.5: Life on the Edge

Surviving in Difficult Circumstances

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<thead>
<tr>
<th>Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>Provide support and advocacy. Employ strategies to empower parents/families to participate in their child’s education. Assessment: 25 pts. TA: 30 Minutes</td>
<td>Teachers can provide environments of safety to these students to enable them to feel safe as they learn in school.</td>
<td>Students have learned about children in trauma. They have read about poverty, trauma, and homelessness. They will now discuss the game played throughout this session to be able to identify with students living in these conditions.</td>
</tr>
</tbody>
</table>

Instructions

1. Take your last turn in the ‘Life on the Edge’ game.

2. As a group, discuss how each of you survived your time in the game. Discuss these questions:
   
   - What stressors could members of a family feel when even one of the issues comes up in their lives?
   - Do you know of any agencies that can assist families to keep or find new housing?
   - What behaviors might children in these families exhibit when they are living in fear that they might become homeless?
   - What can you do to provide a safe environment for these children when they are in school?

3. Participate in a class discussion about advocacy and what allows people to move from silence to advocacy.

4. The facilitator will give you 10 minutes to sign up for your group to complete the final major project for this course, the Advocacy Position Paper and Presentation.

5. You will find sample topics for which you can advocate located below these instructions, or you may select your own. Meet as a group to exchange contact information and to begin thinking about a topic.
Possible Topics for Advocacy Position Paper

1. Equity with respect to helping students achieve high Common Core standards.

2. Strong relationship-building skills and attention to social-emotional needs of students.

3. Cultural knowledge and ability to incorporate background, culture, language, and funds of knowledge into instruction.

4. Specific pedagogical skills—formative assessment, room set up for greater participation, scaffolding instruction for levels of proficiency.

5. Understanding of laws and policies from the government related to teaching diverse populations. (Title 1, Office of Civil Rights, ESSA, FERPA, etc.)

6. Cultural knowledge that enables teachers to support parents and families in assisting students to learn.

7. Second language acquisition and its application in classrooms with ELs.

8. Assessment practices teachers should use in their work with English learners, both formative and summative.

9. Building resiliency in students who have trauma due to one or numerous reasons.

10. Becoming a watchdog in your school to be sure programs and practices are available to all students, not just those who are privileged or advantaged.

There are many more topics, but these might get you started.
HW 5.1: Reflecting on My Work

Reflecting on My Work

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Teachers work in partnerships with families and communities to create positive learning environments. Assessment: 25 pts. Due: Session 6</td>
<td>Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.</td>
<td>Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.</td>
</tr>
</tbody>
</table>

Instructions:

Each Week’s Reflection Journal (to be completed after each session)

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about--What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?
HW 5.2: Socioeconomic Class

Economic Stories of Our Lives

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</thead>
<tbody>
<tr>
<td>Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students.</td>
<td>Teachers can, with new knowledge gained in this course, apply what they have learned to better support students and families they presently work with.</td>
<td>Students have learned about people who live in trauma, poverty, and homelessness. They will now identify the socioeconomic class in which they grew up, and consider the socioeconomic class they now identify with.</td>
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</tbody>
</table>

Due: Session 6  

Instructions

1. Write an autobiographical sketch about the socioeconomic class in which you grew up.
2. Then, consider the following questions, and write your answers to them:
   a. What factors do you identify with in the class you reference?
   b. With what class do you now, as an adult, identify yourself?
   c. How do these class-based identities influence your professional practice?
   d. If your socioeconomic class is very different from that of your students, how can you connect with them?
3. Bring this sketch with you to session 6 to share in small groups.
4. After the sharing in class, turn the sketch in to the facilitator.
HW 5.3: Deficit Theory

Revealing My Thinking

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<tbody>
<tr>
<td>Provide support and advocacy.</td>
<td>Teachers can build stronger relationships with the families they work with when they come from a position of empowering parents rather than thinking from a deficit stance.</td>
<td>Students have studied the National PTA Standards and are ready to look at deficit theory. They will notice the difference in thinking between deficit theory and better actions that enable parents to take a strong role in supporting their children’s education.</td>
</tr>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education.</td>
<td>Assessment: 50 pts. Due: Session 6</td>
<td></td>
</tr>
</tbody>
</table>

Instructions

1. Study the chart at the top of ‘Assumptions About Family Engagement’. Click on the following link: Assumptions About Family Engagement Worksheet.

2. The topics in the first column are: role, resources, starting point, diversity, decision-making, accountability, and contributing. Notice the middle column, Traditional Assumptions, and the last column, Better Alternatives. Think about where your thinking falls in relation to the first column. Are your thinking and actions more traditional? Can you identify things you might do as you work with students and families?

3. Now answer the five questions following the table. Bring this form with you to session 6.
HW 5.4: National PTA Standards

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide support and advocacy.</td>
<td>Teachers can use the National PTA Standards to improve their practice by creating a plan to apply one of them in their own work with students and families.</td>
<td>Students have learned the National PTA Standards and have thought about their application to the school setting. They are now challenged to plan to apply one of the standards in their own classroom and practices.</td>
</tr>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: 50 pts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due: Session 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructions

1. Think about your classroom and how you are applying the National PTA Standards in your work with students and families.
2. Analyze the six standards and identify at least one area in which you could improve your practice? The Standards are:

   - Welcoming All Families
   - Communicating Effectively
   - Supporting Student Success
   - Speaking Up for Every Child
   - Sharing Power
   - Collaborating with the Community

3. Select one standard for you to begin your work in applying the standards in your classroom and school. Write the name of the standard as well as specifically stating the plan you will use to achieve your plan.

4. Bring your written plan to session 6 to share.
## HW 5.5: Complete Two Major Assignments - Family Profile and Partnership Plan

### Learning Outcome
Employ strategies to empower parents/families to participate in their child’s education.

**Assessment:** 50 pts.
**Due:** Session 6

### Pedagogical Intent
Teachers can use the positive experience of completing both of these major assignments and apply them in their future work with families and students.

### Student Position
Students are creating a family profile and a partnership plan as an exhibit of learning from the first part of the course. They need to complete it for presentation in session 6.

### Instructions

1. Two major assignments are due next week in session 6. They are:

   - **The Family Profile:** 2 visits to a family; a 3-5 page paper; a visual representing the student and/or family; and presenting your work in a small group.

   - **The Partnership Plan:** Your plan should align with one of the Parent Standards; include your rationale, goals, and steps; include a timeline of activities to carry it out; and a written document. You will also present this in a small group setting.

2. Be sure you bring both of these assignments completed to session 6.
HW 5.6: Advocacy Position Paper & Presentation

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of how to use family and community members as a resource in learning. Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their families. Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.</td>
<td>Teachers can utilize learnings from this course to better assist families in supporting the education of their children.</td>
<td>Students have learned about the final major assignment for the Parent and Family course. They now prepare to complete it as a committee working together.</td>
</tr>
<tr>
<td>Assessment: 50 pts. Due: Session 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructions

1. At the end of session 5, students signed up in groups for the final major assignment: Advocacy Position Paper and Presentation.
2. They have shared contact information with their group and have briefly discussed possible topics.
3. Come to session 6 with the topic you would like to use and your ideas for the paper as well as for the presentation.
Session Six: High Expectations English Learners

Home Visits, Partnership Plans, and Advocacy
LA 6.1: Sharing the Family Profile Assignment

Learning from Each Others' Experience

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate, select, and advocate for applicable models of family and community involvement and support Assessment: 25 pts. TA: 45 Minutes</td>
<td>Teachers can make home visits a common practice in their work with family and students to create strong relationships with families that will lead to families supporting their children in learning.</td>
<td>Students have completed two visits to the family of a student they teach. They have learned the family funds of knowledge and will present this family to classmates.</td>
</tr>
</tbody>
</table>

Instructions

1. The facilitator will arrange the class into groups of 3 family profiles, as some profiles may have been completed with two teachers working together.
2. Each table has a stack of census forms (You can also find one by clicking on the Census Form here).
3. Each listener will fill out a census form for the family(ies) they are hearing about.
4. After each share, listeners will use the census forms to ask questions and give feedback about the student and family.
5. Give the census form, with your name on it, to the teacher who shared, and they will be handed in to the facilitator along with the Family Profile.
6. Each profile shared should take 10 minutes to present, and questions and feedback should take 3-5 minutes.
LA 6.2: Sharing Partnership Plans

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.</td>
<td>Teachers can use this experience of creating a partnership plan as a foundation for creating future partnerships that will support students and families.</td>
<td>Students have created a partnership plan to assist students and/or families. They will present their plan in groups of 3 and receive feedback and suggestions on their plans.</td>
</tr>
<tr>
<td>Assessment: 25 pts. TA: 40 Minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructions

1. In your group of 3, take turns explaining your partnership plan to your classmates, 7-8 minutes each.
2. When you have finished yours, ask for feedback and suggestions.
3. Listen carefully to the other two partnership plans in your group and give feedback.
4. Be prepared to participate in a discussion and report on the interesting partnership plans you heard about. The discussion will also consider your new understanding of how partnership with family and community might impact your practice as a teacher of ELs.
LA 6.3: Exploring Further Teacher Beliefs and Family Engagement

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide support and advocacy.</td>
<td>Teachers can build stronger relationships with the families they work with when they come from a position of empowering parents rather than thinking from a deficit stance.</td>
<td>Students have studied the National PTA Standards and are ready to look at deficit theory. They will notice the difference in thinking between deficit theory and better actions that enable parents to take a strong role in supporting their children’s education.</td>
</tr>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: 25 pts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA: 25 Minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructions

1. Using the chart your completed in HW 5.3 (deficit theory) and HW 5.2 (autobiographical sketch), share your findings and your sketch with your group.
2. Discuss the responses from your group members.
3. After your group discussion, you will share your thinking with the entire class, in a discussion that focuses on how what you learned could help you work with parents.
4. You learning in this discussion can help you in developing and writing your advocacy position paper.
LA 6.4: Learning About ESSA Plans

Every Student Succeeds Act

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Learning Outcome
Provide support and advocacy for ELLs and their families. Employ strategies to empower parents/families to participate in their child’s education. Assessment: 25 pts. TA: 25 Minutes

Pedagogical Intent
Teachers can assist their school in creating appropriate ESSA plans that align with district and state plans to enable ELs to achieve highly in academics.

Student Position
Students will learn about the requirements of ESSA by reading two articles. They will become familiar with the requirements for school and district, and state ESSA plans.

---

Instructions

1. In groups of 4, each pair of students will read one of the two article summaries about ESSA. Article one is linked here and the second is here. Discuss your reading and prepare to share it with the other pair in your group.
2. Each pair will share the information from their reading with the other pair.
3. Now look at the information sheet entitled Required Under ESSA and Optional Under ESSA. Discuss what you learn from these.
4. Participate in a discussion about ESSA and help others understand what this information means for educators and education.
# LA 6.5: Organizing for Advocacy for ELs and Their Families

## Advocacy Position Paper and Presentation

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide support and advocacy for ELLs and their families.</td>
<td>Teachers can become advocates for the students they teach and their families. Advocacy results in firmer commitments to the work they do. This greatly impacts their work with students.</td>
<td>Students have learned about families and creating partnership plans with community people and businesses. The third major project for this class is the Advocacy Position Paper and Presentation. They will begin preparing for this, due in session 8.</td>
</tr>
<tr>
<td>Employ strategies to empower parents/families to participate in their child’s education. Assessment: 25 pts. TA: 25 Minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Instructions

1. You will meet in the advocacy groups you chose in session 5 and work together on the advocacy paper. Use these instructions to guide your work on this assignment.
2. Review another topics sheet found in this link: topics document to start your thinking about determining a position for which you could take in this advocacy assignment.
3. Once you select a topic, share it with the facilitator who will keep a list. This way every group will focus on a different topic for advocacy.
4. The group will continue to organize for equal work, assigning each member to prepare their part of the assignment for the paper as well as to bring ideas for creating a power point for the presentation to session 7.
5. In session 7 you will be given time to work on this. The presentation will be done in session 8.
HW 6.1: Reflecting on my Work

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers work in partnerships with families and communities to create positive learning environments.</td>
<td>Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.</td>
<td>Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.</td>
</tr>
</tbody>
</table>

Assessment: 50 pts.  
Due: Session 8

Instructions

Each Week’s Reflection Journal (to be completed after each session)

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about--What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?
HW 6.2: Preparing the Final Major Assignment

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide support and advocacy for ELLs and their families. Employ strategies to empower parents/families to participate in their child’s education. Assessment: 50 pts. Due: Session 7</td>
<td>Teachers can become advocates for the families and students they work with to gain expertise in supporting their children to achieve in their educational pursuits. their past experiences.</td>
<td>Students have been informed of the third major assignment for the course, the Advocacy Paper and Presentation. They will meet with their groups to determine the topic for which they will advocate in session 8. They will plan assignments for each member to bring to session 7 when time is provided for them to write the paper and prepare the power point for presentation.</td>
</tr>
</tbody>
</table>

**Instructions**

1. Gather materials to work on your part of the advocacy paper and any other assignments from your group.
2. You will meet with the rest of your group during session 7 for 80 minutes next week. You will work together to complete the Advocacy Position Paper and the PowerPoint for your presentation. Each member of your group will be the presenter for one part of the PowerPoint. In addition, you should involve the audience in your presentation.
3. Think about the audience to whom you will present your PowerPoint and Advocacy Paper.
4. One copy of the Advocacy Paper (with the names of all members of your group) will be turned in to the facilitator in session 8 when the PowerPoint and accompanying activities will be presented.
HW 6.3: Responding to the Impact of Experiences of Immigration

Thinking about the life experiences of children and families

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.</td>
<td>Teachers can use their understanding about the potential effects of immigration and refugee experience on children's learning in their teaching practice and in their interaction with families.</td>
<td>Students are learning strategies to support students and families with whom they work. They will now learn about the influence of immigrant and refugee experiences on the students they teach.</td>
</tr>
</tbody>
</table>

Assessment: 50 pts. Due: Session 7

**Homework**

**Instructions**

1. Children are usually involuntary immigrants and may experience difficulties during immigration or from experiences as refugees. Please go to the linked website from the Migration Policy Institute. If you scroll down, you will notice on the left side of the page in a textbox a link to a brief that discusses this issue in terms of young children. Please download and read the brief.
2. Take notes on it considering your own students, the advice about how to respond, and how you could use this in your teaching practices.
3. Think about how this could inform your advocacy paper.
4. Prepare a bulletpoint list of key ideas that you might want to share with your faculty and your group in this class.
5. Turn in your list to your facilitator in Session 7.
HW 6.4: Building Resilience

Learning Outcome
Provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching.
Assessment: 50 pts.
Due: Session 7

Pedagogical Intent
Teachers can work better with students when they understand the issues that come with them to school and know ways of helping students to be resilient so they can learn better.

Student Position
Students have learned about adverse childhood experiences and have gained understanding of the importance of family involvement in their children’s education. Now they will read about resilience and how they can assist students in becoming more resilient.

Instructions:
1. Read the summary entitled Resilience. As you read, think about a student you have worked with that you think needs support in becoming more resilient.
2. Respond to the reading guide with this student in mind (Remember this may not necessarily be an EL student).
3. Next you will read a set of tips for building resilience in children from the Imagine Project. (Scroll down the page to the seven tips.) Using these tips, create a plan for building resilience in the specific child about whom you have been thinking.
4. Bring this work to session 7.
HW 6.5: Advocacy

### Learning Outcome
Become an advocate for every student in your class as well as ELs.

**Assessment:** 50 pts.

**Due:** Session 7

### Pedagogical Intent
Teachers can take on the role of advocate for their students through awareness of student strengths and needs and practice in advocating for them whenever possible.

### Student Position
Students are ready to work on the last major assignment for the course: The Advocacy Position Paper and Presentation. They will learn more about advocacy from a PowerPoint.

### Instructions

1. Attached is a link to PowerPoint based on an Advocacy position paper from an earlier course. After linking to the PowerPoint, you will need to download it to view it.
2. This is an example of what your Advocacy Presentation PowerPoint might look like.
3. As you review the PowerPoint consider your own Advocacy Presentation and note ideas from this presentation that you might use in your own. Each person is responsible for creating the slides for their part of the PowerPoint in which they will teach.
4. In session 7, you will work with your group to complete the Advocacy Paper and Presentation so bring all the materials you will need to do this.
**HW 6.6 Revisiting My Beliefs about Teaching Diverse Students**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching. Assessment: 50 pts. Due: Session 8</td>
<td>Teachers can increase the involvement of the parents and families of their students to enable their acquisition of English as well as becoming active members of the school community.</td>
<td>Teachers can increase the involvement of the parents and families of their students to enable their acquisition of English as well as becoming active members of the school community.</td>
</tr>
</tbody>
</table>

**Instructions**

1. Pull up and print out the [Common Beliefs Survey](#) created by an association for Teaching Tolerance.
2. Complete the survey on the pdf form.
3. Make sure you answer the "why" questions.
4. Be sure to bring this to session 8 to be used in a learning activity.
Session Seven: Responding to Student and Family Needs

Building Resilience and Advocacy Efforts
LA 7.1 Becoming a Champion Teacher

Trauma Informed Care

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empower parents/families to participate in their child’s education.</td>
<td>Teachers collaborate to provide united advocacy for every child they teach.</td>
<td>Across these courses teachers have developed knowledge, skills and dispositions that will enable them to help students reach their potential. They now watch a video about champion teachers to consider how teachers can influence students and their families.</td>
</tr>
</tbody>
</table>

Assessment: 25 pts. TA: 20 Minutes

Instructions

1. Using this [link](#), as a whole class you will listen to Rita Pierson discuss how Every Kid Needs a Champion. As you listen, think of who and what you want to be for the students you teach.
2. As a whole class, you will consider how the various projects and activities in this endorsement program have or could position you to be your students' champion.
LA 7.2 Responding to the Impact of Trauma and Building Resilience

Creating Supportive Classroom and School Environments

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate, select, and advocate for applicable models of family and community involvement and support implementation. Assessment: 25 pts. TA: 40 minutes</td>
<td>Teachers can advocate for their students who need to learn skills for being resilient in their daily school life.</td>
<td>Students have completed most of the work in the Parent and Family course. They now consider the topic of resilience for immigrant students in trauma. They will create a plan to assist these students to learn the skills of resilience.</td>
</tr>
</tbody>
</table>

Instructions

1. In your group, each person will share their plan for supporting a particular student in becoming more resilient.
2. Discuss what you learned about how schools and teachers could support students in developing resilience.
3. Working together, identify key talking points that you could share with your grade level team or school faculty concerning how to support children in overcoming the impact of trauma and the development of resiliency. (Keep your key talking points to less than ten, preferably five).
4. Each group will present their talking points.
5. Working as a whole class, together develop a shared list of talking points that can help you as teachers respond to children's trauma and develop resiliency.
LA 7.3: Preparing for Advocacy

Developing an Advocacy Stance

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate, select, and advocate for applicable models of family and community involvement and support implementation. Work in partnerships with families and communities to create positive learning environments. Assessment: 25 pts. TA: 1 hour 20 minutes</td>
<td>Teachers can advocate for their students and families after completing this course and taking a position to advocate for correct practices to us with EIls and with diverse communities at their schools.</td>
<td>Students have completed most of the work in the Parent and Family course. They need to work in session 7 on preparing the final major course assignment. They will work with their team to prepare for presenting the advocacy position paper in session 8.</td>
</tr>
</tbody>
</table>

**Instructions**

During this session, you will work on your Advocacy Presentation and Paper with your group. As you work, consider the requirements. (The rubric and be found by clicking this link to be sure you are in compliance).

If you don't complete it during this session, you will need to complete it during this week.

One copy of the Advocacy Paper, with every group member's name on it, will be submitted to the facilitator prior to your presentation in class next week. Each group will use the power point as they present their material, for which you are allotted 25 minutes.
HW 7.1 Reflecting on My Work

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers work in partnerships with families and communities to create positive learning environments.</td>
<td>Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.</td>
<td>Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.</td>
</tr>
</tbody>
</table>

Assessment: 50 pts.  
Due: Session 8

Instructions

Each Week’s Reflection Journal (to be completed after each session)

1. Think of what action you took last week or across the course. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about--What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?
HW 7.2 Reconsidering Engaging with Families

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers work in partnerships with families and communities to create positive learning environments.</td>
<td>Teachers can apply learnings from the course and set goals for working with parents, families and communities.</td>
<td>Students have learned about how to more deliberately create welcoming schools, interacting in educative ways with parents and families, and how to involve parents, families and communities in their school. They will watch a video that reinforces these ideas and consider again their own practice.</td>
</tr>
</tbody>
</table>

**Instructions**

1. Watch the video *Collaboration:Current Realities of My School*.
2. Click on this [link](#). It will take you to the videos for this course. Scroll down to where the sessions are listed on the screen. Click on Session 4 then move to the right side of the screen and click on Introduction. You only need to watch the video to the subtitle "Address the Need for Training".
3. As you watch, consider how this could inform your advocacy and partnering with your students' families and in your school and community.
4. Finally, review your advocacy paper and presentation so that you are ready with your group to present next week.
Session Eight: Advocating for Students and Families

Sharing Advocacy Plans to Create Change in Schooling
LA 8.1: Teachers Advocating Together

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate, select, and advocate for applicable models of family and community involvement and support implementation. Work in partnerships with families and communities to create positive learning environments. Assessment: 200 pts. TA: 2 hours</td>
<td>Teachers can advocate for students, parents, families, and colleagues. The role of advocacy is central to being an educator and they will continue to advocate throughout their careers.</td>
<td>Students have completed the Parent and Family course and will now present the Advocacy Position Paper and Presentation to the class.</td>
</tr>
</tbody>
</table>

Instructions

1. The facilitator will determine the order of presentations for the evening and assign evaluators for each presentation. Each person will evaluate only one other presentation. The presentation should be no more than 25 minutes.
2. The evaluators will use the Peer Oral Presentation Evaluation Form.
3. After you present your paper, collect the evaluation forms from your peers.
4. At the end of class, you will give the facilitator one copy of your paper and the evaluations other students gave you.
5. All groups need to listen and participate appropriately to the other group's presentations.
6. After all the presentations have been made, discuss as a whole class the ideas that resonated with you and the useful ideas and arguments for advocacy you learned from the group.
LA 8.2 Revisiting My Thinking

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Pedagogical Intent</th>
<th>Student Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students. Work in partnerships with families and communities to create positive learning environments. Assessment: 25 pts. TA: 20 Minutes</td>
<td>Teachers can help students achieve more as they have learned about parents, families, and their students. They will continue this work as they continue their teaching career.</td>
<td>Students have completed the last course in the TELL ESL Endorsement. They will review their responses to the survey they took as the class began. They will note areas where their thinking has changed and areas where they want to put forth more effort.</td>
</tr>
</tbody>
</table>

Instructions

1. For homework for this session, you completed the Common Beliefs Survey. The facilitator will give you the Common Belief Survey that you completed at the beginning of this course.

2. In a group of 3, first consider your initial response thinking about whether, given what you have learned since, it accurately reflects your initial understandings.

3. Compare your responses with the survey you filled out for homework in session 6.

4. Consider the following questions in your group. thinking has changed from the beginning of this class:

   Are you surprised by some of your responses?

   What change and growth have you seen in your attitudes as reported in the survey?

   Focus on the ‘why I feel this way’ section of each question. What changes do you see in the way you want to teach and serve students in the future?
Appendix A: Conceptual Tools from TELL Courses
Inclusive Pedagogy Framework

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Definitions</th>
<th>Goal Questions</th>
<th>Reflection for Change Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting the needs of today’s language minority students’ demands collaboration across academic disciplines, institutions, and school-home cultures.</td>
<td>Needs</td>
<td>1. Who are our language minority students?</td>
<td>How can I engage with other people in different disciplines and classrooms within my educational setting to support students’ development as knowers?</td>
</tr>
<tr>
<td></td>
<td>Rationale</td>
<td>2. What needs do language minority students have?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current Realities</td>
<td>3. How can collaboration help me better meet students’ needs and utilize their strengths?</td>
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(Teemant, Cutri, Squires, & Gibb, 1998)
Inclusive Pedagogy

A Conceptual Framework for Educating Students of Diversity

Annela Teemant & Stefinee E. Pinnegar

Purpose

The aim of Inclusive Pedagogy is to advance the education of all students, particularly those who are culturally, linguistically, and cognitively learning diverse, through teacher development that enables teachers to pay attention to the learner.

Rationale

A careful consideration of the facts about the increasing diversity teachers confront in today’s classrooms leads thoughtful educators to recognize that diverse student populations (talented and gifted, multicultural, learning disabled, and speakers of other language) comprise a majority rather than a minority in classrooms across the country. Even teachers in predominantly white, middle and upper class communities are confronted with these kinds of diversity in increasing numbers. This diversity presents teachers simultaneously with challenge and opportunity. The challenge occurs when teachers ask themselves, “How can I learn and grow as a professional in order to meet the needs of the diverse students under my charge?” The challenge, thus, becomes an opportunity for improvement. Teachers who respond to this challenge see students in their classroom not as a problem for them to fix but as a resource for their professional growth and development as a teacher.

Unfortunately, most teacher development targeted toward meeting the diverse needs of students is fragmented. Teachers are given specific strategies for particular types of students, but they are not presented with a coherent framework that enables them to systematically and comprehensively attend to the commonalities across these diverse populations as well as adjust for the unique needs of these students. Multicultural programs often provide strategies and lists to guide teachers for each different kind of culture. Courses which teach about learning disabled students discuss not strategies for teaching all learning disabled, but particular and specific strategies for each type of learning disability. Talented and gifted course work often gets so entangled in definitions of giftedness that teachers may not have clear ideas about how to proceed with students who they perceive as gifted. District policies and the number of ways that the teacher might respond may discourage rather than support teachers as they struggle to meet the needs of second language learners.

Teachers are left to find a way to resolve the competing and often particularistic demands offered by this kind of teacher development since each day they must simultaneously meet the needs of learning disabled, multicultural, second language, and talented and gifted learners.

Inclusive Pedagogy is a coherent and comprehensive framework which can support teachers in developing common understandings for teaching students of diversity. In addition, it prepares teachers to work in their classroom and with others to advocate for these special population students.
A feature of this framework is that it guides teachers to respond in educationally appropriate ways to the diversity in their classrooms. It helps teachers understand unique differences among these populations, but more importantly it promotes common understandings that can guide their classroom practices and advocacy efforts. Inclusive Pedagogy promises teachers that in using this framework they will be able to develop increasingly sophisticated skills for paying attention to the needs of learners they teach by thinking about, critiquing and improving their current teaching practice.

**Goal**

Each of the teachers who embrace the Inclusive Pedagogy framework as a tool for helping them develop as professionals has a living story of professional development. One aspect of that story is their desire to become more capable, more competent and more caring. Inclusive Pedagogy as a framework can help teachers create “living educational theory” by responding to the question “How can I grow and develop as a professional?” When we use the word *respond*, we are speaking of physical and mental action. We ask that teachers reframe their practice by learning about new theory and practice, but more importantly we expect that they will embrace, create and implement new theory and practices. The theory they create is living because it lives in their practice. It is also living because the teachers’ theories about teaching and learning will grow and change from both what they learn about their students and what they learn as they implement practices.

**Definition**

Inclusive Pedagogy, as a conceptual framework for professional growth, promotes common understanding and united advocacy. Inclusive Pedagogy is defined by five characteristics: Collaboration, Guiding Principles, Essential Policy, Critical Learning Domains, and Classroom Strategies. These characteristics, in turn, are each defined by a standard by goal questions that promote common understandings, and by a reflection for change question that promotes united advocacy. *Inclusive* is used to reflect common understandings, and *Pedagogy* is used to remind teachers that every teaching act is an act of advocacy.

These characteristics delineate a process for responding to the needs of diverse students. This process begins with a focus on the students (backgrounds, problems, needs), community and school (personnel, programs, resources, and possibilities). The process then asks teachers to consider the assumptions, beliefs, and principles that form the foundation of their teaching. Next the teacher examines the policies that promote or restrict her ability to respond appropriately to her students and the possibility for private and public advocacy on their behalf. Then the teacher refocuses on the general and specific learning demands of these students. Finally, the teacher is guided to act locally within his own classroom by developing teaching practices that will support students’ learning and development both within and beyond the classroom. All of these characteristics coexist simultaneously in the daily life of teachers.

**Framework and Characteristics**

Inclusive Pedagogy is graphically represented as a wheel. The center of the wheel lists the student diversity of concern, thus reminding the viewer that the purpose of Inclusive Pedagogy is the child or learner. The spokes divide the framework into its five constituent characteristics: Collaboration, Guiding Principles, Essential Policy, Critical Learning Domains, and Classroom Strategies. The
spokes represent advocacy, the structural response that keeps the framework a viable action in the 
lives of diverse learners. The outer rim encompasses the whole and reminds us that through common 
understandings, which unite advocacy, we can meet the needs of all learners in each school and 
classroom.

Each of the five characteristics is represented by a standard, goal questions (with underlying 
themes), and a reflection for change question.

- **Standard**: The standard, generally phrased in normative language, outlines the professional 
  responsibility of teachers in meeting the needs of all The standard specifies what teachers 
  must do to support student learning and development. In addition, the standard delineates the 
  boundaries, or definition of the characteristic.
- **Goal Questions**: Based on a theme, the goal questions guide teachers in an examination of their 
  own practice and other As educators respond to these questions, they gain new ways of 
  conceptualizing their practice because they are led to examine it more critically and because 
  they are led to resources which provide new knowledge, ideas, and skills for teaching. In 
  responding to these questions, educators will develop common understandings both theoretic 
  and practical. The questions provide educators with a self-renewing resource that can be 
  utilized continuously as teachers examine and reexamine their practice.
- **Reflection for Change**: Like the goal questions, the reflection for change question guides 
  teachers in an examination of their practice. Unlike the goal questions, the reflection for 
  change question invites The question requires that teachers critique their own practice, and it 
  encourages teachers to work for changes in their curriculum, in their classrooms, in their 
  schools, or in their communities. As teachers utilize the Inclusive Pedagogy Framework, the 
  individual characteristics with their standard, goal questions, and reflection for change will 
  guide teachers to develop and diversify their skills for meeting student needs. Teachers will 
  grow and develop in ways that advance the education of language minority students.

**Collaboration**

Explanation: Creating and sustaining collaborative relationships is difficult under the best of 
circumstances, but it becomes even more difficult when educators focus merely on collaborating 
rather than on the purpose for those collaborations. The substance of the first characteristic of 
Inclusive Pedagogy points to the purpose for collaboration, indeed the purpose of Inclusive Pedagogy 
generally: that is, advancing the education of all students, particularly those who are culturally, 
linguistically, and cognitively diverse. We recognize that it takes collaboration to educate such 
students. But teachers become adamant about collaboration when they see the ways in which it can 
help their own students learn and grow educationally. When teachers identify which students need 
educational support, what their specific needs are, how others in the school or community could 
engage with the teacher and students to promote learning, what programs and practices already 
exist, and what it means to be a successful student in this setting, their motivation for collaboration is 
increased.

- **Standard**: Meeting the needs of today’s special population students demands collaboration 
  across disciplines, institutions, and school-home
- **Explanation**: Collaboration is an easy concept to understand but one that is difficult to live, 
  particularly in school settings where the cultural norm is that teachers work in Even though 
specialists and classroom teachers can often provide answers and insights into each others 
questions and problems, both informal and formal opportunities are difficult to establish if
such events are not valued and nurtured. When content area teachers, specialists, parents, community members, and school administrators and staff work together to support the learning of all students, amazing things can happen. However, in addition to time and opportunity to collaborate, the collaborators must respect the knowledge, expertise, and experience that all participants bring.

Goal Questions

1. Who are our special population students?

Explanation: The question asks teachers to define the special populations that are found in the school where they teach. By defining, we mean that teachers identify as individuals and groups the special population students in their school. In the process of identifying groups, teachers attend to the meaning of the social, intellectual, and cultural labels used in school settings. Such consideration engages teachers in investigations of cultural background, definitions of giftedness, language proficiency, and learning styles and profiles. However, when teachers attend to individuals, they focus instead on a student as a person. They are interested in a student’s development of cultural, social, and learning identity. They puzzle over the constellation of personality, ability, talents, difficulty, personal background, and resources of an individual student. Such consideration of individual students usually brings into clear focus the moral and ethical responsibility that a teacher has to interact with students in ways that validate rather than invalidate who they are. The theme underlying this question is definitions.

2. What needs do special population students have?

Explanation: The question asks teachers to consider the individual and collective needs of the special population students in their school. No consideration of children’s needs can really be completed unless teachers understand students’ opportunities and challenges in the classroom, the school, the home and the community. The needs of special population students are similar to those of all students: schools should be physically, emotionally, and intellectually safe environments. Students’ physical needs such as hunger, shelter, and warmth should be met. The environment should provide places where all students can develop a sense of belonging and have opportunities to contribute and to learn and grow. In exploring the needs of special population students, teachers can determine whether these kinds of needs are met for all students and which of these areas are particular problems for special population students in general. However, a consideration of needs is not just a response to concerns about student deficit. It should also be a time when teachers reflect on opportunities for students to demonstrate strengths. A refinement of the consideration of needs occurs when teachers carefully observe and analyze the individual needs of a particular student. Obviously, the underlying theme of this question is needs.

3. How can collaboration help me better meet students’ needs and utilize their strengths?

Explanation: Once teachers understand who their learners are and what needs they have, they can begin to identify and utilize the sources of collaboration available. This point of intersection between needs and definitions provides a rationale for collaboration. In exploring definitions and needs, teachers develop empathy for students and identify resources for meeting needs. Teachers are then able to think creatively about how to engage parents, community resources, and other teachers in the education of special population students. Teachers are in a position to respond to power differentials so that community and family background can become sources of strength rather than deficit. The
theme of this question is rationale.

4. What programs and practices exist to serve special population students?

Explanations: Against a background knowledge of definitions, needs, and resources, teachers can begin to explore the programs and practices that exist for special population students. This question asks teachers to examine the programs available in a school, the policies behind those programs. But it also asks teachers to contemplate carefully their own practices and policies for educating students. Engaging in a process of critical reflection, teachers begin by identifying classroom and school practices. Teachers look to programs, curriculum, and classroom interaction processes in this identification phase. Then teachers look historically, both at the story of the development of school programs and at their own individual history of development as a teacher. They trace how things got to be the way they are. Next teachers reflect on the skills and messages that get communicated to students. They question the academic, intellectual, social, and identity development of students. Following this, teachers evaluate the efficacy of these practices asking who benefits from the structure and organization of schools, programs, policies, and classroom practices. Such questioning results in an evaluation of whether what is happening in a school is what is best for students. In light of this judgement, teachers must then determine what action they should take and how they will act. The theme of this question is the understanding current realities.

5. What does it mean to know in my discipline and classroom in contrast to other disciplines and classrooms?

Explanation: In many ways, this question is part of the critical inquiry process we engage in when we consider current realities. In judging the quality of school programs and determining personal action to develop stronger programs and practices, teachers must understand what it means and what it takes for a student to be successful in a discipline or classroom. Teachers recognize that literacy in their content area is defined by academic disciplines, classrooms, and teachers. If they want to prepare students to be thinkers, problem solvers, and decision makers, they soon understand that meeting this challenge requires teachers who are steeped in and understand their discipline and the thinking of their students. Such teachers are able to design experiences that help students develop as “knowers.” By “knower” we mean a person who knows not only the facts and figures, but also the discourse of a discipline. In examining what it means to know, teachers develop opportunities for students to know along the lines of revelation, authority, and intuition, as well as along the lines of sensory experience and reason. Such students know not only how to perform in a discipline or context, but also how to converse or think about it. The language of a discipline is indeed just as important as its content. Such knowledge leads to the academic success and economic future of students. The theme of this question is content-area literacy.

Reflection for Change

How can I engage with other people in different disciplines and classrooms within my educational settings to support students’ development as knowers?

Explanation: Once teachers have examined the goal questions within Collaboration, they will have considered definitions, needs, rationale, current realities, and content literacy. At this juncture, teachers are ready to make decisions concerning their own action. They now know what people, programs or practices within their classroom and school show the most promise for supporting student development. They have a better understanding, as well, concerning what changes they
should advocate for. They have developed as knowers themselves and are more capable of supporting students in similar kinds of development. The actions teachers take to promote student development can be either public or private—within their classroom, their school or their community. However, it will involve collaboration with others and whatever the action, it becomes an act of advocacy for special population students.

**Guiding Principles**

Explanations: The second characteristic of Inclusive Pedagogy, Guiding Principles, rests on the assumption that teachers are intentional beings: Purposes, ideals, points of view guide teaching practice. Our guiding principles become the benchmarks for excellence against which we evaluate our own performance. We understand that teaching practice is never completely under the control of the teacher, but exists in the interaction between the teacher and the learner. Such recognition leads committed and caring teachers to act in morally responsible ways while recognizing the individual agency of students to determine whether they will accept or reject the opportunity to learn. For such teachers to remain vibrant, vigorous and hopeful in their teaching, they need to be able to articulate the principles that guide their practice in order to evaluate their own actions independent of student response to that action.

- **Standard:** Effective instruction for special population students must be guided by theoretical and moral principles.

- **Explanations:** As we begin to act on the reflection for change question from Collaboration, we find ourselves wondering what principles guide our practice and what criteria we are using in evaluating what are best practices. We soon recognize that student achievement gains alone are insufficient indicators of our own evaluation of what makes a particular practice or program best for students. As we more clearly understand our own beliefs about teaching, learning, and schooling, we have a firmer basis for student advocacy.

**Goal Questions**

1. How does recognizing multiple perspectives inform my teaching and learning?

Explanation: This question asks teachers to recognize that a range of performances could be celebrated as student successes, and any student behavior might have more than a single interpretation. Student silence might result from a lack of language proficiency, cultural differences governing appropriate adult-child interchanges, deafness, or politeness rather than from belligerence or lack of knowledge. How we interpret a situation says as much about us, our cultural background, and our experiences as a member of a family or a society as it does about the student whose performance we evaluate. Allowing space for alternative interpretations of a behavior injects more room for student success. This question also guides teachers to think about using multiple sources, perspectives, and modalities in their teaching. This provides students with a plethora of ways to develop understanding of the concepts taught. The theme underlying this question is multiple perspectives.

2. How can I develop and maintain high expectations for all students?

Explanation: This question asks teachers to examine the learning expectations they have for their special population students. High expectations for students rest in an assumption that regardless of
current performance, knowledge, skill, or ability, each student has the potential to learn and grow. Teachers act on this belief by developing learning experiences that reveal to students their competence, intelligence, creativity, talent, potential, or social or linguistic prowess. Teachers carefully scaffold experiences so those students are supported and successful in learning new skills and ideas. The theme for this question is high expectations.

3. How does current knowledge about special population students inform my instructional decisions?

Explanation: Scholars do not know all there is to know about educating special population students, but what is known can be helpful in guiding teaching practice. In fact, knowledge-based practice supports teachers in developing multiple perspectives and maintaining high expectations. This question asks teachers to look beyond their own knowledge, understanding, and experience to learn about ways to teach students in their charge. It asks teachers not to merely develop a bag of tricks, but as they acquire skills and techniques to build theoretical understanding about how or why the skills and techniques work. Indeed, instructional decisions and classroom practice should be based on the best current, experiential, empirical, and theoretical knowledge available. The theme of this question is Knowledge-based practice.

4. How can accountability be instilled and promoted in my students and in me throughout our educational lives?

Explanation: As a teacher, I am accountable for the learning and development of students under my charge. One aspect of this responsibility is holding students accountable for their own learning. A second, and just as important, feature is recognizing that the education of a student is the responsibility not just of your school and district, but of the entire community. Every teacher in a school has a responsibility for the education of special population students. While accountability can be merely a form of gate keeping, it can just as well be an act of respect and a sign of value and dignity. When we hold others accountable for their action, we communicate to them our belief that what we are asking is within their ability. This question highlights the need to hold our students and ourselves accountable for learning. The theme of this question is accountability.

**Reflection for Change Question**

How can I apply these guiding principles to my teaching and curriculum?

Explanation: Once teachers have developed multiple perspectives, studied how to maintain high expectations, explored knowledge-based practice, and evaluated their own accountability, they are prepared to determine what their own guiding principles are and to use them in guiding their own teaching and curriculum. Once they can clearly and cogently articulate their guiding principles and recognize when they act in concert with those beliefs and when their practice is in contradiction, then they are ready to act to change their practice. Thus developing an understanding of guiding principles can lead to action, which will increase the learning opportunities for special population students in their school. Changing practice to coincide with belief can be an act of advocacy for student learning and development.
**Essential Policy**

Explanation: Public education always occurs in a context. One of the factors that impact that context is the policy that guides, directs or constrains it. Educational policies from the national, local and state levels can affect the everyday life of classrooms. This characteristic of Inclusive Pedagogy, Essential Policy, focuses attention on the ways that rules, procedures, routines, and mandates shape the context and even in some cases the content of instruction. The word *essential* reminds teachers that policy is necessary in maintaining an appropriate learning environment to meet the needs of special population students. *Essential* also reminds teachers that certain mandates, rules and policies must be in place, and teachers must be willing to advocate to support the development and application of those policies.

**Goal Question**

- Standard: Essential policy must be an integral part of advocacy for special population students.

Explanation: The standard guiding this characteristic points out clearly the political nature of public education. Teachers often consider themselves apolitical, yet teaching is at its core a political act. Each instructional plan, decision, or curricular adjustment determines what concepts, ideas, and experiences students in your classroom and school will have. Such decisions can enable special population students either to contribute to or to be alienated from the larger society. One of the purposes of schooling is, indeed, enculturation of the young into a democracy. The quality and efficacy of such enculturation is indeed a teacher’s private and public act of student advocacy.

**Goal Questions**

1. How do my content area standard interface with standards addressing special population students?

Explanation: This question calls attention to the plethora of standards available to guide educational programs and practices. Professional organizations representing academic disciplines, professional development, parental involvement, and special population students have developed standards to guide action for education. These standards are based on best practices in each of these areas. When considered individually and separately, the standards lists can be confounding and overwhelming, but through developing common understandings concerning the standards that should be played out in her own classroom, a teacher brings this complexity under control. Such control provides coherence for classroom practice. It ensures that a teacher has a sure foundation from which she can advocate for resources to support needed educational programs and practices. The theme for this goal question is standards.

2. How can/do classifications both expand and limit my ability to advocate for special population students?

Explanation: This question reminds us that by classifying students, we are able to provide them with special services and unique educational opportunities. Classifying students translates into labels for identifying, assessing, and placing them in appropriate learning environments. Local, state, and national policies guide, constrain and enable teachers in their effort to provide students with the best educational setting, support, and experience possible. Teachers’ attitudes, beliefs and knowledge about these policies and processes are vital if they are to maintain high expectations for student
learning. Multiple perspectives applied to classifications can help teachers reconceptualize what others may consider as restrictions to be viewed as opportunities. For example, assessment of students for placement can be thought of as either a gatekeeper or a gateway. The theme of this question is classifications.

3. What policy and legislation address the education of special population students?

Explanation: This question invites teachers to consider the way in which programs for meeting student needs develop out of educational policy; such policy is shaped by Congress, the courts, state legislatures, and school boards. It exists at the federal, state, and local levels. All programs, good or bad, are shaped by the usual components—political, social, economic, and pedagogic. While all of these components interact, it is the political component that can give teachers the legal protection and support needed to ensure that all of their students will be prepared to fully participate as citizens in a democracy. When teachers examine past and current legalities carefully, they understand the historical legacies that are played out in their classroom, and they can target which of those legacies need to be altered. Engagement in politics can be uncomfortable for teachers but understanding policy and legislation can give them new power for creating the kinds of educational contexts they would most like to work within. The theme of this question is legalities.

Reflection for change

What are my moral obligations toward special population students in my teaching?

Once teachers understand essential policies, they can begin to determine what actions they can take to fulfill the moral obligations they have for providing appropriate and liberating educational opportunities for special population students. The decisions teachers make as professionals are moral decisions. Moral commitment to right action generates power and vigor for teacher advocacy. This commitment may give teachers not only the impetus to advocate for students at the local level but the courage to advocate in all political arenas necessary to ensure excellence and equity in the education of their students.

Critical Learning Domains

Explanation: Often when we talk about the education of children, we move to domains of learning as the first step in the process. The ordering of the characteristics of the Inclusive Pedagogy Framework suggests that teachers recognize that public education, while it should focus on the learner and the learner’s needs, is always both a social and a collaborative process. In such a setting teachers who really want to make a difference in the education of children begin by paying attention to the learners as individuals within a school context. Next, teachers gain an understanding of their own knowledge, beliefs, motivation and commitment to both teaching and learning. Then they need to ensure and secure the quality of the context for the child’s education. Next then, the attention of the teacher becomes free to focus more intensely on what children bring to learning. This characteristic of Inclusive Pedagogy is labeled with three terms that are important in this regard. The first is critical, which implies attention to what is essential. It is first and foremost an acknowledgment that teachers must educate the whole child and not individual components; yet attention to some factors is essential in a child’s education. The second word is learning, which immediately implies two different but related tensions. One is the tension between teaching and learning. These terms, definitely not synonyms, are also not antonyms, and in this case the focus moves away from the more capable other
(the teacher) to the learner. The second tension is between learning and development. Here we focus on learning not as a way to ignore development but as an indication that like Vygotsky we recognize one of the purposes of good teaching is to promote learning which can lead development. Finally the term domains, acknowledges that the individual categories considered as essential to a child's growth and change are merely fields of influence on the child's education (the cognitive, the social/affective, and the linguistic). While inextricably linked, they can be considered individually as part of a holistic process.

- Standard: Learning involves cognitive, social/affective, and linguistic development.

Explanation: Any kind of significant learning is a complex matter. All of us use what we learn, know, and believe to act on the world around us. Significant learning requires changes in all of those processes and therefore includes attention to cognition, social interaction or emotional response, as well as language use and development. As a result, knowledge about each of these areas provides teachers with insights which may allow them to have more than one interpretation about what a child’s performance means or what it reveals about both the child and the child’s learning. Secondly, such knowledge helps teachers recognize that all children can learn. It gives them understandings that will lead them to support students in meeting the high expectations they have for the child. As a result of research on learning and observations of learners, teachers can constantly develop new practices that embrace the whole child more completely in learning. Finally, when teachers learn and know these things they are not only more willing to hold themselves and their students accountable, but they have new strategies for doing so.

Goal Questions

1. How can I influence students' ability to recognize, participate in, and master playing the school game?

Explanation: The school game includes the social rules, the memory, the thinking skills, and the cognitive development that are needed in order for a student to learn from the experience of schooling. The three verbs—recognize, participate, and master—represent the students’ possible levels of engagement in schooling in order to benefit from it and reach their cognitive, social/affective, and linguistic potential.

2. How can I support students in a learning environment so that they are able to demonstrate what they know?

Explanation: When the students’ learning environment is safe and secure, they are more able to reveal what they already know and can do. Students in such settings are more likely to learn new things more quickly. When students are too anxious or feel threatened or distraught, the level of their performance may not match the level of their true ability. Students’ emotions may undercut their ability to learn. In addition, students may need to develop appropriate social language and skills to participate effectively in a classroom.

3. How do I teach in ways that support the language development of language minority students?

Explanation: This question asks a teacher to be simultaneously aware of the language used in the classroom by the teacher and by the student in order to support not only the language development of students but also the opportunity of the student to act competently in using language.
Reflection for Change

How can I demonstrate understanding of diverse learners’ commonalities and uniqueness in critical learning domains in the process of teaching?

Explanation: Teachers who take this reflection for change question seriously use what they know about children’s learning and development to interrogate their educational practices. They use what they know to decide what knowledge, skills, dispositions, and potential will form the nexus of their curriculum. Once having decided what to teach, they develop learning activities that engage the whole child in the learning process. Next they critique the activities to make sure that the curriculum they have planned does indeed attend to the critical learning domains. Such teachers observe students while they learn using what they know to intervene during the learning. Finally, these teachers use what they learn by observing to inform future decisions about and plans for teaching.

Classroom Strategies

Explanation: All that teachers learn about themselves as teachers and about teaching practice emerges in the planning, teaching and assessing of their students. This final characteristic of Inclusive Pedagogy, classroom strategies, recognizes and is informed by that fact. Each of the characteristics of Inclusive Pedagogy will inform classroom strategies. A clear understanding of students, their needs, and the resources available to serve them will inform classroom strategies. When teachers have clearly articulated the principles that form the moral and theoretical foundation for their practice, they develop clear guidelines for their practice. An understanding and development of policy to guide practice and political action for ensuring legal protection are moral obligations that teachers fulfill so that they can utilize best practices in their schools and classrooms. Teachers understand student development: cognitive, social, and linguistic. This understanding helps them select the instructional practices which hold the most promise for supporting student learning. Foundationally teachers come to understand that educating students to meet their full potential is a joint and shared responsibility of educators, parents, students, and other members of the community. Through the development of informed practice, teachers meet the needs of all students and are better prepared to advocate for their own students both within and beyond their classroom.

- Standard: Teachers know the what and the why of effective classroom strategies for special population
- Explanation: This standard reminds teachers that having a bag of tricks for teaching, while helpful, is not the ultimate goal of an Teachers want to have multiple strategies for responding to the learning potential of their students. However, in order for responses to be most efficacious teachers need to know not only how the strategy works and what they need to do to implement it, but also why it works for particular student populations. Informed teacher soon realize that the same strategy may work for different student populations, but only when they understand why the strategy works for a particular population of students will teachers be able to ensure the efficacy of that strategy.

Goal Questions

1. How can I adjust my planning to meet the needs and utilize the strengths of special population students?

Explanation: If teachers are to truly meet the needs of all students under their charge, they will need
to plan their instruction. Such planning begins by questioning the content to be taught. A teacher asks, “What is most essential? What is absolutely necessary for future learning and success?” Such narrowing is important because through it the conceptual level of the content is maintained, yet the complexity of what a student must learn is modified. This allows teachers to create a bigger, more complex, and richer context for student learning. Now the teacher can consider what will be most difficult about this conceptual learning for each special population student and what modifications can be made in delivery or materials or task which will enrich the content in ways that make it more accessible for each kind of student. Careful consideration will reveal the hidden complexities in delivery method or strategy which may limit student ability to engage in learning. Teachers then become freed to select the best teaching practices for supporting student learning. The theme of this goal question is planning.

2. How can my teaching accommodate special population students?

Explanation: Scaffolding, adjusting, accommodating, and individualizing in the moment-to-moment negotiation of classroom learning accounts for the substance of this question. The question asks you to consider how your teaching shows sensitivity to the needs of all students in your classrooms and how prepared you are to adjust in the moment to those needs. When teachers understand the why behind the classroom strategies they employ, they develop an excellence in teaching practice. This enables them not just to implement a strategy but to modify it in the moment of teaching to respond in just the right way to the learning needs of a student in that classroom at that moment of time. From these teachable moments the long-term learning history and academic and personal success of a student is built. The theme of this question is teaching.

3. How can I diversify assessment practice to enable special population students to demonstrate their knowledge?

Explanation: This question asks teachers to examine their assessment and evaluation practices carefully. Teachers should construct tests that give them clear insight into the current state of students’ knowledge, skills, and dispositions toward learning. This becomes a challenge for assessing special population students. The challenge is to utilize assessment strategies and practices that will allow you to distinguish between content problems and learning, language, and cultural diversity problems. When we begin our teaching by narrowing our instruction to what is most necessary for students to know and do, this narrowing can support improvement in assessment as well. This narrowing makes it easier to diversify our assessment practice, to use a wider array of testing strategies and formats, to more frequently utilize authentic assessment experiences, and to provide a more accurate picture of our students’ development, potential and ability. The theme for this question is assessment.

Reflection for Change

What specific changes will I make in my own teaching to accommodate special population students?

Explanation: When teachers understand teaching and learning better, they are more prepared to adjust their practice to meet the needs of culturally, linguistically, and cognitively diverse students. We ask teachers to seek out, learn, implement, and modify teaching practices. We ask teachers to develop an understanding of a practice so that they know how and why it will work for each of the special population students. The question asks teachers to make their teaching an act of advocacy for student learning and success.
Suggested Citation

## Second Language Acquisition

### A Theory of Instruction

<table>
<thead>
<tr>
<th>Communication</th>
<th>Pattern</th>
<th>Variability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Input</strong></td>
<td><strong>Stages of Development</strong></td>
<td><strong>Errors and Feedback</strong></td>
</tr>
<tr>
<td>Second Language acquisition requires comprehensible input that is slightly beyond a learner’s current ability (written and oral).</td>
<td>Language acquisition is a patterned gradual process characterized by specific stages, orders and sequences.</td>
<td>Language acquisition is patterned but non-linear. As a learner gains language proficiency, specific errors may occur. These errors and the feedback given are critical to the learning process.</td>
</tr>
</tbody>
</table>

### Teacher Responsibilities

#### Pedagogy (Strategies)

<table>
<thead>
<tr>
<th>Communication</th>
<th>Pattern</th>
<th>Language Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Input</strong></td>
<td><strong>Interaction</strong></td>
<td><strong>Stages of Development</strong></td>
</tr>
<tr>
<td>- Create and maintain a safe environment</td>
<td>- Teach what is developmentally appropriate</td>
<td>- Comprehend text structures</td>
</tr>
<tr>
<td>- Provide opportunities for peer interaction (discussion of texts and reading/writing processes replace drills and worksheets)</td>
<td>- Use assessment of native and 2nd language to guide instruction</td>
<td>- Discriminate between sounds and words of both languages</td>
</tr>
<tr>
<td>- Teach writing skills</td>
<td>- Move students from understanding to speaking and writing in new language</td>
<td>- Use rules and patterns of new language</td>
</tr>
<tr>
<td>- Model and teach strategies for self-repairing misunderstandings</td>
<td>- Provide a rich literacy environment</td>
<td>- Increase vocabulary complexity and flexibility</td>
</tr>
<tr>
<td>- Encourage parents to read and write with their child in their native language</td>
<td>- Expect a silent period giving time for students to recognize patterns within the new language</td>
<td>- Move from unanalyzed to analyzed use of words/phrases/sentences</td>
</tr>
</tbody>
</table>

#### Student Outcome

<table>
<thead>
<tr>
<th>Cognitive/Academic Success</th>
<th>Develop flexible strategies for understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Learn language skills and general, cultural, and content knowledge</td>
<td>- Gain self-confidence and motivation for learning</td>
</tr>
<tr>
<td>- Read often from various texts</td>
<td>- Build a range of communication strategies</td>
</tr>
<tr>
<td>- Learn academic and social language and vocabulary</td>
<td>- Use literacy skills to communicate ideas</td>
</tr>
<tr>
<td>- Develop flexible strategies for understanding</td>
<td>- Use informal and formal opportunities to read and write</td>
</tr>
<tr>
<td></td>
<td>- Understand and use the writing process</td>
</tr>
<tr>
<td>Errors and Feedback</td>
<td>Communication</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------</td>
</tr>
<tr>
<td><strong>Pedagogy (Strategies)</strong></td>
<td></td>
</tr>
<tr>
<td>• Recognize errors as indicators of language development</td>
<td></td>
</tr>
<tr>
<td>Monitor students’ reading fluency, word recognition, and comprehension</td>
<td></td>
</tr>
<tr>
<td>• Provide feedback focusing first on meaning, then form</td>
<td></td>
</tr>
<tr>
<td>Focus on reading, writing, listening, and speaking using scaffolding.</td>
<td></td>
</tr>
<tr>
<td>• Allow multiple attempts and drafts</td>
<td></td>
</tr>
<tr>
<td>Encourage and guide self assessment</td>
<td></td>
</tr>
<tr>
<td>Set clear and high expectations (rubrics)</td>
<td></td>
</tr>
</tbody>
</table>

| **Variability** |
| • Accept and respond to feedback on errors |
| • Accept challenges and seek help when needed |
| • Self-monitor and self-correct |
| • Collaborate with others to improve quality of language use |
| • Practice 2nd language |

<table>
<thead>
<tr>
<th>Types of Proficiencies</th>
<th>Types of Performances</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acknowledge Individual Differences</strong></td>
<td></td>
</tr>
<tr>
<td>• Teach social languages</td>
<td></td>
</tr>
<tr>
<td>• Teach academic language and skills</td>
<td></td>
</tr>
<tr>
<td>• Teach students to differentiate between formal and informal language</td>
<td></td>
</tr>
<tr>
<td>• Model and teach culturally/socially acceptable interactions</td>
<td></td>
</tr>
<tr>
<td>• Encourage connection between native and 2nd languages</td>
<td></td>
</tr>
<tr>
<td>• Explicitly teach sentence structure and vocabulary of new languages</td>
<td></td>
</tr>
<tr>
<td>• Assess independent and assisted language performance</td>
<td></td>
</tr>
<tr>
<td>• Provide varied opportunities for language use</td>
<td></td>
</tr>
<tr>
<td>• Integrate reading and writing with content</td>
<td></td>
</tr>
<tr>
<td>• Give students time to encounter and use social and academic vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Hold students accountable for language learning</td>
<td></td>
</tr>
<tr>
<td>• Focus on fluency and accuracy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Cognitive/Academic Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Affective Language Acquisition</strong></td>
<td></td>
</tr>
<tr>
<td>• Use language in multiple contexts and for different purposes</td>
<td></td>
</tr>
<tr>
<td>• Show continued improvement in vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Consistently improve on reading and writing in different genres</td>
<td></td>
</tr>
</tbody>
</table>

| **Types of Performances** |
| • Use and comprehend social language |
| • Use and comprehend academic language |
| • Attend to registers and genres |
| • Apply culturally and socially appropriate behavior |
| • Use language strategies to compensate |
| • Make connections between native and 2nd language |

| **Types of Proficiencies** |
| • Use language in multiple contexts and for different purposes |
| • Show continued improvement in vocabulary |
| • Consistently improve on reading and writing in different genres |
When teachers promote literacy development, they are actually and ultimately promoting students’ academic development. While all teachers are not literacy teachers per se, all teachers do play a central role in supporting literacy development within their particular disciplines. In fact any time a teacher puts a text in front of students to read or to produce, the teacher is responsible for supporting students’ comprehension and performance as needed. Although more complex, the same teacher responsibility extends to second language (SL) learners who are mainstreamed into regular, often English-only, classrooms. One of the greatest challenges for ESOL professionals is to provide elementary and secondary educators with the knowledge, skills, and confidence they need to promote literacy development among their SL learners.

This article provides mainstream educators with a framework for attending to SL literacy development in the regular classroom. This framework has two parts. First it asks teachers to consider three SL literacy concepts: Communication, Pattern, and Variability. Each concept is defined by two accompanying principles, which in turn are defined and described in terms of examples of student work and teacher work. Second the framework delineates five curriculum guidelines that help mainstream educators create a sound SL literacy focus in their classes. This two-part framework, taken as a whole, summarizes what every content-area teacher needs to know and do to use SL literacy development to support content learning.

Part A: Communication, Pattern, and Variability

Concept 1: Communication

Listening, speaking, reading, and writing are important literacy skills, but communication is the raison d’être of their existence. Beyond a threshold level of basic skill-building, literacy is about being able to comprehend, think, and communicate about information, ideas, and feelings. For SL students, learning to communicate in a new language requires access to rich input (listening/reading) and multiple and varied opportunities for interaction (speaking/writing). The principles of Input and Interaction define the concept of Communication. Chart 1 defines and gives examples of what students and teachers can do to build literacy skills for communication purposes.

Chart 1. The Concept of Communication

<table>
<thead>
<tr>
<th>Student Work</th>
<th>Teacher Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle 1: Input</td>
<td>Principle 2: Interaction</td>
</tr>
<tr>
<td>Develop flexibility in cognitive/academic skills</td>
<td>Plan for variety in pedagogy</td>
</tr>
</tbody>
</table>
Second language acquisition requires access to comprehensible input; that is, written and oral input that is slightly beyond a learner’s current ability level for language acquisition to take place.

<table>
<thead>
<tr>
<th><strong>Student Work</strong></th>
<th><strong>Teacher Work</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop flexibility in cognitive/academic skills</td>
<td>Plan for variety in pedagogy</td>
</tr>
<tr>
<td>• Activate and develop language and literacy skills and general, cultural, and content knowledge while avoiding oversimplification</td>
<td>• Recognize and build on students’ language and literacy skills and general, cultural, and content knowledge while avoiding oversimplification</td>
</tr>
<tr>
<td>• Read frequently from various texts</td>
<td>• Promote frequent reading to, with, and by students</td>
</tr>
<tr>
<td>• Understand and use language forms, meanings, and cueing systems</td>
<td>• Respond to student development and interests in text selections</td>
</tr>
<tr>
<td>• Learn academic and social language and vocabulary</td>
<td>• Scaffold tasks and texts to build understanding of language forms, meanings, and cueing systems</td>
</tr>
<tr>
<td>• Develop flexible comprehension strategies</td>
<td>• Build metalinguistic awareness</td>
</tr>
<tr>
<td>• Recognize and build on students’ language and literacy skills and general, cultural, and content knowledge while avoiding oversimplification</td>
<td>• Teach needed language and vocabulary</td>
</tr>
<tr>
<td>• Model and teach comprehension strategies</td>
<td>• Model and teach comprehension strategies</td>
</tr>
</tbody>
</table>

Principle 2: Interaction

Second language acquisition requires interaction. Learners develop greater language proficiency through interaction with other people for authentic purposes when they communicate to meet personal, social, academic goals and needs in a sociocultural reality.

- Use literacy skills to communicate ideas
- Connect texts to self, others, and the world
- Use informal and formal opportunities to read and write
- Read from the writer’s perspective and write from the reader’s perspective
- Understand and use the writing process
- Attend to audience, purpose, voice, organization, idea development, fluency, word choice, and mechanics in writing
- Scaffold frequent reading and writing in various genres to communicate ideas
- Engage students in discussing texts and the reading and writing processes
- Promote and articulate connections to texts
- Develop students’ attention to audience, purpose, voice, organization, idea development, fluency, word choice, and mechanics in writing
- Involve parents in reading and writing to and with their child in their language(s)


**Principle 1: Input**

When teachers attend to input in their instruction, they focus on the oral and written texts that students are exposed to in the process of instruction. For such input to be of use to a SL learner, it must be only slightly beyond the learner’s current language abilities (Krashen, 1982) or within the learner’s zone of proximal development (Vygotsky, 1978).

For the principle of input, student work is to read a lot—for aesthetics, pleasure, exploration, as well as for information, learning, and reasoning—and to write a lot—for entertaining, sharing, explaining, as well as for arguing, persuading, and reporting. As students develop their general language skills and academic vocabulary, their ability to process input becomes more efficient, automatic, and fluent.

Correspondingly, the most important teacher work is to help learners to read, analyze, discuss, and write a lot. This is done by identifying and using appropriate expository and narrative texts, by motivating learners to want to read and write, and by scaffolding their reading (e.g., previewing texts, using headings, pictures) of accessible texts with grade-appropriate content.
**Principle 2: Interaction**

In addition to input, learners must also have multiple and varied opportunities for interaction. When SL learners work to make themselves comprehensible to another person in the process of communicating (i.e., produce pushed output), language acquisition is fostered (Swain, 1995). Authentic interaction for formal and informal purposes gets SL learners to use literacy skills to communicate and connect texts to themselves, to others, and to the world. Such student work develops students' cognitive flexibility.

Teacher work, therefore, is creating daily opportunities for authentic communication. When teachers establish a literate environment where reading, writing, collaborating, and discussing are a valued part of everyday learning, then SL learners develop important literacy skills, including attending to audience, purpose, voice, organization, idea development, fluency, word choice, and mechanics.

In summary the concept of communication asks teachers to analyze the types of input their SL learners are exposed to, what opportunities for interaction are available to students, and how they can scaffold student engagement with such input and interaction. What the teacher does to attend to input and interaction are pedagogical decisions fully in the teacher’s immediate control and are based in teacher assessment of students’ developmental needs.

**Concept 2: Pattern**

Much of the actual process of oral language acquisition occurs intuitively and below the learner’s level of conscious control. Conversational English develops rather rapidly in SL learners and largely as a result of direct and multiple interactions with peers and teachers in rich social contexts (Cummins, 2000). On the other hand, awareness of language as a code is at the very core of literacy development. Few people learn to read and write without explicit instruction in the nature of the code. Fluent reading and writing requires simultaneous use of phonemic awareness, knowledge of sound-symbol relationships, vocabulary, morphology, syntax, cultural understanding, and relevant world knowledge. These sub-skills, as well as the ability to organize, coordinate, and understand audience and purpose, develop over time with explicit instruction.

The concept of pattern asks mainstream teachers across all grade levels to understand the general path to literacy and how that path may vary for SL learners. Pattern is defined by two principles: 1) Stages of Development and 2) Errors and Feedback. Chart 2 defines these principles and describes examples of student work and teacher work in furthering literacy development.

**Chart 2. The Concept of Pattern**

<table>
<thead>
<tr>
<th>Principle 1: Stages of Development</th>
<th>Student Work</th>
<th>Teacher Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop flexibility in language and literacy skills</td>
<td>Plan for variety in language and literacy skills</td>
<td></td>
</tr>
</tbody>
</table>
Second language acquisition is a patterned and gradual process of development characterized by specific stages, orders, and sequences of development that predict what aspects of language are learned earlier than other aspects.

**Principle 1: Stages of Development**

In practical terms for the content-area teacher, there are two major stages of reading development: learning to read and reading to learn. For SL learners, the learning-to-read stage begins when the student starts developing skills and notions of print in a second language. The shift to the reading-to-learn stage occurs when pre-reading efforts in schema building and vocabulary development position learners to comprehend the particular text chosen for them. The ultimate developmental goal is to support SL readers and writers in becoming active, flexible, selective, cognitively complex, and self-monitoring as well as capable of making critical judgments about what they read and write.

For SL learners, their work varies greatly depending on the native language and SL skills they already possess. Generally they will need to develop phonemic awareness in the new language, increase vocabulary size, comprehend and produce increasingly complex texts in multiple genres, and transfer whatever native language literacy skills they have to the task of becoming a strategic and critical reader/writer.

**Student Work**

- Develop flexibility in language and literacy skills
- Develop understanding of text structures
- Discriminate between L1 and L2 sounds
- Use L1 oral language and metalinguistic knowledge to develop L2 language and literacy
- Comprehend and produce increasingly complex texts in multiple genres
- Increase vocabulary complexity and flexibility
- Become a strategic and critical reader/writer

**Teacher Work**

- Plan for variety in language and literacy skills
- Assess understanding of text structures
- Assess phonemic awareness
- Assess L1 and L2 proficiencies to individualize learning goals and instruction
- Assess students' interests and motivations
- Evaluate texts and modify as appropriate
- Identify cognitive, linguistic, and social factors affecting literacy development
- Model and teach strategic and critical literacy

- Accept challenging tasks and seek assistance when needed
- Accept and respond to feedback on errors
- Monitor comprehension and repair misunderstandings
- Focus on improving quality
- Set learning goals and develop skill in self-assessment
- Collaborate with others in literacy production and assessing performance quality

- Monitor students' reading fluency, word recognition, and comprehension
- Teach strategies for self-monitoring comprehension and repairing misunderstandings
- Provide timely, meaningful, and encouraging feedback matched to current development
- Provide feedback focused on meaning and then form
- Differentiate between text-based and knowledge-based misunderstandings
- Provide direct and specific feedback with guidance for improving quality
- Encourage revisions and quality improvements
- Provide assessment rubrics to improve performance quality and encourage and guide self-assessment

critical reader and writer of the new language. Students will accomplish these tasks if teachers have explicitly planned for and expected students to participate in a variety of language and literacy tasks.

Teacher work in promoting literacy development is to attend more carefully to selection of texts and to provide strategic support for text comprehension. To do this effectively, teachers must assess the cognitive, social, affective, and linguistic factors that may influence students’ paths of development. For example bilingual students may be fully literate, orally fluent, or only receptively fluent in their native language; nevertheless they approach English literacy with two language systems in their minds. Both language systems are activated each time they read or write. Students may have unpredictable gaps in their knowledge of vocabulary, culture, or the world across those languages. Second a bilingual student may begin the stage of learning to read English as a preschooler, as a seventh-grader, or as an adult, which is not typical of our monolingual students. So the bilingual’s timetable for English literacy development may be different when compared to what a teacher expects a monolingual to know and do at particular ages or grades.

Whether the assessment of SL learners is done by the teacher or a literacy specialist, mainstream teachers need access to the following types of information: 1) level of native language literacy; 2) formal educational background; 3) student understanding of text structures; 4) student interests and motivations; 5) level of phonemic awareness in SL; 6) reading level in the SL; and 7) reading level of content-area texts. This assessment information allows teachers to individualize learning goals and instruction and advocate for appropriate support.

**Principle 2: Errors and Feedback**

Literacy development is patterned but not a linear process. As students learn more vocabulary, comprehend more, become more fluent, automatic, and efficient in their reading and writing, they are constantly restructuring their knowledge of English. Their progress is revealed in right word and grammar choices as well as wrong word and grammar choices. For the student, correcting low-level grammatical errors is not simply a matter of knowing the grammar rule underlying the error; instead, it is a matter of incorporating the correct grammatical pattern into the learner’s language system. Students as well as teachers need to recognize and monitor which aspects of language are currently within the learner’s potential to learn, correct, or master and which language aspects are currently impervious to direct instruction.

To make progress in literacy development, student work is to accept challenging assignments and seek assistance when needed. Learning strategies for monitoring and repairing misunderstandings and accepting and responding to feedback are essential for improving the quality of their assignments. Taking individual responsibility for setting learning goals and assessing progress is also key.

Teacher work is to respond to errors with appropriate feedback, learning opportunities, or services. If a second language learner lacks phonemic awareness and notions of print, a teacher should make certain that the student is placed in a developmental reading program. However if students are simply reading below grade level, teachers should be prepared to provide other materials in addition to the grade-level text to support content learning. For example simplified texts with grade-level content, supportive texts in the native language, and visual representations (such as video, photography, and picture books) could all be useful supplements. Feedback should also be timely, meaningful, encouraging, focused on meaning first, and specific so that students can improve the quality of their products and performances.
A powerful strategy for supporting SL learners' fluency and accuracy with written language is the use of the writing process: prewrite, compose, rewrite, edit. Even when learners are unable to write error-free drafts during the composing process, editing the text allows them to access everything they know about grammar, vocabulary, and usage without also attending to composing text. The writing process also allows SL learners to develop social skills in getting and using feedback from peers. Even though this process takes longer, it enables students to produce better final drafts.

In summary when teachers can appropriately interpret the individual learner against the typical pattern of literacy development, they are better positioned to provide appropriate feedback and make individual and curricular responses to student needs. Once teachers have assessed who their learners are and where they are in their development, teachers are prepared to appropriately plan instruction, using a variety of input and interaction opportunities as described through the concept of communication.

**Concept 3: Variability**

There is considerable individual variation in language and literacy development. These differences result from a number of individual variables, such as learner age, attitude, motivation, aptitude, preferred learning styles, as well as such personality variables as self-esteem, extroversion, tolerance for ambiguity, willingness to take risks, and propensity toward anxiety. It also includes variables particular to the environment in which SL students live and learn, such as societal, home, and classroom attitudes, support, and opportunities.

The concept of variability—or attending to the individual differences among learners—in literacy development is defined by two principles: 1) Types of Proficiencies and 2) Types of Performances. These principles focus on what students should know (competencies) and what they should be able to do (performances) as literate users of a new language. Although proficiency and performance are closely related, it is important to remember that proficiency always precedes performance. Chart 3 defines these principles and describes examples of student work and teacher work related to these principles.

**Chart 3. The Concept of Variability**

<table>
<thead>
<tr>
<th>Principle 1: Types of Proficiencies</th>
<th>Student Work</th>
<th>Teacher Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop flexibility in cognitive/academic skills</td>
<td>Plan for variety in attending to individual differences</td>
</tr>
</tbody>
</table>
Student Work
Develop flexibility in cognitive/academic skills
- Develop metacognitive awareness of strengths and weaknesses in language use
- Differentiate between formal and informal language (registers)
- Understand genres with a cross-cultural view
- Recognize social and cultural appropriateness
- Gain increasing depth and breadth in social and academic vocabulary
- Develop willingness, motivation, and autonomy
- Adjust strategies and fluency rates to tasks
- Make connections between L1 and L2

Teacher Work
Plan for variety in attending to individual differences
- Analyze curriculum requirements to identify language learning goals
- Teach students to differentiate between formal and informal language (registers)
- Teach structures and conventions of genres from a cross-cultural view
- Model and teach social and cultural appropriateness
- Assess and encourage willingness, motivation, and autonomy
- Model and teach strategy and fluency rate adjustments appropriate to particular tasks
- Encourage connections between L1 and L2

Second language acquisition results in various levels of skill or proficiency with which a person can use language for a specific purpose, in a specific cultural or academic setting, with various individuals.

Second language acquisition is marked by variability in performance as well as patterns because the very context, tasks, or language function (e.g., complimenting, requesting help) can impact the learner’s ability to produce language with fluency and accuracy.

Principle 2: Types of Performances

- Demonstrate quality language use across content, context, task, and language function
- Demonstrate increasing depth and breadth in social and academic vocabulary
- Read and write with increasing quality in various genres

- Assess unassisted and assisted performances (ZPD)
- Adjust instruction to match students’ ZPDs
- Provide varied opportunities for language use across content, context, task, and language function
- Provide varied opportunities for encountering and using social and academic vocabulary
- Provide varied opportunities for reading and writing in genres relevant to particular content
- Hold students accountable for learning with understanding


Principle 1: Types of Proficiencies

Developing proficiency in SL students means developing skills to use language for a variety of purposes, in a variety of settings, and with a variety of people. Leading students to native-like literacy means moving beyond language typical of oral, conversational interaction to comprehending nuanced, specialized, and domain-specific vocabulary and text typical of academic language use.

Student work in developing a full range of literacy skills includes developing motivation, metacognitive awareness, and a variety of strategies for learning to use both formal and informal registers of language. It means recognizing how texts and text structures vary across cultures, various academic domains, and genres. Students must learn that different genres of written material are read for different purposes and that they must adjust strategies and fluency rates appropriately. Whenever possible students need to recognize when and how native language literacy skills can be used to further SL literacy skills. They must also cultivate a willingness to participate, motivate themselves to do the work of the class, achieve intended outcomes, and become ever more autonomous learners.

The most important teacher work is to analyze curriculum requirements to identify what reading and
writing skills are necessary to successfully perform required learning tasks. This analysis leads to articulation of language and literacy learning goals specific to the discipline. This could include attending to formality and register, teaching text structures, conventions, and cultural expectations tied to academic texts, or modeling effective literacy strategies for various purposes. Based on assessment of student willingness, motivation, and autonomy, teachers develop or adapt instruction to ensure greater success in meeting stated content and literacy goals.

**Principle 2: Types of Performances**

For SL learners, learning is further solidified when they are asked to use the knowledge they have. Students use language and literacy skills differently, with different levels of proficiency, when the context, tasks, or language functions (e.g., complimenting, persuading, etc.) change. For example a student may be more comfortable reading a persuasive essay than writing one or reading science rather than mathematics texts. Students benefit from being taught and encouraged to use appropriate forms of English discourse for stories, essays, reports, and research papers. The goal is to increase students’ fluency and accuracy by asking them to use language or perform under different and varied conditions.

Student work for this principle focuses on reading and producing increasingly complex texts across disciplines, genres, contexts, tasks, and language functions with accuracy and fluency. Students must learn to appropriately adjust strategies and fluency rates to the task and increase their attention to quality.

Teacher work is to know when students need assistance and what students can do independently. In reading this means knowing when to provide alternative texts and when to provide necessary support in negotiating the original text. Teachers ought to create a community of readers and writers who engage in reading and writing often for many purposes and in genres relevant to the particular discipline. Teachers also plan for essential academic vocabulary to recur repeatedly in readings and meaningful classroom interactions.

In summary when teachers adjust their curriculum to meet the needs of individual learners and hold learners to high expectations, they are supporting students to develop the types of proficiencies and performances needed for academic success. To succeed academically, SL students need more not less access to challenging texts, more not fewer opportunities for interaction, more not less flexibility, and more varied not less varied strategies. Teachers who regularly ask students to learn and then use literacy skills also promote content learning.

This part of our SL literacy framework for mainstream teachers focuses on three concepts—Communication, Pattern, and Variability—and six accompanying principles: Input, Interaction, Stages of Development, Errors and Feedback, Types of Proficiencies, and Types of Performances. Teachers who consider their pedagogical practices against these SL concepts and principles improve their attention to literacy development.

**Part B: Five Curriculum Guidelines**

The second part of our SL literacy framework for mainstream teachers articulates five curriculum guidelines that further improve student opportunities to use literacy to learn vital academic content.
Guideline 1: Teach to the Next Text

Teach to the next text means preparing learners to deal with the next text the class will read or write, whether that is a paragraph, a page, or a chapter. Unlike native speakers, SL learners may need to learn new structures and many new words as they also learn to decode the words. Teachers prepare for the next text by using pre-, during-, and after-reading/writing activities. These activities should simultaneously activate and build oral and written vocabulary, appropriate background knowledge, cultural schemata, or the specific literacy skills needed to comprehend the next text. Over time SL students become less and less reliant on teacher scaffolding to comprehend grade-level texts.

Guideline 2: Provide for Broad Extensive Reading

Theoreticians and practitioners alike have observed that one learns to read by reading. Provide for broad extensive reading means that teachers frequently give students time to read, write, and discuss texts from a wide range of genres and about a broad spectrum of ideas. Stanovich (1986), among others, has said that learners who find reading and writing easy and fun tend to read and write a lot, and students who struggle to read or write tend to avoid literacy activities and fail to improve. SL students need significant and successful reading experiences each day. Teachers support such success by acquiring an abundance of reading materials, at various levels of readability, tied to their curriculum concepts and themes. Teachers should be able to recommend magazine articles, web sites, books, novels, poetry, editorials, or newspapers to read based on what they know about student experience, interest, and skill in reading. Extended periods of reading, when paired with opportunities to discuss and write responses, promote students’ general vocabulary knowledge and build literacy skills in word recognition, fluency, and comprehension.

Guideline 3: Support Narrow Reading of Academic Texts

Support narrow reading of academic texts (expository texts) refers to the strategy of focusing content instruction so that the learner gets repeated, intensive, and in-depth exposure to a limited range of needed concepts, ideas, and vocabulary. It requires that teachers make critical decisions about which vocabulary, concepts, writing, and thinking skills are essential for students to develop and build upon across time. Arranging course content thematically allows students to read several texts and write several assignments on the same or related subjects repeatedly over a relatively short period of time. Through narrow reading of academic texts, SL students learn how to read for information and in the process are more likely to learn the content knowledge and academic vocabulary needed for academic achievement.

Guideline 4: Focus on Academic Vocabulary

Focus on academic vocabulary means that teachers provide multiple opportunities in multiple contexts for students to understand and communicate using the critical academic vocabulary of a discipline. For SL students, fluency and flexibility in the use of academic vocabulary are often the gatekeepers for academic success. Focusing on academic vocabulary does not mean presenting endless lists of vocabulary. Instead it means the teacher determines what vocabulary is essential, what activities would naturally elicit student production of target vocabulary, what definitions might be added, and what concrete presentations (realia-objects, pictures, illustrations) would help make meaning clearer for the SL learner.
Guideline 5: Use and Produce Both Expository and Narrative Texts

Use and produce both expository and narrative texts means teachers engage students in reading and writing both types of texts from the beginning of their development. Narrative (short stories, novels, poetry, biographies) and expository (descriptions, news reports, opinions, cause/effect, thesis/proof, etc.) texts generally differ in purpose (to entertain vs. to inform), in structure (chronological vs. hierarchical), in sentence-level grammar (Biber, Johansson, Leech, Conrad, & Finegan, 1999), and in vocabulary. If learners are exposed to narrative texts alone, there will be major gaps in their general academic vocabulary knowledge and in their knowledge of domain-specific vocabulary (Gardner, 1999). As teachers plan activities, they should remember that narrative texts can frame and position expository ones. Expository texts can provide rich descriptive detail to inform students’ production of narratives. Using both types of texts helps learners develop the ability to read and write for different purposes and adjust strategies accordingly.

Conclusion

Mainstream teachers play a vital role in the academic success of SL students. This two-part framework for second language literacy has been developed with the mainstream educator in mind. It is comprised of three concepts, six principles, and five curriculum guidelines that help teachers promote literacy development in service of content learning. This framework represents what we know about second language literacy development and highlights what we as ESOL professionals need to share with our public school colleagues.

References


Suggested Citation

## Assessment Literacy

### Concepts, Principles, Checklist, and Strategies

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Principles</th>
<th>Checklist</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educative: Assessment is educative when it supports learning, improves student performance, and supports effective instructional decisions.</td>
<td>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?</td>
<td>Ask Worthy Questions: Ask only those questions for which students are accountable because they involve important learning purposes in meaningful ways.</td>
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<td></td>
<td>Practical: Assessment is practical when it is feasible and efficient within available resources.</td>
<td>Decisions: Does the assessment help me make instructional decisions that are beneficial for students?</td>
<td>Structure to Support Performance: Pay attention to how the structure of the assessment inhibits or supports student performance. Consider simple to complex, concrete to abstract, familiar to unfamiliar, and situated to general.</td>
</tr>
<tr>
<td></td>
<td>Relevant: Assessment is relevant when it emphasizes understanding important content and performing authentic tasks.</td>
<td>Feasibility: Is the assessment feasible for me, given my students, workload, and resources?</td>
<td>Use Variety: Use both formal and informal assessments, include a variety of task formats, and provide multiple opportunities for students to reveal what they know and can do.</td>
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<td></td>
<td>Meanings: Assessment is meaningful when it emphasizes understanding important content and performing authentic tasks.</td>
<td>Efficiency: Does the assessment efficiently provide the information needed by me, my students, and other stakeholders?</td>
<td>Modify for Clarity: Make the language and context of the assessment as simple and clear as possible.</td>
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<td></td>
<td>Accurate: Assessment is accurate when it produces valid results based on reliable evidence and expert judgments of quality.</td>
<td>Content: Is the assessment content important? Does it reflect professional standards for the discipline?</td>
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<td></td>
<td>Open: Assessment is open when it is a participative process and discloses its purposes, expectations, criteria, and consequences.</td>
<td>Tasks: Are the assessment tasks authentic? Are they coherent with my beliefs about learning and knowing? Do they elicit my students’ best work?</td>
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<td></td>
<td>Equivalent: Assessment is equitable when it fairly accommodates students’ sociocultural, linguistic, and developmental needs.</td>
<td>Validity: Do the assessment results match my specified purpose for the assessment? Does the format of the assessment follow its function?</td>
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</table>

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Grounding Assessment Literacy

Marvin E. Smith, Stefinee E. Pinnegar, & Annela Teemant

Introduction

During the past decade, two major themes have dominated concerns for improving public education in the United States: (1) increases in the diversity of students in U.S. schools and (2) results for American students on international comparisons of student performance. The first theme reflects the changing demographics of the population of the United States and its impact on schooling. Over the past decade, there has been a dramatic increase in the number of English-as-a-second-language (ESL) students, from both immigrant and international backgrounds, entering all levels of American schools (Rosenthal, 1996; Steward, 1991). More than six million children in the United States do not use English as their native language at home (Rosenthal, 1996).

The second theme began to receive national attention in 1983 with the publication of A Nation at Risk. It continued with the development of the National Educational Goals and Goals 2000: Educate America Act (H.R. 1804) (Lam, 1993; Stansfield, 1994). Educational reforms attempting to respond to this concern focus on raising educational standards to a “world class level” (Stansfield, 1994) and implementation of high-stakes assessments targeted at school accountability. As Short noted (1993), “assessment dominates the educational reform dialogue” (p. 630). In fact, national policies have emphasized testing as the primary method for states and districts “to reshape teaching and to effect learning in the schools” (Stansfield, 1994, p. 43).

However, the interaction of these two themes poses a significant problem for reform. The focus on assessment as a strategy for encouraging educational reform can place ESL students at special risk. Bernhardt, Destino, Kamil, and Rodriquez-Munoz (1985) argued these students “are in double jeopardy when confronted with assessment of any type” because they are “forced into demonstrating knowledge in a language over which they have only partial . . . control” (p. 6). This interaction between content and language presents teachers with the challenge of determining the role of language knowledge and content knowledge in documenting difficulties in student learning (Short, 1993; Rosenthal, 1996). Teachers of ESL students have the added responsibility of using assessment strategies that enable these students to demonstrate what they do know and to make judgments about student performances in ways that support effective teaching and learning.

The purpose of this course is to support teachers of ESL students in gaining knowledge about assessment that can help them respond to the dilemmas of assessment-driven educational reforms among linguistically diverse students. This knowledge is an essential part of the knowledge base for teaching. More than anything else, the public must be able to rely on the judgment of teachers, and those judgments must be appropriate for all students, including second language learners.

The purpose of this reading is to introduce our view of Assessment Literacy and provide a theoretical foundation for our perspective. The Literacy Chart includes six principles organized by three concepts. These concepts summarize the imperative:
Assessment must be—

- Useful for stakeholders,
- Meaningful for its purposes, and
- Equitable for all

The six principles in the assessment chart define and identify essential elements of the three concepts. The checklist items offer questions teachers can ask themselves to prompt consideration of important issues associated with the six principles. The assessment strategies describe particularly important ways of applying the principles in assessing language minority students.

The remainder of this reading begins with detailed explanations of the meanings and implications of our concepts of Assessment Literacy Chart. Second, we address the importance of foundational perspectives on knowing, learning, teaching, and assessing that can help us create coherent classroom practices. Third, we provide a comparison of two fundamental models of assessment that are coherent with competing educational perspectives. Finally, we elaborate on assessment strategies that are appropriate for the needs of linguistically diverse students.

**Useful**

Usefulness weighs the educative value of an assessment against the practical consideration of feasibility and efficiency. Useful assessment is both doable and informative. But an assessment must do more than merely justify an educational decision. It must be educative. It must capture and communicate judgments about student work that show students how to get better at learning the things they are being assessed on. It should also provide teachers with information that will help them improve their teaching and assessment.

Assessment that is useful provides educative feedback. Feedback is educative when it strengthens and supports the learning process rather than interferes with or distorts it. It is often more descriptive than evaluative. When feedback is educative, it identifies for both the teacher and the student where they must go and what they must do next to move learning forward. Such feedback helps students develop an understanding of and a commitment to what they are trying to accomplish. It also provides a vision of what they should do next to become better at a particular skill, improve their understanding of particular content, or develop more complex thinking.

Educative feedback provides teachers with information about how the assessment itself could be made more useful, meaningful, and equitable. Feedback can also be educative for parents and communities about the substance and quality of teaching and learning occurring in schools.

Educative feedback is useful when it supports teachers and learners in making decisions. Decisions that follow assessment always have educational consequences for both teacher and learner. The decision to move to the next step or return to an earlier one has consequences for the ultimate learning of the students. Decisions to place students in new groups, contexts, or programs are never insignificant. The more clearly an assessment meets the criteria of usefulness, meaningfulness, and equitability the more likely decisions flowing from the assessment will be sound.

Because teaching occurs in arenas of limited resources and unlimited potential, useful assessments must support teachers in balancing both of these factors. This means assessments must be practical. No matter how brilliant or educative an assessment design, if it is not feasible given the circumstance
and situation of an individual teacher the power of the assessment will be limited. When the educative potential is truly significant, it is the teacher's responsibility to determine how it might become feasible: How might processes, performances, or products be altered in ways that make the assessment feasible without altering its usefulness, meaningfulness, or equitability?

Judgments of feasibility are always founded in perceptions of both teachers and learners. These judgments emerge when available resources are weighed against those needed to engage, conduct, or complete the planned assessment. We usually think of feasibility as a teacher judgment concerning a particular format or timing for an assessment. However, feasibility can also be a reason why a learner refuses or only half-heartedly engages in an assessment. The learner's motivation is based on bridging the gap between expected benefits and required efforts. When either the student or the teacher perceives the educative quality and benefit of an assessment to be worthwhile, they are more likely to find a way to make it feasible.

Making assessments practical also requires attention to efficiency. Arguments that an assessment is not practical are often founded in concerns about efficiency. However, adjustments in assessment designs that improve efficiency can occur both inside and outside the assessment. Efforts to streamline various aspects of the assessment process can both improve the educative potential of assessment and reduce assessment costs in time and other resources. When these two competing demands become complementary, assessments can be more useful.

One way of improving the efficiency of testing processes is to streamline reporting procedures so that reports are easily prepared and helpful to both teachers and students. Other ways of improving efficiency might include limiting or guiding choices about what to include in a portfolio. Using a multiple-choice format instead of an essay test or an oral interview instead of a multiple-choice test might improve the efficiency of assessments with ESL students. Ironically, sometimes making a test more efficient for a learner may make a test less efficient for the teacher and consequently less feasible. Overall, the perceived benefit to the learner, quality of feedback, support for decision making, and strength in meeting learning goals will determine students' and teachers' perceptions of the usefulness of a particular assessment.

**Meaningful**

**Assessment is meaningful when it can guide all stakeholders in the educational process to make decisions that will improve educational opportunities and fully develop student potential. This happens when assessment meets its purposes. In particular, assessment should be meaningful to those most centrally involved in educational improvement—teachers and students. Assessments should provide feedback that can lead students and teachers to accurately identify student progress on learning goals they accept and care about. Assessment should provide teachers with information they find meaningful as they design curriculum and classroom tasks, make judgments about student progress, and guide students to meet learning goals. Educated and thoughtful teacher judgment in the design and use of assessments is a central ingredient for making them meaningful.**

Assessment information is meaningful when it is relevant to the goals teachers and learners have set. In designing curriculum teachers have to be concerned about student progress in learning the important concepts, skills, and processes of particular disciplines. They must also be concerned about students' progress in general performance areas like literacy, numeracy, and thinking that cut across discipline boundaries and influence every student performance. In addition, teachers are concerned
with whether or not students are developing dispositions and attitudes that will enable them to participate successfully as adult members of communities beyond the classroom. Therefore, meaningful assessments will provide teachers relevant information about where students are in their growth and development in content knowledge, literacy, numeracy and thinking skills, and character development. In the language of Inclusive Pedagogy, assessment will provide information that is relevant for each of the critical learning domains: cognitive, academic, social, affective, and linguistic.

The content of assessments should provide insight and information about each of these areas. Because teachers will not be able to assess everything in every area all the time, they must carefully select the focus of particular assessments and plan for a collection of assessments that provide a complete picture of students’ learning. Teachers have various resources available to help them identify important content goals, including national, state, and local standards for content areas, for special population students, and for other learning goals such as character development. Teachers must think through the big ideas they think are the most worthy aims in the education of students of a particular age in a specific content area. Once teachers have thought through all that they might teach, they must select those things that are most worthy of everyone’s efforts in their classrooms. These big ideas represent the core goals for their curriculum, instruction, and assessment.

Teachers teach students by engaging them in tasks. They make judgments about how students are progressing by observing their performance on those tasks. Just as learning tasks must be relevant, assessment tasks must also be relevant. The challenge is to develop tasks that engage students with language and content in ways that allow teachers to make accurate judgments about their progress, proficiency, and performance in ways that link back to the identified learning goals.

One way to improve the links between important goals, engaging learning activities, and valuable assessment information is to use authentic tasks for both learning and assessment. Authentic tasks can develop and assess student understanding in contexts and situations that make students’ performances both highly realistic and interesting. Students may be asked to solve real-world problems, predict unknown outcomes, or identify examples and situations from their own lives. Simulations, experiments, service learning, and activities based on adult work in a particular field are all examples of authentic tasks. However, authenticity alone is not enough. To be useful in promoting learning, assessment tasks should provide feedback that allows students and teachers to adjust their responses and make informed decisions about next steps. The feedback should help them determine whether or not they are meeting or will meet their goals for learning. Tasks should provide evidence of knowledge of the content, appropriate use of methods, development of skillful craftsmanship, growing sophistication of general and specific skills, and other specific benefits of the learning experience.

Even when content and tasks are highly relevant, assessments are only meaningful when the feedback from them is accurate. Assessment is accurate when results are both valid and reliable. Reliability refers to the dependability of the data upon which judgments about student performance are based. For teacher made paper and pencil assessments, teachers can improve reliability by creating a table of specifications that identify concepts to be tested, tasks for testing them, and thinking levels and language skills required. In this way teachers can check the specifications against their learning goals and use them to guide the construction of assessment. In addition they can make certain several items assess each big idea and that tasks are carefully constructed. Using longer tests and more consistent testing conditions for all test takers provides more reliable results. However, this requirement can be satisfied by allowing all students to have plenty of time and all of the useful...
tools that might benefit some students. Restricting time and tools to the minimum provides consistent conditions but does so in ways that discriminate against some students. For complex authentic assessments, analytic rubrics and checklists that provide detailed guides for scoring performances improve the reliability of the data.

Reliability is a characteristic of the data on which interpretations and judgments are made. Reliability of assessment data can be jeopardized by the health, mood, motivation, test-taking skills, or general abilities of students. Reliability can also be compromised by the quality of the directions, ambiguities of language, distracting conditions in the environment, interruptions during administration, biases of the observer, scoring sheet errors, or even bad luck. Teachers can reduce the impact of these factors by attending to conditions that can make assessments more reliable.

Validity is concerned with the claim, judgment, or interpretation made about the student's performance. It refers specifically to the appropriateness of the conclusions, uses, and consequences that follow from an assessment. Validity is always a matter of degree and is always determined in relationship to adequacy of particular evidence for a particular purpose. When making judgments based on assessments, teachers improve validity when they make certain the evidence behind their judgment is sound; try out alternative interpretations or look for disconfirming as well as confirming further evidence; and determine whether, given the consequences, the judgment is reasonable and evidence-supported. When teachers suspect students have difficulties in general learning skills like literacy or numeracy or that they have had only limited opportunities to develop these proficiencies, they should make additional observations and collect additional data using assessment tools that are not so dependent on general skills. Validity includes the trustworthiness of the judgments we make about our students, our curriculum and our instruction. When our judgments are trustworthy they will be more meaningful.

In the real world, we are repeatedly assessed on our ability to do challenging work in unfamiliar contexts and situations. In those settings we are able to ask questions about the purposes, audience, standards, and criteria for our performances. We can quiz and will be quizzed about isolated facts as well as our general comprehension of difficulties or needs or successes. These assessments typically occur both during and at the end of completed projects. In schools, students rarely experience these kinds of assessment. Sometimes they question the purpose of the work we ask them to do. They may not see how assessments relate to their learning and growth. In fact a teacher’s assessments and grading system may make students unwilling to put forth needed effort because they are afraid they might look stupid. Or, they may feel success is simply a matter of luck or teacher preference. Some students may be so afraid of failure or looking stupid that they act apathetic or disinterested. By focusing assessments on relevant content and tasks and utilizing educative feedback systems, students increasingly see how to monitor and adjust their performance to reach goals they value. Teachers need to make certain that they select content, learning tasks, and assessment tasks worthy of students’ attention. Authentic tasks can help open the learning process to students so that they become aware of their own growth and development. Teachers and students should collect evidence of their learning that is dependable so that relevant and valid feedback and decisions can emerge. When this happens assessment is meaningful.

Equitable

Equitable assessment is clearly fair, but in a different way than most people expect when thinking about fairness. Fairness in education is not like fairness in competitive sports. It does not mean that
everybody plays by rules that favor some students over others. It does mean that everybody should be using rules that give every student the same probability of success. In teaching, this means that every student is supported by a more capable other within his or her own zone of proximal development. In assessment, this means that every student has access to assessment tasks that allow them to show what they know and can do. For example, students with limited English writing skills can be assessed on their understanding of important concepts orally, using gestures and movement, or with pictures. This provides them with the opportunity to show learning and to receive comprehensible feedback about how to improve the quality of their learning. Equitable assessment ought to enable all students to achieve classroom goals. Assessments that are equitable promote equal opportunities for all students to grow and develop and encourage improvements in teaching to support their learning.

Open assessment happens when students understand how and on what they will be assessed. Through disclosure of assessment procedures, teachers involve and empower students to engage and succeed in assessment. However, for assessment to be genuinely open, teachers should invite students and others to fully participate in the assessment process. Students can be involved in identifying goals and developing criteria for judging products, thus clarifying exactly what the requirements are and committing to the learning and assessing process. In addition when students participate in authentic real-world tasks, experts from the community can be invited in to the classroom to make decisions about the quality of student work and provide students with authentic feedback to improve performance.

Appropriate assessment makes certain that content and tasks are meaningful and that feedback and judgments are educative. Assessment clearly based in learning goals and that provides students with feedback that guides their performance is more likely to be equitable and appropriate. However, teachers must also consider fairness and impact when evaluating their assessment processes. This often requires attending simultaneously to cognitive, academic, social, affective, and linguistic learning goals and how assessment tasks balance those potentially conflicting goals to appropriately meet the needs of students. For example, increasing the authenticity of a task may simultaneously increase the cognitive and linguistic load of a task. Accommodations may be needed to ensure ESL students have access to the task so that the task remains appropriate for all students.

In order to manage a classroom, teachers often make collective judgments about groups of students that enable them to efficiently set behavior boundaries and educational goals. To avoid expectations that are unfair and inappropriate, teachers need to articulate to themselves, perhaps in a journal or log, just what they expect from their students. In this manner teacher expectations become explicit and open to personal reflection and discussion among peers.

Fairness requires that assessment tasks, language, and processes are respectful of gender, culture and linguistic differences present in the classroom. Materials and contexts need to be meaningful to students of all backgrounds. If it appears that only one group of students is showing learning growth, teachers must examine the accuracy of their assessment and teaching strategies for inequities and to identify the causes of unequal outcomes by group.

Impact has to do both with the feedback teachers receive from their assessments and the decisions they make. Assessments always have cognitive, academic, social, affective, and linguistic consequences for students. These consequences constitute the impact of the assessment. For example, teachers may use assessment information to adjust the difficulty of the curriculum, make various accommodations, or fundamentally redesign the assessment. They may find that the structure or nature of a commonly used assessment has taught students to become disinterested in certain
valued learning or to react in other unexpected ways. Teachers may see a need to consider how particular assessments produce other positive or negative consequences when they plan future assessments. When assessments are equitable, negative consequences are minimized and positive ones are emphasized.

**Suggested Citation**

## ESL Curriculum Guideline Summary

<table>
<thead>
<tr>
<th>No.</th>
<th>Guideline</th>
<th>Summary Definition</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Teach to the next text</strong></td>
<td>Prepare learners to succeed in reading each text by teaching what is needed. Assess a learner’s language development, reading skills, vocabulary knowledge, content knowledge, and cultural background in terms of a particular text. Then provide appropriate support.</td>
</tr>
<tr>
<td>2</td>
<td>Provide for broad extensive reading</td>
<td>Motivate learners to read large quantities of diverse texts by having available a wide variety of readable texts, allowing them to choose materials, and encouraging them to discuss what they read.</td>
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<tr>
<td>3</td>
<td>Support narrow reading of academic texts</td>
<td>Support reading about academic content, allowing learners to have many exposures to the same concepts and vocabulary in a short period of time. Connect these topics to learners’ prior knowledge, use multi-sensory strategies in teaching, simplify oral and written language, teach vocabulary, and probe for understanding.</td>
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<tr>
<td>4</td>
<td>Focus on academic vocabulary</td>
<td>Teach academic vocabulary directly. Provide activities that focus attention on the form and meaning of new words, help learners integrate the words in meaningful discourse, and support their oral and written use in a variety of contexts.</td>
</tr>
<tr>
<td>5</td>
<td>Use and produce expository and narrative texts</td>
<td>Use narrative texts to encourage extensive reading and connect with expository texts. Use expository texts to support development of academic vocabulary and understanding content knowledge. Encourage learners to use the writing process in producing both narrative and expository texts, helping them understand purposes and styles of various genres.</td>
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Five ESL Guidelines for Supporting Second Language Literacy Development and Content Learning

Introduction

Every teacher knows that brilliant teaching happens in the moment and that those moments cannot always be anticipated. However, ironically, they can be planned for. Teachers can prepare themselves, their students, the tasks and materials, and the learning environment in ways that promote those profound moments of learning and teaching. Preparation alone will not guarantee such moments; however, careful planning and preparation allow them to emerge more frequently.

Experienced teachers carry in their head an overarching plan for the year, and they can systematically consider each aspect of that plan before the year even begins (Leinhardt & Putnam, 1987). They have personal and subject-specific guidelines for determining whether the activities they have planned will work and that help them decide where and for what activities students will need additional literacy, vocabulary, content knowledge, or procedural or conceptual support in order to be successful. These five ESL guidelines help teachers make decisions for their particular classroom, content, or students.

Many of the teachers in this course may find themselves figuratively hacking through their own curriculum jungle as they struggle to support second language learners in learning content in spite of their under-developed literacy skills in English. In these cases, teachers may be searching for guidelines they can use to critique their curriculum script that will provide them with ideas about what they need to do further to support second language learners so that they can successfully participate in, learn from, and be successful with the classroom curriculum.

In this reading, we review five guidelines teachers can use to evaluate their curriculum for supporting second language learners.

- Guideline 1: Teach to the next text
- Guideline 2: Provide for broad extensive reading
- Guideline 3: Support narrow reading of academic texts
- Guideline 4: Focus on academic vocabulary
- Guideline 5: Use and produce both expository and narrative texts

We first define each guideline and then provide theoretical support to help teachers understand why attention to the guideline is important for teaching second language learners. When teachers understand and use these guidelines, they will be able to identify gaps and adjust content in order to better plan for and meet the needs, utilize the strengths, and develop the content area learning and literacy of second language learners.
**Guideline 1: Teach to the Next Text**

**Definition.** Teach to the next text means that the instructor prepares learners to negotiate the meaning of the next text the class will read or write. Sometimes this is the next page or chart and sometimes it is a chapter or book. In order to support learners in reading the next text, the instructor must be aware of the learners’ ability to read or write and of the skills needed to read or produce the particular text to be assigned. This means the teacher must know the language development status, vocabulary and content knowledge, cultural background, and literacy skills of the learner. Having selected a particular text (or designed a writing assignment) and determined the areas of mismatch between it and the learner skills, the teacher prepares the learner to succeed by providing the needed support. To do this, the teacher might use the contents of the text to develop oral language skills necessary for comprehension. The teacher will make sure that students have the basic word recognition skills needed for the text. The teacher will use pre-reading (or pre-writing) activities to build or access the background and cultural knowledge (schemata) required.

Since, according to research in second language reading, vocabulary is the greatest obstacle a second language learner faces when reading texts written for native speakers, the teacher will directly teach needed vocabulary in pre-, post-, and during-reading (or writing) activities. In addition, the teacher, aware that vocabulary is usually the key to comprehension for second language learners, will be sensitive to learners’ difficulties and attend to the unpredictable gaps in learners' vocabulary, paying careful attention to vocabulary difficulty as it arises during instruction.

When teachers focus on preparing learners for academic and literacy success text-by-text, students develop the skills needed to approach new texts, with teachers providing less and less support until students develop the full range of skills appropriate to their grade level.

**Support.** Readers need have instantaneous recognition of large numbers of words in order to read fluently, and yet learning the many words needed to read a variety of texts with fluency is difficult to achieve without the benefit of reading. This is one of the paradoxes of reading instruction for second language learners—reading fluently requires fluent reading (Grabe, 1994). Snow, Burns, and Griffin (1998), having observed the effects of the lack of vocabulary in beginning ESL learners, suggest that it is still an empirical question as to whether beginning ESL learners should be taught oral English first and then be introduced to reading instruction, rather than attack the two simultaneously. Fitzgerald (1995), for example, cites Clarke's work on the short circuit hypothesis (Clarke, 1980) and Cummins' discussions on the threshold hypothesis (Cummins, 1979) as evidence that the question is still not fully resolved.

The problem is that beginning reading texts are mostly written for native speakers of English who have intuitive knowledge of the underlying linguistic system upon which the reading texts are based and oral vocabularies of several thousand words when they begin to learn to read. For emergent readers of a native language the primary problem in learning to read is developing skills to convert visual symbols into language they already know. Teachers help them develop word recognition and reading strategies. For them, each next text usually introduces only a dozen or so words they have not read before. For the emergent native reader, moving from one beginning reader to the next poses little vocabulary problem since they know orally a far greater number of words than those being used to teach them word recognition skills. They rarely encounter a word in these books that is not already known to them orally.

In contrast, each new text, with its dozens of new words, poses a serious problem to second language...
learners because they must learn the meanings of the words as they are learning to decode them. In addition, for the second language learner, the situational and cultural content may also be new. Since, for a second language learner, learning to read involves more than just decoding or developing print awareness, two books supposedly written at the same difficulty level may present drastically different challenges for a second language learner compared to a native speaker.

For this reason, teachers are often tempted to spend instructional time on developing oral language skills, delaying literacy instruction for a few months until learners have a threshold level of knowledge of oral English. No research supports this strategy. In fact, we recommend that teachers simultaneously focus on the introduction of literacy and oral language.

First, there is ample evidence that the main barrier in reading for second language learners is not lack of knowledge of language structure, but rather lack of knowledge of vocabulary. Developing all of this vocabulary knowledge would require a significant delay in second language learners’ literacy development. Even if literacy instruction were delayed for a year, most second language learners would not have vocabulary knowledge approaching that of a native speaker.

Second, basic oral communication skills are acquired primarily through social interaction. There is little evidence that these skills could be acquired more rapidly by delaying the introduction of literacy. In fact, available research evidence on this issue points to the opposite conclusion: delaying literacy instruction can actually slow down the acquisition of oral language skills, especially in preliterate adults. Certainly, there is no reason why the development of reading skills (phonemic awareness, letter recognition, sight word recognition, and basic phonic skills) as well as print awareness skills (left-to-right scanning and the reconstruction of oral language and meaning from print) should wait until the learner can speak the language fluently.

Finally, when ESL readers are faced with the task of reading a particular text, be it a story or upper-level text for science or history, they do not have to know all the vocabulary known by native speakers; they only need to know the vocabulary presented in that particular text. If they have the appropriate background knowledge to negotiate the text and if they know 95% of the running words contained in it, from a language perspective, they will be able to read it fluently. (Remember, about eight word families account for 80% of written texts.)

Our view is that even at the beginning levels of second language learning, it is advantageous to begin the process of developing literacy skills. At later stages and in developing content area literacy skills, vocabulary learning and schema building play very important roles in learners’ ability to comprehend particular texts.

So, the task of the teacher is to prepare learners to deal with specific texts. If teachers can build and help students activate appropriate schemata related to the specific text and if they can teach the relevant vocabulary, learners can successfully participate in shared reading and then in independent reading of the text. As learners are exposed to more and more reading in context, their vocabulary knowledge will increase rapidly and they will become better able to proceed from one text to another until they finally need no scaffolding in order to comprehend grade-level texts.

Guideline 2: Provide for Broad Extensive Reading

Definition. Theoreticians and practitioners alike have pointed out that one learns to read by reading. Provide for broad extensive reading means that practitioners engage students in developing their
literacy skills by having them utilize them frequently. This means that teachers provide students with frequent opportunities to read and write in a wide range of genres and about a broad spectrum of ideas. Teachers recommend reading to students based on what they know about student experience, interest, skill in reading, and from the teacher’s experience in reading. Recommendations should cover a wide range of materials, formats, and genres: magazine articles, web sites, books, novels, poetry, editorials, newspapers. Teachers make an abundance of reading material at an appropriate level of readability easily available to students and give time to students to read and write. Teachers help students choose material that is interesting to them and then provide the time for students to read, to write, and to discuss what they have read. When students are emergent readers, the quantity of contextual reading for each learner can be increased by encouraging learners to engage in repeated readings of texts and in reading to others, including peers and tutors, and providing support for such learners to talk about what they read.

**Support.** This guideline points to a strategy for motivating literacy which recommends that supporting students in reading in context for enjoyment and information motivates them to read more and tends to improve all reading skills, including word recognition, fluency, and comprehension. Almost two decades ago, Stanovich (1986) pointed out that in literacy development, the rich get richer and the poor get poorer. Learners who find reading and writing easy and fun tend to read and write a lot, while those who struggle to read or write tend to avoid literacy activities. Stanovich and West (1989) reviewed a number of studies which show that good readers read dozens of times more each day than their classmates who are struggling readers.

This basic difference in time management choice means that those who read and write a lot continue to increase their already stronger vocabulary knowledge, word recognition skills, reading fluency, composing, and communication skills. In addition, reading and writing become even easier and more enjoyable for those whose literacy is already advanced. This difference in joy in literacy motivates students to engage in literacy activities more and as a result their skills get stronger. Those who avoid reading continue to struggle. Their vocabulary, reading, and writing skills are less developed, and they become more resistant and unmotivated to choose activities that require or use literacy skills. Several aspects of learning to read can be stumbling blocks to some readers such as visual and oral processing of text, eye-hand coordination, and tracking skills. If the teacher can help learners find texts of interest to them that they can read, have positive experiences with literacy, and surmount personal barriers to literacy, they are more likely to read more often.

Many other scholars and researchers support Stanovich’s advocacy for broad extensive reading and writing experience as a primary means of vocabulary and skill development in literacy (Anderson & Nagy, 1992; Krashen, 1993; Anderson, 1996; Day & Bamford, 1998). Getting learners to engage in contextual reading and writing for extended periods of time each day and providing a forum in which the learner can discuss, provide written response, and apply insights from their reading are essential elements in promoting students’ development in general, as well as in specific, reading content areas.

While the development of phonemic awareness and phonics skills are essential to the full development of reading abilities, struggling readers often get stuck in the stage of “learning to read.” As a result, they are never really able to utilize reading and writing as avenues for learning. Teachers must assure that each learner has significant successful reading experiences every day. This makes the careful selection of appropriate reading materials, attention to writing assignments, and attention to preparing learners for reading and writing activities a crucial aspect of the teaching task. In addition, teachers of second language learners need to use strategies, learning activities, and materials that scaffold student success. When teachers use such strategies, such as repeated reading,
more students have significant successful literacy experiences that support them in developing the full range of literacy skills.

Guideline 3: Support Narrow Reading of Academic Texts

Definition. Support narrow reading of academic texts refers to the strategy of focusing content instruction so that the learner gets repeated exposure to a limited range of concepts, ideas, and vocabulary within a particular content. It requires that content area teachers make critical decisions about what vocabulary, concepts, and writing and thinking skills are essential for students to succeed not just in the course but in the content area generally. Teachers can do this by arranging their long range plans so that vocabulary development, literacy skills, and learning and thinking strategies can develop across time and build upon each other across a year. What this means is that coursework is often arranged thematically. As part of the discussion of a particular theme, students can be given opportunities to read several passages or books and write several papers on the same or related subjects, thus exposing the learner to an in-depth treatment of the subject in which concepts and vocabulary are dealt with repeatedly over a relatively short period of time.

Giving students this narrow and repeated access to content themes and vocabulary involves five main tasks. These tasks include: 1) relating material to be learned to students’ prior knowledge and interests, building and/or activating appropriate schemata for understanding the text; 2) enriching the communicative context by using graphic organizers and multi-sensory strategies for helping learners use non-verbal means to comprehend and acquire the language being used; 3) teaching vocabulary; 4) teaching the structure of discourse; and 5) simplifying oral and written language.

Support. Advocates of thematic instruction in second language teaching have often mentioned that ESL students learn content language better when they are exposed to in-depth treatments of a few topics (Chamot & O’Malley, 1994). This is in part due to the fact that in the early stages of learning a concept or word it is useful for the learner to encounter the concept or word repeatedly until the word or concept is established in long-term memory, and then the incidences of exposure can occur less frequently without affecting recall.

When learners encounter an unknown word in a meaningful context, either spoken or written, a certain amount of learning of that word occurs. Following a single encounter, the likelihood that the word will be recognized the next time it is heard or seen is low. The likelihood that the learner will be able to produce the word in meaningful context is even more remote. The strength of association between the sound or visual form of the word and its meaning is increased with each successive encounter and with each successful attempt to produce the word. In studies of incidental learning of vocabulary from reading, Anderson (1996) and Nagy (1997) have shown that after ten to twenty significant encounters with a word that likelihood that it will be recalled reaches a fairly stable level. The focusing of direct attention on the word through instruction or manipulation appears to increase the likelihood that it will be learned.

Given that thematic instruction, by its nature, deals repeatedly with concepts and vocabulary within a relatively limited semantic domain, it increases the likelihood that those concepts and vocabulary will be acquired by second language learner. Reading several texts on the same theme also has the effect of making the reading of the texts less difficult. Nation (1990) has developed the notion of a “density index,” which indicates the token/type ration of given text (token being the total number of occurrences of those words and type being the number of unique words). He points out that the
higher the ration of known words to unknown words, the easier the text is to read.

So, the more narrow the theme in content instruction and academic reading, the more overlap there is between concepts treated in the material, the more redundancy there is, and the more opportunities the second language learner has to develop the vocabulary and concepts.

**Guideline 4: Focus on Academic Vocabulary**

**Definition.** Attention to this guideline, focus on academic vocabulary, means that teachers provide multiple opportunities in multiple contexts for students to use the academic vocabulary that is critical to understanding and articulating the ideas within a content area. This doesn’t mean that all teachers present students with endless vocabulary lists. Instead, it means that teachers of second language learners determine what vocabulary is essential, what contexts would naturally elicit its use (in students listening, speaking, reading, or writing), what language glosses or definitions might be added, and what concrete presentations (reallia-objects, pictures, illustrations, diagrams, charts) would help make meaning clearer for the second language learner.

Teachers who are asked to teach and support second language learners in the mainstream classroom are deeply concerned about supporting students’ academic development and success. Such teachers recognize that their classroom is the only place where students will be given an opportunity to learn about and use terms specific to a content. While this vocabulary may have low frequency of general use, it will be vital in students’ academic progress.

Clearly, developing the language of the discipline is essential in developing content knowledge. Complex ideas are referenced, reflected upon, and recalled through language. Therefore, learning academic vocabulary should be a central concern for teachers because fluency and flexibility in the use of academic vocabulary (specific and general) is often a gatekeeper for academic success. Students will need to be literate in the language of a discipline if they are to accurately communicate what they know and can do and if they are to develop their full academic potential.

**Support.** In order to read academic texts fluently and with comprehension, learners need to be able to recognize about 95% of running words in the text. A typical high school science or social studies text will have literally hundreds of content-specific words that must be learned in order for the text to be successfully negotiated. The teacher must prepare second language learners to read these texts by helping them to acquire the appropriate academic vocabulary.

Basic interpersonal communication skills (BICS) develop rather rapidly in immigrant children and largely as a result of social interaction. The twelve most frequently occurring lexical verbs in English account for 45% of all verb usage in conversation (Biber, Johansson, Leech, Conrad, & Finegan, 1999). The 2,000 most frequently occurring word families account for over 90% of the running words in conversational English. Most of these words are learned in rich social contexts through direct and multiple interactions with peers and teachers. On the other hand, knowledge of academic content and vocabulary must be attended to directly by teachers and learners in order to develop fully. Often, the school classroom is students’ only source for developing discipline-specific vocabulary knowledge. As a matter of fact, many of the 3,000 or so word families learned by native speakers each year from age six on involve academic and theme-specific words which have been acquired as a result of content instruction and reading. Much of the vocabulary in subject matter expository texts is not used in general social interaction or in literature-based reading texts. Gardner (1999), in a study of fifth grade narrative and expository texts dealing with similar themes, found that 72.5% of the vocabulary
items occurred only in narrative or only in expository texts and not in both. He interpreted this to mean that when teachers expose learners only to narrative texts or focus primarily on general vocabulary development, the students usually miss out on the rich source of information and vocabulary provided by expository texts and theme-based content instruction.

Teachers of language minority students can use several strategies to focus on academic vocabulary development. Since language minority students will certainly have infrequent and often seemingly random encounters with important academic vocabulary, teachers of second language learners must respond strategically and directly both in teaching vocabulary directly and in helping students develop skills for acquiring vocabulary. Teachers utilize pre-reading, during reading, and post reading strategies to introduce, develop depth of understanding, and solidify meaning of new words. By deliberately using selected words in reading and classroom interaction in activities that draw language minority students’ attention to the form of the word, teachers help students develop metalinguistic skills for identifying new words as they are spoken and written. By exposing the second language learner to the word in a variety of meaningful contexts, including hands-on activities and written texts, students will more rapidly associate the form of a word with its meaning. By engaging learners in discourse that helps the learner to manipulate the word, explore the boundaries of its usage and meaning, and compare it with other words in the network, teachers help students integrate words into their semantic network. Finally, the teacher provides natural opportunities as part of classroom life for the learner to quickly use new academic vocabulary in a variety of contexts (both oral and written) for a variety of purposes.

**Guideline 5: Use and Produce Both Expository and Narrative Texts**

**Definition.** Use and produce both expository and narrative texts means that teachers engage students in reading and writing both expository and narrative texts. The practice includes using narrative texts to engage in extensive reading and expository texts to participate in intensive reading. Having students read narrative texts, with a focus on enjoyment and aesthetic experience, can motivate students to read a lot and develop general high frequency vocabulary. In such reading, students develop broader general vocabulary and literacy skills in word recognition, fluency, and comprehension.

In addition to having students read narrative texts when the focus is on reading and enjoyment, narrative texts can help students make more personal connections to expository texts, making the effort to gain mastery over academic vocabulary more intrinsically interesting. For example, reading Watson's (1968) narrative account of the discovery of the DNA molecule, can immediately make students more interested in the chemical structure and interactions in the DNA molecule, scientific inquiry as a process, current or past scientific research findings, or even the social and psychological issues of gender differences and discrimination.

Well-written expository texts can have a similar impact. Students can enjoy intellectually and aesthetically the well-reasoned argument, the carefully described scientific phenomenon, or clearly articulated cause-effect relationships. When students have deep interest in an area, a well-written expository text in that area can be compelling. Requiring students to read expository texts enables them to learn how to read for information. In the process, they gain content knowledge and academic vocabulary essential to achievement in the content areas.
Support. While there are texts that are exclusively narrative or exclusively expository, most texts include a combination of these elements. Science and math texts often include biographical segments on famous scientists, narratives on how particular discoveries were made, and mathematical problems embedded in narrative discourse (i.e., story problems).

Even so, most texts are primarily narrative or primarily expository. The two types of texts differ along a number of dimensions. They have different purposes. Narrative texts are generally designed to entertain, to provide an aesthetic experience for the reader, while expository texts are generally designed to inform or persuade the reader. Narrative texts include works such as short stories, novels, poetry, and biographies. Expository texts include such things as descriptions, news reports, opinions, cause/effect or comparison/contrast essays, thesis/proof articles, and problem/solution.

Narrative and expository texts, particularly those encountered by second language learners in content area classrooms, differ in terms of their vocabulary. The reading on teaching academic vocabulary points out vocabulary differences between narrative and expository texts. If learners are exposed to narrative texts alone, there will be major gaps in their general academic vocabulary knowledge and in their knowledge of domain-specific vocabulary (Gardner, 1999). Much of the common cultural knowledge is carried in narrative texts that position humans in relationship to the contexts in which they live and articulate the values of a culture.

They also differ in structure. At the macro level, narrative texts follow a chronological or sequence-of-events organization. Expository discourse, on the other hand, has a variety of hierarchically organized forms in which main ideas are followed by supporting details and examples. Problems are followed by effects, causes, and solutions. Opinions are typically followed by reasons and recommendations. Theses are followed by proofs, implications, and recommendations. Expository texts also include more loosely structured forms such as listings, descriptions of things and processes, and news reports (Mason, 2000). At the micro level, there are major differences in the use of tenses, grammatical morphemes, and syntactic patterns across these two types of discourse (Biber, Johansson, Leech, Conrad, & Finegan, 1999).

As teachers plan activities, they should remember that narrative texts can frame and position expository ones. Expository texts can provide rich descriptive detail that can inform students producing narratives. Teachers need to support students in developing the metacognitive skills which allow them to gain access to the content being communicated. They should recognize that the type of text, the purpose for writing, and the audience can fundamentally change the difficulty of a reading or writing task and the skills needed to read or construct a passage. Successful students develop knowledge of the vocabulary, text structure, and literacy skills that allow them to read both fluently and frequently. Teachers of second language learners develop classroom activities that instruct students in how to employ a range of literacy skills and that give students the opportunity to practice those skills. They learn to identify main ideas, subordinate ideas, and details and make accurate inferences from the text. They gain skill in using their own words to summarize others’ ideas. They create ways to systematically organize and recall facts and ideas. They learn to question texts in order to recognize different purposes for writing and separate fact from opinion. They develop the ability to recognize writers’ points of view, separate from their own. They are able to adjust reading strategies and speed to the types of texts and purposes for which they are reading.

Teachers engage students in producing narrative and expository texts. They help learners to develop the ability to understand the purposes for which they are writing and adjust their strategies and style accordingly. They teach students to prepare for writing and locate, understand, and organize relevant
material. Teachers help students use summarizing, paraphrasing, and quotations appropriately in their writing. Students revise drafts to express their own ideas, adjust voice to reflect purpose, and respond to teacher feedback. Teachers provide reason, education, and opportunity for students to edit their work for spelling, punctuation, mechanics, and grammar.

References


# The Sheltered Instruction Observation Protocol (SIOP)

<table>
<thead>
<tr>
<th>SIOP Feature</th>
<th>Defining Characteristics at the Highest Level of Enacting</th>
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</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>Clearly defined content objectives for students Clearly defined language objectives for students Content concepts appropriate for age and educational background level of students Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals) Adaptation of content (e.g., text, assignment) to all levels of student proficiency Meaningful Activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking</td>
</tr>
<tr>
<td><strong>Building Background</strong></td>
<td>Concepts explicitly linked to students’ background experiences Links explicitly made between past learning and new concepts Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)</td>
</tr>
<tr>
<td><strong>Comprehensible Input</strong></td>
<td>Speech appropriate for students’ proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) Explanation of academic tasks clear A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)</td>
</tr>
<tr>
<td><strong>Strategies</strong></td>
<td>Ample opportunities provided for students to use strategies Consistent use of sca&quot;olding techniques throughout lesson, assisting and supporting student understanding (e.g., think-alouds) Teacher uses a variety of question types, including those that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)</td>
</tr>
<tr>
<td><strong>Interaction</strong></td>
<td>Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts Grouping configurations support language and content objectives of the lesson Su#cient wait time consistently provided for student responses Ample opportunity for students to clarify key concepts in L1 as needed with aide, peer, or L1 text</td>
</tr>
<tr>
<td><strong>Practice / Application</strong></td>
<td>Provides hands-on materials and/or manipulatives for students to practice using new content knowledge Provides activities for students to apply content and language knowledge in the classroom Uses activities that integrate all language skills (i.e., reading, writing, listening, and speaking)</td>
</tr>
<tr>
<td><strong>Effectiveness of Lesson Delivery</strong></td>
<td>Content objectives clearly supported by lesson delivery Language objectives clearly supported by lesson delivery Students engaged approximately 90% to 100% of the period Pacing of the lesson appropriate to the students’ ability level</td>
</tr>
<tr>
<td><strong>Lesson Review / Evaluation</strong></td>
<td>Comprehensive review of key vocabulary Comprehensive review of key content concepts Feedback is regularly provided to students on their output (e.g., language, content, work) Ongoing assessment of comprehension and learning of all objectives (e.g., spot checking, group response) is conducted throughout the lesson</td>
</tr>
</tbody>
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(Adapted from Echevarria, Vogt, & Short, 2000, 2004)
# Framework for Family, School, and Community Partnership

<table>
<thead>
<tr>
<th>Category</th>
<th>Parenting Basic Responsibilities</th>
<th>Communication School to Home / Home to School</th>
<th>Volunteering Involvement for/at School</th>
<th>Learning at Home Information</th>
<th>Decision Making Participation and Leadership</th>
<th>Collaborating Institutions/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Challenges</strong></td>
<td>Provide information to all families to share information about background, culture, talents, goals, and needs. Make information comprehensible.</td>
<td>Make all memos, notices, and other printed and non-print communications clear and understandable to ALL families. Obtain ideas from families to improve the design and content of communications mediums.</td>
<td>Recruit widely, provide training, and create flexible schedules for volunteers so that all families know that their time and talents are welcomed and valued.</td>
<td>Design and implement interactive homework for which students take responsibility to discuss important classroom and ideas with their families.</td>
<td>Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school. Offer training for parent leaders to develop leadership skills.</td>
<td>Solve problems on turf, responsibilities, funds, and goals. Inform all families and students about community programs and services. Ensure equal opportunities for services and participation.</td>
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<tr>
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<tr>
<td>Redefinition</td>
<td>Workshop is not only a meeting on a topic held at the school building, but also the content of that meeting to be viewed, heard, or read at convenient times and varied locations</td>
<td>“Communications” about school programs and student progress are not only from school to home, but also from home to school and with the community</td>
<td>“Volunteer” not only means work that students do alone, but interactive activities that are shared and discuss with others at home. “Help” at home, how families encourage and guide children, not how they “teach” school subjects</td>
<td>“Homework” not only means work that students do alone, but interactive activities that are shared and discuss with others at home. “Help” at home, how families encourage and guide children, not how they “teach” school subjects</td>
<td>“Decision making” is a process of partnership to share views and take action toward shared goals for school improvement and student success, not a power struggle</td>
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<tr>
<td>Results for Students</td>
<td>Balance time spent on chores, homework, and other activities</td>
<td>Awareness of own progress in subjects and skills</td>
<td>Skills that are tutored or taught by volunteers</td>
<td>Skills, abilities, and test scores linked to coursework, homework completion</td>
<td>Awareness that families’ view are represented in school decisions</td>
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<td></td>
<td>Regular attendance</td>
<td>Knowledge of actions needed to maintain or improve grades</td>
<td>Skills in communicating with adults</td>
<td>View parent as more similar to teacher, home in sync with school</td>
<td>Specific benefits linked to policies enacted by parent organizations</td>
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<td></td>
<td>Awareness of importance of school</td>
<td>Awareness of own role as courier and communicator in partnerships</td>
<td>Understanding of family’s perspective in policies and school decisions</td>
<td>Self-confidence in ability as learner and positive attitude about school</td>
<td>Knowledge and use of local resources to increase skills and talents or to obtain services</td>
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<tr>
<td>Results for Family</td>
<td>Self-confidence Knowledge of their child</td>
<td>High rating of quality of the school</td>
<td>Understanding of the teacher’s job</td>
<td>Discussions with child about school, coursework, homework, and future plans</td>
<td>Awareness of and input to policies that affect children’s education</td>
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<td></td>
<td>Support of child’s progress and responses to correct problems</td>
<td>Support of child’s progress and responses to correct problems</td>
<td>Self-confidence about ability to work in the school setting</td>
<td>Understanding curriculum, what child is learning, and how to help each year</td>
<td>Shared experiences and connections with other families</td>
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<tr>
<td></td>
<td>Ease of interactions and communications with school and teachers</td>
<td>Support of child’s progress and responses to correct problems</td>
<td>Enrollment in programs to improve own education</td>
<td>Readiness to involve all families in new ways, not only as volunteers</td>
<td>Respect of family time</td>
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<td></td>
<td>Understanding of families goals and concerns Respect for families’ strengths</td>
<td>Ability to communicate clearly</td>
<td>Use of network of parents to communicate with all families</td>
<td>More individual attention to students because of help from volunteers</td>
<td>Satisfaction with family involvement and support</td>
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<td></td>
<td>Understanding of families goals and concerns Respect for families’ strengths</td>
<td>Ability to communicate clearly</td>
<td>Use of network of parents to communicate with all families</td>
<td>More individual attention to students because of help from volunteers</td>
<td>Recognition that all parents can encourage and assist student learning</td>
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<td></td>
<td>Understanding of families goals and concerns Respect for families’ strengths</td>
<td>Ability to communicate clearly</td>
<td>Use of network of parents to communicate with all families</td>
<td>More individual attention to students because of help from volunteers</td>
<td>Acceptance of equality of family representatives on school committees</td>
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<tr>
<td></td>
<td>Understanding of families goals and concerns Respect for families’ strengths</td>
<td>Ability to communicate clearly</td>
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<td>More individual attention to students because of help from volunteers</td>
<td>Awareness of families’ perspectives in policies and school decisions</td>
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Adapted from Framework of Six Types of Involvement, Joyce L. Epstein, Ph.D., et al., Partnership Center for the Social Organization of Schools 3505 North Charles Street, Baltimore, MD 21218-3843
# Instructional Plan

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson Title</th>
<th>Grade Level</th>
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</table>

## Students

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Social/Affective</th>
<th>Linguistic</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>Social/Affective</td>
<td>Linguistic</td>
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</tbody>
</table>

## Sequence of Tasks

## Materials
M. Winston Egan

Winston Egan, chair of the Teacher Education Department in the David O. McKay School of Education at Brigham Young University, has taught children of all ages, preschool through high school. He began his special education career at Utah Boys Ranch. His writings appear in Behavior Disorders, Journal of Teacher Education, Teacher Education and Special Education, Journal of Technology and Teacher Education, American Journal of Distance Education, Journal of Special Education, Rural Special Education Quarterly, and Teaching and Teacher Education. He has been honored with several university teaching awards including Professor of the Year, Blue Key National Honor Society at Brigham Young University, and Excellence in Teaching Award, Graduate School of Education, University of Utah. He has also been an associate of the National Network of Education Renewal (NNER). His interests include youth development, video-anchored instruction, teacher socialization and development, and emotional/behavior disorders.

Valerie Hales

Valerie Hales received her Master's Degree in Education from the University of North Dakota with an emphasis in reading. She spent several years working for a private reading clinic in the testing and teaching of struggling readers. She began as a teacher in the public schools in 1985 where she taught grades K-8 for 18 years. She participated in a Fulbright Teacher Exchange to England in 1993. Beginning in 1998 her work shifted to that of a teacher educator with Brigham Young University’s teacher intern program. Currently she coordinates the ESL endorsement program for inservice teachers through the CITES Office (Center for the Improvement of Teacher Education and Schooling) of Brigham Young University in partnership with five school districts and supervises the practicum experience required for the TESOL K-12 minor of BYU preservice students. She has assisted in the development of ESL courses through the TELL Project (BYU ESL Endorsement Through Distance Education) and has taught these courses on the BYU campus. She is a participant in research for the English Language Acquisition National Professional Development Grant of the BYU/TELL Project through mentoring paraprofessionals who were seeking Alternative Teacher Licensure in Utah, and providing data from completing hundreds of teacher observations. She has been involved in the development of new standards for ESL endorsed teachers through the Utah State Office of Education. She appears as a co-author on a text used in BYU’s TESOL minor program as well as an article in the Journal of Teacher Education.