

ED 205 - LANGUAGE USE IN MULTILINGUAL CLASSROOMS

Course Title/# of Units	ED 205 - Language Use in Multilingual Classrooms- 3 units
Semester /Year	Fall, 2020
Instructor(s)	Amy Kohler Catterson, PhD - akcatterson@aldergse.edu - (510) 304-6267 Deanna Price, MEd - deanna.price@aspirepublicschools.org - (310) 738-5343 Ingrid Twyman, EdD- ingridtwyman@gmail.com - (818) 795-7524 Jennifer Altavilla, MEd - jaltavil@stanford.edu - (203) 804-2565 Lourdes Meraz MEd - lourdes.meraz@aspirepublicschools.org - (626) 456-2171 Nate Monley, EdD - nmonley@aldergse.edu - (916) 539-0033 Office hours by appt

COURSE DESCRIPTION

ED 205 - Language Use in Multilingual Classrooms is designed to empower teachers with the theory, principles, knowledge, and skills to effectively affirm, welcome, and respond to a diverse range of multilingual students, incorporating their strengths, needs, and identities. Graduates will join California schools that prepare students with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

Alder chooses to use the asset-based term “multilingual learners” to mean the same as “English Learners” or “Emergent Bilinguals.” Alder also uses the phrase “students classified as English learners/ELs” to indicate that “EL” is a socially constructed category, and is not reflective of any inherent characteristics or traits.

Teachers will develop appropriate strategies and approaches for developing language proficiency and link their practice to both California ELA/ELD Framework and the Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of multilingual students.

In addition, students will understand the complex history of multilingual instruction including keystone historic events such as the Treaty of Guadalupe Hidalgo through important case law such as Lau v Nichols. Through this learning residents will be able to realize excellent teaching in their classrooms and the vision of California’s roadmap for English Learners.

OUR VISION

Outstanding teachers and leaders change students’ lives and make the world a better and more just place.

OUR MISSION

To create opportunity and cultivate success for every student by recruiting and educating excellent teachers and leaders who reflect our school communities.

OUR CORE VALUES

- **Hope.** We believe in what is not yet realized. We bring hope to all we do.
- **Compassion.** We bring our hearts and our empathy. We listen and work to understand first.
- **Courage.** We speak up and lead with an unwavering will to do the right thing.
- **Knowledge.** We seek to learn from the lived experiences of all of our community members *and* from theories and research.
- **Collaboration.** We work together across ideas, individuals and communities to develop and work toward shared goals.
- **Excellence.** We strive relentlessly to achieve our vision.

The Context of History

As the number of students classified as English learners (ELs) continues to rise across the US, particularly in districts that previously served few multilingual students. In 1974, access to instruction for ELs was deemed a civil right per the Lau v. Nichols case, which was filed by the families of Chinese American students living in San Francisco, California. As a result, all US public schools now have an obligation to ensure that students classified as ELs can meaningfully participate in all educational programs and services, and in the general education curriculum.. Schools also are obliged to communicate information to families of ELs in a language they can understand.

Although all public schools are required to provide language services to students classified as ELs, they have the autonomy to determine the structure of those programs. Hence, there are many models of instructional support for ELs. Those models range from various dual immersion programs to English Language Development (ELD) classes, taken in tandem with the general education curriculum.

The new California language development framework has established the baseline for what students classified as ELs will be expected to do with English in the classroom.

For Mentors

In this course, residents will learn how to make instructional decisions to best support the needs of multilingual students. Give your resident freedom with new methods of planning and instruction to best meet the needs of multilingual students in your course. Share your data and information in your classroom. Share your best practices for supporting your multilingual students, and making instructional and planning decisions to meet the diverse needs of your students.

Assignments

Assignment	Module	Earlybird Due Date	Final Due Date
<u>Multilingual Positionality Statement</u>	1	September 13, 2020	September 16, 2020
<u>Landscape of Multilingual Learning Through the Eyes of a Student</u>	2	October 3, 2020	October 6, 2020
<u>English Learner Assessment Literacy</u>	3	October 25, 2020	October 28, 2020
<u>SIOP or Curriculum Amplification Reflection</u>	4	November 29, 2020	December 2, 2020
<u>Focus Student Family Engagement</u>	5	December 10th, 2020	Sunday, December 13, 2020



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Course Module Title/Description	Assessments
<p>Pre-work- complete before August 24 Watch this explanatory screencast about prework</p> <ol style="list-style-type: none">Do ONE of the below to gain a general understanding of Language Acquisition<ol style="list-style-type: none">Watch both of these 2 videos: simple explanation of BICS and CALP (3 min) and video of Jim Cummins explaining BICS and CALP (3 min)(apologies for misspelling in title) and this critique of the BICS and CALP framework (pages 4-8 required, pages 4-31 recommended) orRead Kenji Hakuta's seminal piece about how long it takes multilingual students to gain language proficiency. (45-60 min to read)In order to gain a basic understanding of the history and context for multilingual learners do ONE of the below:<ol style="list-style-type: none">Watch the video Freedom to Talk about the history of multilingual learner issuesRead this chapter from Gandara, Moran, & Garcia (2004) about history of language policy in United StatesRead this chapter from Gandara and Escamilla: Bilingual education in the United States. <i>Bilingual and multilingual education</i>Complete this reflection survey AFTER you complete the prework above but before August 24. If you'd prefer to respond to the questions as screencast, video, or audio file, that is fine, just link in the appropriate place at the end of the survey.	
<p>Module 1: August 24-September 13: Language, Self, School, and Students (3 weeks)</p> <ul style="list-style-type: none">Who am I and what are my beliefs about multilingualism?What are some ways I can seek to understand my students' and families' cultural assets and language needs?What is the current and desired culture around multilingualism at my school site?How will I approach multilingual instruction in a virtual environment so that all students receive an equitable opportunity to succeed? <p>Content & Learning Experiences August 24 Video Call: Join your instructors to learn about the course (https://zoom.us/j/805887874) Option A: 8:30-9:00am Option B: 4:30-5:00pm</p> <p>Part 1: Learn</p> <ol style="list-style-type: none">Watch video clips: New York Times (2016)Read:<ol style="list-style-type: none">Fillmore, L. & Snow, C. (2000) pgs. 1-32Flores, N. & Rosa, J. (2015)Gutierrez, K. & Regoff, B. (2003)Cruz-Ferreira, M. (2015)Cruz-Ferreira, M. (2015)Interview your mentor to understand his/her stance and the school culture around multilingual instruction.Reflect on your personal connections to videos, text, and mentor interview.	<p>Multilingual Positionality Statement</p>



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Part 2: Analyze Data and Resources

1. **Gather** data about your students and families' cultural and language assets.
2. **Complete** Data Gathering Tool (in assignment description) to capture your findings.

Part 3: Positionality Statement

1. **Complete** your [Multilingual positionality statement](#) assignment.
 - See Assignment link for success criteria and notes templates.
 - **DUE in Canvas: Wednesday, September 16 by 10pm**

Part 4: Explore (Start in Module 1 and will be ongoing)

1. Begin exploring the [Supporting Multilingual Learners in a Virtual Learning Environment Toolkit](#).

Module 2: September 14- October 4: Landscape of Multilingual Education (3 weeks)

- How have major laws, policies, and California's Road Map for English Learner Success shaped the socio-political context of multilingual education? How do they influence instruction for multilingual learners?
- What is California's English Learner reclassification process?
- Who is one student from my class that I want to focus on this term, and how have they been affected by the landscape of multilingual learning?
- How has the landscape of multilingual learning shifted during the current pandemic, and how can I respond to those shifts in a way that helps my students succeed?

[Overview Deck](#)

[Overview Screencast](#) (watch me first)

Content & Learning Experiences

September 14 Video Call: Join Kenji Hakuta and Feliza Ortiz-Licon for a discussion of California's Road Map for English Learners (<https://zoom.us/j/805887874>)

Option A: 8:30-9:30am

Option B: 4:30-5:30pm

Complete parts 1 & 2 below BEFORE the video call with Kenji Hakuta and Feliza Ortiz-Licon on September 14.

Schedule the shadow day in part 5 below as soon as possible.

Part 1: History of Multilingual Learner Case Law and Issues *estimate 30-60 minutes- complete before September 14*

- A. Watch [Lau vs. Nichols: A Landmark Case for ELL Education \(2016\)](#) about the Lau v. Nichols case.
- B. Watch [Castañeda v. Pickard: Are ELLs receiving the services they need? \(2016\)](#) about the Castaneda v. Pickard case.
- C. Read [Schnaiberg \(1998\)](#) and/or watch [Proposition 227 Aftermath - Jim Lehrer Newshour \(1999\)](#) to learn about 1998's Proposition 227 which attempted to strictly limit bilingual education in CA.
- D. Read [Hopkinson \(2017\)](#) and/or watch [After Proposition 58: What's](#)

[Landscape of Multilingual Learning Through the Eyes of a Student](#)



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[Next For Bilingual Education in California? \(2017\)](#) about 2016's Proposition 58 which made mainstream bilingual education legal again in CA.

- E. **Read:** [Sanchez \(2016\)](#) about bilingual education in California after proposition 58.

Part 2: California's Road Map *estimate 1-2 hours- complete before September 14*

- A. **Read** [Gandara & Rumsberger \(2004\)](#) article to understand the data around multilingual education in CA that led to the CA roadmap.
- B. **Watch** [English Learners Roadmap Webinar \(2018\)](#) to understand the background of the CA roadmap.
- C. **Review** [ELR Roadmap Overview \(2020\)](#) to explore the four principles of the roadmap

Part 3: Reclassification *estimate 2-3 hours to complete*

- A. **Read** [Okhremtchouk, I., Levine-Smith, J., & Clark, A. T. \(2018\)](#) about reclassification in CA and its many issues.
- B. **Read** the [Updated CA Reclassification Guidance \(2019\)](#) and/or **watch** [What is the English Learner Reclassification Criteria and Process? \(2019\)](#) *(in Spanish w English subtitles)* to understand steps to reclassification in CA
- C. **Review** [Reclassification FAQs \(2020\)](#) to better understand the reclassification process.
- D. **Read** Section 5, pgs 371-388 of the [CA Guide for Educating English Learners with Disabilities \(2019\)](#)

Part 4: Multilingual Distance Learning in the Pandemic

- A. **Read** [AFT \(2020\)](#) about supporting multilingual learners during the pandemic.
- B. **Read** [Altavilla \(2020\)](#) about multilingual learners and educational technology
- C. **Read** [COVID-19 Reclassification Guidance for 2019–2020 \(2020\)](#) about reclassification during the pandemic.
- D. **Optional- Watch** [Engaging Parents and Students from Diverse Populations in the Context of Distance Learning \(2020\)](#) about connecting with families in a distance learning environment

Part 5: Enact and Reflect- Complete the [Landscape of Multilingual Learning Through the Eyes of a Student](#) assignment and submit by 10PM on October 4th.

Module 3: October 5-October 25: Multilingual Assessment Literacy (3 weeks)

- What are the major assessments schools and districts use to assess receptive (listening and reading) and expressive (speaking and writing) language proficiency , and how are they used?
- How does oral language (listening and speaking) show up in assessments of English Learners?
- What are ways of using formative assessment to improve language learning in my classroom?

[English Learner Assessment Literacy](#)



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- How can I interpret assessment data, and leverage the help of experts, to design effective instruction?
- In what ways are these assessments equitable? Especially now during distance learning, are these assessments true measures of language?

Content & Learning Experiences

Part 1: Read

- [Chapter 2 of Abedi \(2007\)](#)
- [Chapters 1 & 2 of California's English Language Development Standards](#)
- [Sections 1 & 2 of CA Guide for Educating English Learners with Disabilities](#)
- [Skim Chapter 8 of the ELD Curriculum Framework](#)
- [ELPAC Overview](#)
- [EdGlossary Description of Long Term English Learner](#)
- [Long Term English Learner Students- Spotlight on an Overlooked Population](#)

Part 2:

- **Read:** The [2020-2021 California ELPAC Guide](#)
- **Watch:** (1) [ELPAC administration](#), (2) [the initial ELPAC](#), and (3) the [summative ELPAC score report](#)

Part 3: Analyze and Reflect

- Complete the [English Learner Assessment Literacy](#) assignment

Module 4: October 26- November 29: Effective and Equitable Instruction That Addresses Language Development and Content Learning (5 weeks w/ Thanksgiving)

- How can I best support the language development and content learning of my multilingual students?
- What are effective strategies for developing listening, speaking, reading, and writing skills?
- What are the strategies embedded in the SIOP and Curriculum Amplification Model, and how can I best use them to support and empower my students?
- How can I adapt the SIOP and Curriculum amplification strategies for the online space?
- How can I use data to determine which strategies best meet the linguistic and academic needs of my multilingual students?

Content & Learning Experiences

October 26 Video Call: See examples of effective strategies for teaching multilingual learners online (<https://zoom.us/j/805887874>)

Option A: 8:30-9:30am

Option B: 4:30-5:30pm

Part 1: Learn About SIOP (Completed Week 10: October 26-November 1)

1. **Attend** ONE synchronous session on 10/26 to see examples of effective strategies for teaching multilingual learners online.
2. **Read:** Echevarria, Vogt, & Short (2007). Chapters 3,4,5 and 7 (PDFs on Canvas). **OR**
Watch: SIOP videos: (1) [Building Background Knowledge](#), (2) [Lesson Delivery](#), (3) [Interactive Writing](#), and (4) [Practice and Application](#)
3. ***For Education Specialists: Review pgs. 60-76 of CA Guide for Educating English Learners with Disabilities.**
4. [Interview your mentor](#) to understand their approach to SIOP strategies.

[SIOP or Curriculum Amplification Reflection](#)



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5. **Complete** the “SIOP” section of this [Google sheet](#).

Part 2: Learn About Curriculum Amplification (Completed Week 11)

1. **Read:** Walqui, & Bunch (2019).Chapter 3 (PDF on Canvas).
2. **Read:** Walqui & Bunch (2019). Chapters 4-8 (PDFs on Canvas). **ONLY READ THE CHAPTER THAT PERTAINS TO YOUR CONTENT AREA OR AREA OF INTEREST.**
3. [Interview your mentor](#) to understand their approach to curriculum amplification.
4. **Complete** the “Curriculum Amplification” section of this [Google sheet](#).

Part 2: Prepare (Completed Week 12)

1. **Plan** a lesson that includes one of the SIOP **OR** curriculum amplification strategies/activities you read about. With your mentor, identify an upcoming lesson you can lead.
 1. **Review** the [Google Sheet](#) to get ideas for strategies and digital tools..
 2. **Watch/Read** TWO of the resources from the [virtual toolkit](#).
 3. **Develop** or adapt the lesson.
2. **Determine** the data you will collect to assess your case study student’s response to the strategy/activity.
3. **Rehearse** the lesson, specifically the SIOP or curriculum amplification strategy/activity, with your mentor.

Part 3: Enact (Completed Week 12-14)

1. **Teach** the lesson to your students during Week 12, 13, or 14.

Part 4: Reflect (Completed Week 14) *Thanksgiving Week

1. **Complete** the [SIOP or Curriculum Amplification Reflection](#) and submit on Canvas by 10pm on November 29.

Module 5: November 30-December 11: Reflection, Synthesis, and Preparation (2 weeks)

- How can you draw on the knowledge of colleagues when a strategy/activity/framework is ineffective?
- How has your mindset or thinking shifted throughout this course?
- What are the implications for language instruction in your own classroom?
- What more do you hope to explore around multilingual students and language development?
- What is your “why” or purpose for teaching multilingual students?

Part 1: Learn

Family Engagement (Completed Week 15)

1. **Attend** ONE synchronous session on 11/20 to see examples of effective family engagement strategies and discuss best practices and techniques for problem-solving communication, participation, and involvement difficulties.
2. **Read:** Chavez-Reyes
(<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.467.5749&rep=rep1&type=pdf>) 31 Multilingual learners in implemented
3. **Complete** the [Reflection Template](#)
4. **Reflect/ Analyze:**

[Focus Student Family Meeting](#)



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1. Conduct Family Engagement Surveys, [Henderson, A., Mapp, K., Johnson, V., and Davies, D.\(2007\)](#)
2. [Interview](#) Family Engagement Coordinator or Panel to understand how to support all learners

Part 2: Learn About Family Engagement (Completed Week 15)

1. **Read:** [Education.ciu-portland.edu \(2018\)](#)
2. **Read:** [Wolpert-Gawron \(2020\)](#)
3. [Interview](#) your mentor to understand their approach to family engagement
4. +Reflect on the [interview](#) from panel of Speakers in Synchronous Session

Part 2: Prepare (Completed Week 15)

1. **Create** an agenda for a data-sharing Virtual meeting with your focus student and at least one of his/her family members. (If family members are not available with student and mentor teacher)
2. **Determine** the meeting outcomes, the data you will share, how you will frame the meeting to focus on the student's assets, and how the student and family members will actively engage during the meeting. You must include:
3. Review: Data from lessons Cycle and Data collection Module 2 and 4
 1. Overall strengths and areas for growth in student using the strategies
 2. Overall trends in student work samples and data of student progress throughout the semester
 3. Analysis of which strategy/approach was most effective in meeting the needs of your focus student
 4. Next steps to continue supporting your focus student for the remainder of the school year
4. **Rehearse** the Zoom meeting with your mentor. [Hosting a Successful Zoom Meeting](#)
 1. Flipgrid of questions, introduction, and closing
 2. Zoom recording of practice with mentor or rehearsed practice (role play)

Part 3: Enact (Completed Week 16)

1. **Facilitate** your data-sharing meeting with your focus student, focus student's family member, and mentor.
2. **Gather** evidence of the meeting. Submit 2-3 artifacts such as student work samples, data reports, agenda with notes and parent signature, audio recording, mentor feedback, parent/student reflection. Include annotations or explanations of how each artifact represents a successful meeting.

Part 4: Reflect (Completed Week 16)

1. **Write** a final reflection, responding to the prompts below. Your reflection should be no more than 2 single-spaced pages, including prompts.

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1. What did you learn about following your focus student this semester and sharing data with the family?
2. What are the implications for how you will approach language instruction in your own classroom?
3. How has your mindset or thinking shifted throughout this course?
4. What more do you hope to explore around multilingual students and language development?

Final Assignment:

5. [Focus Student Family Engagement](#) Due Friday, December 10th, 2020

COURSE EXPECTATIONS AND LATE WORK POLICY**ATTENDANCE**

Participants are expected to attend all course sessions and actively participate in discussions. The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. Attendance is required for all class sessions.

ASSIGNMENTS

Residents are expected to complete all assignments on time. The effectiveness of our learning community depends on each person's consistent and thoughtful participation. Residents are encouraged to contact the instructor for clarification and support on assignments. Residents should also initiate discussions with peers and instructors based on their questions related to classroom experience and course content.

LATE WORK

Our expectation is that everyone will submit course assignments by the date and time they are due. If requested, assignment extensions may be granted by the course instructor. Please note, if you are granted an extension on an assignment, such that it must be submitted after the established deadline, your grade will not be penalized, but you may forfeit your entitlement to timely feedback and grades. In order for us to maintain this policy, it is important for you to be in communication with your instructors.

GRADING

We expect that all students will meet the high course expectations and earn an A in this course. This means that we expect you to be present, deeply engaged with the readings and other course content, thoughtfully complete assignments and communicate with us if you need accommodations. We will provide feedback, which is intended to engage you in a conversation about your work and guide you to continual learning and improvement of your practice. If we feel an assignment would benefit from revision to meet the course objectives, you will be offered an opportunity to rewrite, revise, or submit an addendum to what you have turned in. Course grades, other than an A, will be earned by students who do not demonstrate mastery of the course objectives and/or meet the course expectations.

FEEDBACK

Written feedback will be given on assignments within one week of the due date.

RESUBMISSION

One resubmission is allowed per course, consult with instructor for details.

PLAGIARISM

Plagiarism is the uncredited use (both intentional and unintentional) of somebody else's words or ideas (<http://owl.english.purdue.edu/owl/resource/589/1/1/>). Please be conscious to avoid plagiarism when completing course assignments. If you plagiarize, intentionally or unintentionally, you will *not* receive credit for the given assignment.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Student Services (OSS) for information on how to obtain an Accommodations Request Letter.
3-Step Accommodation Process

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1. The student meets with the Director of Student Services for guidance and completes the Accommodations Request Form, including supporting documentation.

 2. The Office of Student Services reviews the students' request form and supporting documents to initiate the coordination of support and/or accommodations. The approved support and accommodations will be monitored, reviewed, and adjusted as necessary via a Student Services Support Plan. If deemed essential for the educational success of the student, a meeting may be scheduled with the partner director or essential Alder staff to review accommodations and determine support.

 3. The student and their instructors receive approved accommodations notice from the Office of Student Services. The student should then arrange to meet with his/her/they professors to discuss the accommodation(s) and to sign the Accommodation Request Letter. Once the letter is signed by the student and faculty member, the accommodation(s) are set for the remainder of the term.
- To ensure timeliness of services, it is preferable that you obtain the accommodation letter(s) from the Office of Student Services as soon as possible.** After the instructor receives the accommodation letter, please schedule a meeting with the instructor during office hours or some other mutually convenient time to arrange the accommodation(s).

Please contact the Office of Students Services at studentservices@aldergse.edu.

PRONOUNS (RECOMMENDED LANGUAGE)

Knowing and applying the names and pronouns that students wish to use is a crucial part of developing a productive learning environment that fosters safety, inclusion, personal dignity, and a sense of belonging across campus. Please let me know your preferred name and pronoun anytime throughout the semester.

STUDENT WORK NOTICE

Copies of student work may be retained to assess how the learning objectives of this course are being met.

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS AND ALDER LEARNING OUTCOMES

Teaching Performance Expectations Introduced (I), Practiced (P), and Assessed (A) in this course	Alder Student Learning Outcomes Introduced (I), Practiced (P), and Assessed (A) in this course
<p><i>TPE 1.6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. (I,P,A)</i></p> <p><i>TPE 3.1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. (P)</i></p> <p><i>TPE 3.2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. (A)</i></p>	<p>1a) Residents will be able to articulate, analyze, and evaluate varying theories of teaching and learning that elucidate the context, history, tensions, and leading edges of K-12 public education. (P)</p> <p>1b) Residents will be able to plan and design learning experiences for all students influenced by considerations of state-adopted standards, student learning needs, curriculum, data, and learning theory. (P)</p> <p>2a) Residents will investigate, articulate, and challenge the multiple issues facing students and families in their communities, and will be able to connect meaningfully with students' families to enlist them as partners in their children's education. Through this work residents will identify and articulate barriers, provide access, and continually improve their use of strategies to support their students.(A)</p> <p>2b) Residents will investigate, articulate, and challenge current patterns in public education. Through this work residents continuously identify practices that interrupt and perpetuate inequities system-wide and in their setting. (P)</p>

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TPE 3.5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment. (I,P,A)

TPE 5.6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. (I,P,A)

TPE 5.7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction. (I,P,A)

TPE 6.7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance. (P)

TPE- English Language Development in Relation to Subject-Specific Pedagogy (P, A)

2c) Residents will be able to locate and articulate potential perceptual biases implicit in their own sociocultural and economic backgrounds and experiences (P)

3a) Residents will be able to design and adapt cognitively-engaging learning experiences informed by a continual analysis of student data that promote the subject matter knowledge of all students, including the full range of emerging multilingual students, students with disabilities, and students with other learning needs. (P,A)

3c) Residents will demonstrate rigorous content knowledge for teaching and pedagogical skills that foster success for all students through differentiated instruction (P,A)