English Learner Professional Learning Standards Matrix

COLORADO
Department of Education

About this document

Effective beginning in the 2018-19 school year and every year thereafter, educators endorsed in elementary, math (middle or secondary), science, social studies, or English (including those holding the formerly issued middle level endorsement) seeking a renewal of their professional license must complete or demonstrate completion of professional development activities equivalent to 45 clock/contact hours or three semester hours in Culturally and Linguistically Diverse (CLD) Education within a full five year renewal period that meets or exceeds the standards outlined below. This requirement must only be completed once during the term of the educator's license. Professional development activities completed to satisfy this requirement may also be counted toward fulfilling half of the requirements in section 7.02(1) of 1 CCR 301-37 (90 clock hours of PD for professional license renewal).

This matrix is provided for the purpose of documenting satisfaction of this requirement when renewing a professional teaching license.

How to complete the matrix

Enter each course with the total clock hours for the course and a breakdown of hours by element. All elements must be addressed, but there is no minimum hour requirement per element. Note that 3 semester hours is equivalent to 45 clock hours. It is recommended that you convert semester-hour courses into clock hours and divide the hours accordingly. The standards and elements are referenced in the section below (just before the matrix) as they are only referred to by number in the matrix. Note that the elements must be read in the context of the organizing standard.

Course/Module/ Work Experience* *Up to 10 clock hours (equivalent) of work experience may be counted.	Total Clock Hours	Indicate which elements are addressed by the course by entering the approximate number of hours spent addressing the element in the corresponding column(s) below. The hours listed in these columns should equal the total clock hours listed in the same row.								Provide a description of how this course/module/work experience addressed the selected elements. ○ What is the artifact? To which standards does it align? ○ Why is it important or what does it represent? ○ What does it demonstrate or provide evidence of?
		Element 5.09(1)	Element 5.09(2)	Element 5.10(1)	Element 5.10(2)	Element 5.11(1)	Element 5.11(2)	Element 5.12(1)	Element 5.12(2)	
EDL500.M1 Discuss	1	1								Describe DEI alignment in CCS Mission, Vision, and Core Values. EDL500 M1 Discuss, (and ELD500 M1 Critical)
EDL500.M2 Discuss	1	.25	.25						.5	In strategic plan and UIP development, choose mission- aligned 2ndary math curricula including DEI aspects of core values. This is primarily a Tier 1 approach and not CLD student specific but ELL students were considered in curricular selection. EDL500 M2 Discuss
EDL500.M2 Critical	1	0	.5						.5	NWEA results are the progress monitoring part of the Priority Performance Challenge and will be used to monitor the efficacy of the major improvement strategy. Final cross check will be with the CMAS as the summative ELD500 M2 Critical Strategic Plan (see M2 sections)

EDL500M3 Critical	1	.5	.25						.25	NWEA results progress monitoring is part of the Priority Performance Challenge efficacy tracking but this is primarily a Tier 1 approach and not a CLD student specific strategy. Curricular selection described in Root Cause and Performance Challenges sections involved criteria to support CLD students. ELD500 M3 Critical Strategic Plan (see M3 sections)
EDL500M6 Critical	1							.5	.5	Teachers receive training on selected math curricula and implementation coaching based on MTSS-identified students, some of whom will be CLDs. Stages of Concern surveys provide an opportunity for teachers to voice concerns about CLDs and follow-up responses will guide better implementation strategies for them. Progress monitoring will support data-driven efficacy checks EDL500M6 Crit think SOCQ survey
EDL500M8 Discuss	1	.5						.5		This assignment looked at 20 technological trends that impact classroom learning. Classrooms diversity including CLD students would greatly benefit from tech trends that are applications of AI such as 19. Voice Assistants and Chatbots in Learning, 9. Personalized Learning, and 12. Adaptive Learning (Dani, 2024). These will be game-changers of classroom learning for ELL students. EDL500M8 Discuss
	6	2.25	1					1	1.75	
EDL520 M2 Critical	2.5			1	.5		.75	.25		In the EDL520 M2 Critical Thinking Assignment, the READ Act initiative is described and demonstrates a plan to improve test scores for ELL students. While the content is not explicitly tied to a curricula, language acquisition is targetted through the Structured Literacy approach which breaks down language into its base phonemes, (Orton-Gillingham, n.d.), and assesses those phonemes through the Dibels 8 Benchmark and Progress Monitoring (Amplify MClass, n.d.). This addresses 5.10 A and B, and 5.11 B. Three out of three elementary English Language

										Learners (ELLs) in the school fall into the red (lowest) level of proficiency on the Dibels 8 assessment. This initiative is important for those learners and their red peers, and demonstrates our approach to second language acquisition and literacy development. The slides describing the initiative specifically address 5.12A by outlining the use of progress monitoring to guide instruction.
EDL520 M4 Discuss	3.5	1	1	1	.5					For ELS 5.09 A and B, the EDL520 M4 Discussion post is listed as the assignment that addresses this standard. However, the EDL520 M2 Critical Thinking Assignment much more thoroughly addresses this standard. This slide deck is important because it initially reviews the data and root causes that have led to this READ Act initiative, and how it applies to ELL generally and specifically in terms of language acquisition in slides 2-16. The slides describing the initiative specifically address 5.09B by outlining the use of progress monitoring to guide instruction. The background slides identify the English Language Learners (ELLs) within the red cohort and address how gains will be made for those and all red students. This initiative is important because CCS NWEA and CMAS test scores are lower than state and national norms, ELLs contribute to these low scores, and this initiative demonstrates a plan to improve test scores for ELL students. While 5.09 A is not specifically addressed in the initiative, CCS uses CKLA as our Language Arts curriculum; it takes an integrated approach to social studies content including the concepts and research related to culture, diversity, and equity in order to support academic access and opportunity for CLD student populations. Our Reading Coach, in addition to this READ Act Intervention, is also our Literacy Coach and has conducted a CKLA / Colorado Core Standards Crosswalk to facilitate an annual implementation timeline based on our multigrade setting, including highlighting diversity.
EDL520 M4 Critical	3		1						1	1	In the EDL 520 M4 Critical Thinking Assignment, the READ Act initiative is described, including the evidence-based approaches that are the basis for the initiative. Part 2 of the assignment

	Total Clock Hours	Element 5.09(1)	Element 5.09(2)	Element 5.10(1)	Element 5.10(2)	Element 5.11(1)	Element 5.11(2)	Element 5.12(1)	Element 5.12(2)	
										connects to evidenced-based practices with the Institute of Education Sciences, 2009, 2016, and Abram, 2019. It is important to have evidence-based approaches and this assignment demonstrates that this has been done. Additionally, Educators will receive Professional Development, and classroom observations and coaching, as described in the EDL520 M8 Discussion assignment. This instructional training is modeled after the work of Strike, et. al., 2019. Both of these aspects of the initiative relate to 5.12A. Throughout the initiative, progress monitoring will guide instruction and intervention practices; this relates to 5.09B and 5.12B.
EDL520 M8 Discuss	1	.5						.5		Educators will receive Professional Development, and classroom observations and coaching, as described in the EDL520 M8 Discussion assignment. This instructional training is modeled after the work of Strike, K. T., Sims, P. A., Mann, S. L., & Wilhite, R. K. (2019, p/ 187, Appendix B). These artifacts directly address English Learner Standards 5.09A and 5.12A.
	10	1.5	2	2	1		.75	1.75	1	

	Total Clock Hours	Element 5.09(1)	Element 5.09(2)	Element 5.10(1)	Element 5.10(2)	Element 5.11(1)	Element 5.11(2)	Element 5.12(1)	Element 5.12(2)	**Provide a description of how this course/ module/ work experience addressed the selected elements.** artifact? Standards? Why important? What represent/ demonstrate or provide evidence of?
EDL530 M1 Discuss	.5	.5								EDL530 M1 Discuss includes Equity vs Equality discussion and describing an asset-based approach and how Dibels COULD be a deficit-based approach
EDL530 M1 Critical	2	1.5		.5						EDL530 M1 Critical Thinking explores CCS diverse populations, as well as my leadership beliefs and values. 5.9A is about cultural competence and understanding students, the Culture of Connection does this. 5.10B is

												about language acquisition; and a strengths based approach contributes to this. The Read Act intervention is also a crossover between these.
EDL530 M2 Discuss	.75	.5	.25										EDL530 M2 Discuss Talks about parent night guest M. Thompson, andalso modifying the controlled dismissal for parents that have alternate pick-up needs. This is community-centric. It is not mentioned in this post but elsewhere I am describing the role of the Curricular Instructional and MTSS Coach (CIMS) who is training teachers to use better progress monitoring through formative and active monitoring strategies.
EDL530 M2 Critical EDL530 M2 SONIA	1.25	.5	.25	.5									EDL530 M2 Critical Thinking was a case study of a school in a minority part of town being shut down because the district leader did not listen to the community to understand the value. THis provides a cultural awareness (5.09A and 5.10.B) that I can apply to my setting. EDL530 M2 SONIA goal and plan was describing a rre-write of Title IX and the Gender Guidelines for implementation of the same in order to update terminology from the original draft from 2018. Again Progres monitoring was not specifically mentioned here but is with other CIMS assignments such as EDL530 M4 Discuss
EDL530 M3 Discuss and notes	.5	.5	0										EDL530 M3 Discuss This post looks at this DEI approach through my experience with the MOm for Liberty and their belief tht public schools are liberal bastions. Title IX is law and statute whether they like it or not and Colorado Statute adds to it.
EDL 530 M3 Critical	2.75	1.5	.25	1									EDL 530 M3 Critical Thinking In this CT I define Inclusive and Culturally Resposive and apply it to tree areas of my school that were exclusionary: Experiential Ed Fees, Title IX and Gender Guidelines, and HS 'joking'. It illustrates my understanding of how it all applies to schools and help me change areas of concern
EDL530 M4 Discuss	1	.5			.5								EDL530 M4 Discuss I give examples of humanizing and dehumanizing practices at CCS with the examples of Mentorship = social capital and support network, dehumanizing = teachers lack of growth mindset, and then go on to explain how this is being combatted: PD, Inst Coaching, walk through observations. creating positive and realistic expectations, facilitating urgency, and planning low-floor/ high-ceiling cognitive lifts.

EDL 530 M4 Critical	1.75	1.5	.25							[EDL 530 M4 Critical Thinking](#) After doing a demographic analysis, I explore Funds of Knowledge and Social Capital with references to Future Smart, culturally responsive, humanizing classrooms. At CCS, BIPOC and SOGIE populations are empowered and supported to contribute as integrated members of the learning community. This extends further to the local community through the CCS mentorship program, creating a broader experience base and support network. When this falls short, Restorative Practices, with diverse facilitators, are an established in-school tool to correct and repair dehumanizing behaviors. CCS is developing systems as we strive to be a culturally responsive school.
EDL530 M5 Discuss	.75	.5	.25							[EDL530 M5 Discuss](#) A review of the Oct 4th PD day with a focus on tier-one strategies along with growth mindset training and the observational walk-through form, setting expectations. See details above
EDL530 M5 critical	2	1			1					[EDL530 M5 critical Thinking](#) document review, I looked at a completed strategic planning survey (High: Staffing and Calendar, Low: Parent and community involvement.) Also a list of interview questions used for [Teacher Interview](#) Qs re: At-risk and grit to determine biases
EDL530 M6 discuss	1	.5			.5					[EDL530 M6 discuss](#) Describes the Whooping Cough process, built on 3 years of weekly updates from the school, two-way communications, surveys, parent events, show and tells, open houses, and more have helped build credibility, rapport, trust, and family engagement via Community Centric approaches
EDL530 M6 Critical	1	1								[EDL530 M6 Critical Thinking](#) Cross-referenced Traits Behaviors (Khalifa) with Leadership Dispositions. I am self-refective a=n strengths and growth areas and assess my beliefs about student learning
EDL530 M7 Discuss/ notes	1	1								[EDL530](#) [M7 Discuss](#) Intersectionality means every person is made up of multiple aspects of self, all of which play a role. no singular response to these aspects of intersectionality, except to create an open and welcoming environment. not enough to be culturally responsive leader to individual aspects of culture; must understand the multitude of student influences [Sonia PDF upload](#) RE: Gender guidelines re-write

EDL530 M8 Discuss	**1.75**	.5	1.25							EDL530 M8 Discuss Create an Infographic that captures your vision for culturally responsive school leadership and framework for building a culturally responsive school. Part 1 ELS,
	18	11.5	2.5	2	2					

	Total Clock Hours	Element 5.09(1)	Element 5.09(2)	Element 5.10(1)	Element 5.10(2)	Element 5.11(1)	Element 5.11(2)	Element 5.12(1)	Element 5.12(2)	**Provide a description of how this course/ module/ work experience addressed the selected elements.** artifact? Standards? Why important? What represent/ demonstrate or provide evidence of?
EDL540 M4 Discuss	1	.5							.5	EDL 540 M4 Discussion Post assigned but deals with PLCs
	1	.5							.5	

	Total Clock Hours	Element 5.09(1)	Element 5.09(2)	Element 5.10(1)	Element 5.10(2)	Element 5.11(1)	Element 5.11(2)	Element 5.12(1)	Element 5.12(2)	**Provide a description of how this course/ module/ work experience addressed the selected elements.** artifact? Standards? Why important? What represent/ demonstrate or provide evidence of?
EDL550 M1 Discussion	1	1								THis assignment helps define digital leadership and describes the ability of a school leader to guid innovation, including using the digital tools available to support ELL students.
EDL550 M1 Critical Thinking	1	1								The *EDL550 M1 Critical Thinking Assignment describes five technology innovations to support diverse learners. By using Artificial Intelligence tools such as MagicSchool to differentiate lessons and assessments based on language acquisition needs, cultural interests, or with glossaries of translated vocabulary, teachers have a powerful tool at their fingertips to*

Assignment											Description
											individualize learning for CDLs. It describes the utility of using the Artificial Intelligence tools such as MagicSchool to differentiate lessons and assessments for students, including ELLs and others.
EDL550 M2 Discussion	1	.5	0.5								*In the EDL550 M2 Discussion Post I describe how innovator mindset empowers teachers and nurtures cultural acceptance. At our relatively homogeneous, small, rural, charter school, we are able to serve the needs of the few ELLs we have and also broaden the cultural world of all the students through our small class sizes and experiential programming.*
EDL550 M2 Critical Thinking	.25	.25									This assignment describes how an innovator mindset empowers teachers and if directed in this way, can promote cultural acceptance.
EDL550 M3 Discussion	.5	.5									This assignment describes how property taxes have shaped public schools. I explore the steps we can take to support the need for equitable school funding.
EDL 550 M3 Critical Thinking Slide Show, Doc	.25	.25									These assignments outline the budget process in slides and a video. I show the link between funding and achievement, performance, and meeting the needs of the students through Policy Governance.
EDL 550 M4 Critical Thinking Video, Doc	.25	.25									
EDL 550 M5 Discussion	.25	.25									This assignment explores Restorative Justice in schools. It describes how it can break the pattern of racial bias and disproportionate punishment amount certain groups
EDL 550 M5 Critical Thinking	.5	.5									by looking at the Colorado School Safety Guide, the Foundational Elements of School Safety, and Colorado Safe Schools Act, a 25.26 School Safe Plan was developed for submittal to CCS district authorizer. Policies herein provide equity for all.
EDL 550 M7 Discussion Post	1		1								EDL 550 M7 Discussion Post, *while not listed for any ELSs is specifically a review pf a USDOJ Case Summary of Adams 12 Five Star School District Settlement of 2018 referring to*

Not listed on syllabus for ELS										*inadequate services being provided to ELL students. The Settlement describes the need and importance of assessments and progress monitoring.*
	6	4.5	1.5							

	Total Clock Hours	Element 5.09(1)	Element 5.09(2)	Element 5.10(1)	Element 5.10(2)	Element 5.11(1)	Element 5.11(2)	Element 5.12(1)	Element 5.12(2)	**Provide a description of how this course/ module/ work experience addressed the selected elements.** artifact? Standards? Why important? What represent/ demonstrate or provide evidence of?
	20		2	3		5	4	3	3	THis Science of Reading Course Completion Certificate demonstrated I completed 20 hours of instruction on how reading is taught in Colorado, with a specific emphasis on struggling readers, including ELLs. The coursework describes the methods for assessing and progress monitoring students as they work through the learning to read process (5.09B). Furthermore, it instructs educators to be able to understand and implement strategies and select materials to aid in English language and content learning (5.10A). It requires that educators are knowledgeable in, understand, and able to apply the major theories, concepts, and research related to literacy development for CLD students (5.11A) and ensure educators understand and implement strategies and select materials to aid in English language and content learning (5.11B). Lastly, educators are knowledgeable in the teaching strategies, including methods, materials, and assessments, including progress monitoring and formative and summative assessments, for CLD students related to language acquisition and language development (5.12A&B)
	20		2	3		5	4	3	3.5	

	Total Clock Hours	Element 5.09(1)	Element 5.09(2)	Element 5.10(1)	Element 5.10(2)	Element 5.11(1)	Element 5.11(2)	Element 5.12(1)	Element 5.12(2)	Provide a description of how this course/ module/ work experience addressed the selected elements. artifact? Standards? Why important? What represents/ demonstrates, or provides evidence of?
EDL560 M1 Discussion Post intro	.5	.5								In the EDL560M1 Discussion Post, I explored how a family's previous experiences hinder a strong collaborative relationship. By involving parents in incident management, Restorative Practices in Education, providing translators for Parent Teacher student Conferences, and utilizing survey responses to inform scheduling of events, CCS is responding to the needs of stakeholders as a way to repair and move forward in evidence based ways rebuild stakeholder collaboration, particularly with ELLs and CLDs.
EDL560 M1 Critical Thinking Assignment	1	1								For the EDL560M1 Critical Thinking Assignemtn, I created a toolkit for building relationships with diverse populations, including strategies, resources, survey results, and a communication and engagement action plan designed to be culturally sensitive. Family engagement is an important part of the CCS mission. We communicate with families through weekly newsletter, website, Parent Teacher Student Conferences, and we also host events such as Show and Tell, all-school Bar-B-Qs, and family-friendly fundraising events. We can further leverage this next year with the creation of a volunteer coordinator position to support enlisting parents, chaperones, and mentors, increasing survey responses, and furthering the implementation of the high-impact strategies graphic shown in the assignment. Additional family engagement and communication resources are provided, all of which align with national standards and support involvement of ELLs and CLDs. An analysis of three surveys administered this year led to a final ⓦ Family Caregiver Engagement Action Plan.docx .
EDL560 M2 Discussion Post	.5	.5								In the EDL560M2 Discussion Post, I reference the Family, School, and Community Partnership FSCP Strategy Guide, and highlight aspects of the CoMTSS process through newsletters, Literacy and Math Nights, and parent surveys to inform and guide engagement, including for ELL and CLD families.
EDL560 M2 Critical Thinking Assignment	1	1								In this EDL560M2 Critical thinking assignment, I provide a meta-analysis of three recent family involvement Surveys: school directors' performance, parent satisfaction, and strategic planning. Data was compiled in four areas: (1) parents' experiences /needs, (2) communication satisfaction/preferences, (3) parent engagement, and (4)

										areas for improvement.The results were compiled and while communication is perceived as good, parents would like more specifics about their child. The need for increased engagement was also identified.
EDL560 M3 Discussion Post and notes	1.5	.5							**1** (listed in syllabus not on this assgmt(		In the EDL560M3 Discussion post, I explained how a critical factor in addressing the needs of CLD and SpEd students to increase family buy-in for school supportis to simply make sure we have accurate and updated family contact information.
EDL 560 M3 Critical Thinking Assignment	1	1									For the EDL560M3 Critical Thinking assignment, I created a Family Fun Night Planning Guide for our upcoming Literacy Night with details and links to activities. This was then reused for the Numeracy Night that followed. Both were highly successful and well attended.
EDL 560 M4 Critical Thinking Welcome Old Vision statement	1	1									For the EDL560M4 Critical Thinking Assignment, I create a digital orientation Welcome Guide for ELL, CLD, and all new families. It included a welcome from the Director, an intro CCS including our Mission, History, and philosophy, the 25/26 SY Calendar, information on Parent Involvement, School Procedures, Communications, and Community/School Partnerships.
EDL 560 M5 Critical Thinking Assignment	1	1									Throughout EDL560 Critical Thinking, I explore strategies in promoting family/ caregiver engagement in case management planning. I identify how the case manager acts as an advocate and liaison between students, families, the school, and community resources. The case manager identifies student needs, develops an intervention plan and coordination of services, evaluates the effectiveness of the services, and makes adjustments as needed. Research identifies the following strategies to foster partnerships with families: effective communication, collaborative decision-making, inclusive environments, and community partnerships.
EDL 560 M6 Critical Thinking SLIDES	1	1									I created a SLIDE show for the EDL560M6 Critical Thinking assignment to help prepare teachers for effective PTCs and for other ways to communicate with CCS families throughout the school year, including SpEd, CLDs and ELLs. Topics included beginning of year start up communications and BBQ event, Parent, Teacher, and Student Conferences, mid and end of year Show & Tell showcases, and our school's Individualized Learning Plans (grades, academic and non, and narrative report card comments), along with special events such as spring overnight travel, and graduation.
	8.5	**7.5**							**1**		

	Total Clock Hours	Element 5.09(1)	Element 5.09(2)	Element 5.10(1)	Element 5.10(2)	Element 5.11(1)	Element 5.11(2)	Element 5.12(1)	Element 5.12(2)	**Provide a description of how this course/ module/ work experience addressed the selected elements.** artifact? Standards? Why important? What represent/ demonstrate or provide evidence of?
Running Total	**69.5**	27.75	9	7	3	5	4.75	6.75	6.25	

English Learner Learning Standards Reflections
EL PD Hours Matrix **(mine/this doc)**

5.09 Quality Standard I: Educators are knowledgeable about CLD populations

5.09(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity, and equity in order to support academic access and opportunity for CLD student populations.

Evidence / Strengths	How will I continue to grow? Next steps
● Critical Thinking assignments for EDL 500 Strategic Leadership, Modules 2, 3, and 4 (https://docs.google.com/document/d/1X_Nr9WVOIGrLNikegfzOdXjg8xBxbeQTmSVA4DV2MrA/edit?usp=sharing). This document provides details for the Priority Performance Challenge identified in the Crestone Charter School's (CCS) Universal Improvement Planning (UIP) process which is based on current low performance results identified on the School Performance Framework (SPF) for 2023. EDL500 Module Two (pg 2) describes the three prong approach to increase math achievement: (1) an Instructional Coach who will help teachers (2) select and implement a math curricula that is (3) aligned with the experiential, and Diversity, Equity, and Inclusivity (DEI) aspects of CCS's Guiding Principles. "Performance Challenge Focus: The Crestone Charter School (CCS) has a new single position that entails Instructional, Curricular, and MTSS coach (ICMC); this new hire is working with the secondary Math Teacher to choose a new math curriculum for implementation in the 2024/25 SY that is experiential, project-based, and provides a scope and sequence for diverse CCS students [The ICMC will also work with the elementary math teachers and their new curriculum adopted last year]. This aligns with the CCS experiential mission and, with the scheduled adoption and implementation coaching, will achieve the needed academic growth. Students identified in the MTSS process based on CMAS and NWEA data from 2023/24 SY will guide instructional modification and practice, including tracking interventions. Achievement will be monitored on NWEA beginning, middle, and end-of-year assessments with an average math achievement of 60th percentile attained by the MS and HS grade bands by EOY in May 2026. Success will be cross-checked with Spring 2025 CMAS data." This approach is supported in Transforming Professional Practice (Strike et al., 2019, pg 109). The authors state that "in The Leadership Framework 3a, effective school leaders are expected to demand equity and accessibility of curriculum and resources for all students and educators. The Leadership Framework 3b adds to this by describing these leaders as advocates for instruction that supports the needs of all learners." ● ● EDL520 M2 Critical Thinking Assignment (https://docs.google.com/presentation/d/1-RmKRim7XQztHkjiYF2fRG93No525QI6K_cWT4yPfFM/edit?usp=sharing) thoroughly addresses this standard. This slide deck initially reviews the data and root causes that have led to this READ Act initiative, it then provides a parent presentation in slides 8-16 further explaining the rationale. The slides illustrate the creation process; the feedback I received urged the inclusion of the green and blue students into the initiative. The slides describing the initiative specifically address 5.09B by outlining the use of	In order to better connect the curriculum with the diversity within my community, I will provide a training to teachers, describing the importance of seeing, hearing, and recognizing your own culture or identity within the content. We can use the CKLA and Common Lit curricula as a starting place to find those connections within the program, or create connections where they do not exist.

progress monitoring to guide instruction. The background slides identify the English Language Learners (ELLs) within the red cohort and address how gains will be made for those and all red students. It utilized the Circle Map Protocol (Colorado Department of Education n.d.), and justifies why Dibels 8 is an appropriate measure (Amplify MClass, n.d.). This initiative is important because CCS NWEA and CMAS test scores are lower than state and national norms, ELLs contribute to these low scores, and this initiative seeks to rectify that. CCS uses CKLA as our Language Arts curriculum; it takes an integrated approach for social studies content including concepts and research related to culture, diversity, and equity in order to support academic access and opportunity for CLD student populations. The Reading Coach, in addition to this READ Act Intervention, is also our Literacy Coach and has conducted a CKLA / Colorado Core Standards Crosswalk to facilitate an annual implementation timeline based on our multigrade setting.

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- Lastly, for the EDL 560 M4 Critical Thinking (https://docs.google.com/document/d/1IIu7yMuzc1WFRtMTDNjnbeC_e80sOM6TK77NnfexrAs/edit?usp=sharing) Assignment, I created a digital orientation Welcome Guide (https://docs.google.com/document/d/1IIu7yMuzc1WFRtMTDNjnbeC_e80sOM6TK77NnfexrAs/edit?usp=sharing) for ELL, CLD, and all new families. It included a welcome from the Director, an intro CCS including our Mission, History, and philosophy, the 25/26 SY Calendar, information on Parent Involvement, School Procedures, Communications, and Community/School Partnerships. While I do not have any native Spanish-speaking children in the school, and therefore have not translated it into Spanish, I will consider converting it to Japanese for those two families. We have funds for a translator to do this.
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References
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- Amplify MClass. (n.d.). DIBELS 8th Edition : DIBELS Data System. DIBELS® Data System. Retrieved July 28, 2024, from dibels.amplify.com/assessment/dibels-eighth-edition
- Colorado Department of Education (n.d.). Root Cause: Circle Map Protocol. Retrieved July 28, 2024, from https://www.cde.state.co.us/uip/circlemapCDE
- Strike, K. T., Sims, P. A., Mann, S. L., & Wilhite, R. K. (2019). Transforming Professional Practice: A Framework for Effective Leadership. Rowman & Littlefield.
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5.09(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.

Evidence / Strengths	How will I continue to grow? Next steps
● In EDL500 Module Four, Implementation Benchmarks section (https://docs.google.com/document/d/1X_Nr9WVOIGrLNikegfzOdXjg8xBxbeQTmSVA4DV2MrA/edit#bookmark=id.hc4gc4iisqpp), benchmark five details "Monitor implementation through internal summative assessment, NWEA BOY, MOY, and EOY data, classroom observation, and MTSS check-ins." Classroom observations will include fidelity of curricular implementation and Universal Design for Learning (UDL) professional development provided at the beginning of year pre-service training days. MTSS (multi-tiered systems of supports) meetings will include the identification of struggling students, including CLD students, and the brainstorming and tracking process for intervention strategies. This is supported in Transforming Professional Practices (Strike et al., 2019, pg 111). "The Leadership Framework 3b asserts that effective school leaders are advocates for instruction that supports the needs of all learners. This means that school leaders must encourage differentiated instruction. Not all students are the same….. The Leadership Framework 3c suggests that effective school leaders and all educators analyze assessments. Student learning is the product of curricula and assessment programs. Effective school leaders need to engage all staff in an effort to clearly define what they want students to know and be able to do by the end of a class, unit, or semester." At CCS we will assess through multiple measures if we, and thereby students, are finding success. This Data-driven instructional approach has been shown to be effective. (Colorado Department of Education, n.d.). ● ● At our school, we have a Read Act initiative underway in its second year. This initiative is clearly described in the EDL520 M2 (https://docs.google.com/presentation/d/1-RmKRim7XQztHkjiYF2fRG93No525QI6K_cWT4yPfFM/edit?usp=sharing) and EDL 520 M4 (https://docs.google.com/document/d/1RIp1v-knhc_YjLkxh3mPXbxICkKrqmsNC50bXbRKvSc/edit?usp=sharing) Critical Thinking Assignments from our last course. In this course, the EDL530 M1 Discussion post (https://docs.google.com/document/d/1lS3OYf52m-2H4jpTalipIpyk3dt3a_7dcXFESl-RwRA/edit?usp=sharing) references this same initiative; it describes how Dibels 8 progress monitoring can be a deficit-based approach, however, at CCS we intentionally use the information to determine and build on the strengths of our ELL students and other readers. Additionally, throughout this EDL530 course, I describe the new Instructional, Curricular, and MTSS Coach (ICMC) who supports teachers and their MTSS-identified students (including CLDs) with the use of data-driven interventions and progress monitoring to find what works best to support them. The use of the ICMC is illustrated in the EDL530 M5 Discussion post (https://docs.google.com/document/d/1DGlabpAm3Rr0G5jfZVlS-3PPyJ-baN0oqXYiQqd5b8Y/edit?usp=sharing)	We do this already in the discreet areas such as math, science, and spelling, Next year, we can bring it into Language arts and social studies.

reflecting upon a PD session with all the staff. This artifact shows how our Professional Development is shifting culture in the area of data-driven instruction.	
● References ● Colorado Department of Education. (n.d.). Data Driven Instruction Strategy Guide - Archived | CDE. Colorado Department of Education. Retrieved June 9, 2024, from https://www.cde.state.co.us/uip/strategyguide-datadriven ● Strike, K. T., Sims, P. A., Mann, S. L., & Wilhite, R. K. (2019). Transforming Professional Practice: A Framework for Effective Leadership. Rowman & Littlefield.	

5.10 Quality Standard II: Educators should be knowledgeable in first and second language acquisition.
5.10(1) ELEMENT A: Educators are able to understand and implement strategies and select materials to aid in English language and content learning.

Evidence / Strengths	How will I continue to grow? Next steps
● In the EDL520 M2 Critical Thinking Assignment (https://docs.google.com/presentation/d/1-RmKRim7XQztHkjiYF2fRG93No525QI6K_cWT4yPfFM/edit?usp=sharing), the READ Act initiative is described. Language acquisition is targeted through the Structured Literacy approach, which breaks down language into its base phonemes (Orton-Gillingham, n.d.) and assesses those phonemes through the Dibels 8 Benchmark and Progress Monitoring (Amplify MClass, n.d.). Three out of three elementary English Language Learners (ELLs) in the school fall into the red (lowest) level of proficiency on the Dibels 8 assessment. This READ Act initiative is designed for those learners and their red peers, and demonstrates our approach to second language acquisition and literacy development. ● References ● Amplify MClass. (n.d.). DIBELS 8th Edition : DIBELS Data System. DIBELS® Data System. Retrieved July 28, 2024, from dibels.amplify.com/assessment/dibels-eighth-edition ● Orton-Gillingham. (n.d.). What is Structured Literacy? Orton-Gillingham. Retrieved August 7, 2024, from https://www.orton-gillingham.com/what-is-structured-literacy/	We will continue with the Reading Interventionist as part of the broader Read Act initiative.

5.10(2) ELEMENT B: Educators are knowledgeable of, understand, and able to apply the major theories, concepts and research related to culture,
diversity and equity in order to support academic access and opportunity for CLD student populations.

Evidence / Strengths	How will I continue to grow? Next steps
- While CCS has less than 4% English as a Second Language (ESL) students, in the EDL 530 M4 Critical Thinking Assignment (https://docs.google.com/document/d/12E8YsoMamR15fo0OXIzVJyo2XjyCWRSd0qcNCw03Cgs/edit?usp=sharing) , I describe prevalent minorities including my four Japanese students. In the EDL530M7 Discuss Post (https://docs.google.com/document/d/1-y0jgspwCsEGN77C56YhalafcwWUyAaXO1gDHs8Wam0/edit?usp=sharing), I discuss intersectionality and how we are all made up of multiple aspects of self that impact our experiences. In the EDL530 M1 Critical Thinking Assignment (https://docs.google.com/document/d/1huhRop_F5Orlq6VgtxJE9Jv5czkXQFtVCH4S4CddkEo/edit?usp=sharing), I conclude by saying, "In terms of an asset- vs. deficit-based approach, the course reading that appealed most to me was Embracing Asset-Based School Leadership Dispositions In Advancing True Equity And Academic Achievement For Students Living In Poverty which states, though ELL could be substituted for poverty, "leaders must provide spaces for educators to name, identify, and let go of deficit views, creating an educational paradigm shift on how we work with and perceive children living in poverty. A leader's disposition should reflect an asset-based understanding in viewing the world shaped by valuing who our students are and what experiences they bring with them that can be bridges between what they know and what they are learning as an effective and equitable way of providing what each student needs as they need them (Lalas & Strikwerda, 2020)," (Fortner et al., 2021, p. 58). I like this quote because it brings together the idea that, like racism, poverty, [ELL,] or any other deficit-seeming situation, still has strengths that can be built upon, as a bridge to what they need to know next. This is how I approach learning with students and how I expect my teachers to teach as well, so we work on this, we talk about this, and we grow around this," (excerpt from my EDL530 M1 Critical Thinking Assignment). - In my EDL530 M8 Discussion post (https://docs.google.com/document/d/1NymWeq9IW81dj8FFIExUhCXRSZbOwgLjGKrShWclGes/edit?usp=sharing) , I created an infographic about our Student-Centered Learning Approaches and Frameworks (https://drive.google.com/file/d/1BrjwQFyhFGMXnLWQZDPd2njOIHabuBYQ/view?usp=drive_link) including a culture of connection, individualized instruction, responding to student needs, Restorative Practices, Multi-Tiered Systems of Support (MTSS), improved instructional practices through coaching and schoolwide professional development, inclusive and rigorous curricular materials, Diversity, Equity, and Inclusion (DEI), and cultural awareness. These are in parallel with the four NYS.Ed Culturally Responsive-Sustaining Education Framework categories (Babar, K, n.d.): (1) Welcoming and Affirming Environment, (2) Inclusive Curriculum and Assessment, (3) High Expectations and Rigorous Instruction, (4) Ongoing Professional Learning and Support. It also shows linkage with ideas from A Portrait Of A Culturally Responsive School System (2021) including (1)	Staff can be trained on asset- and strength-based pedagogy, as well as bias awareness.

Equity and Access, (2) Mission, Vision, and Values, (3) Instructions, (4) Community Engagement. These beliefs as described within these artifacts are important in showing my competence in these areas of CDL populations and language acquisition.

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5.11 Quality Standard III: Educators should understand literacy development for CLD students.

5.11(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to literacy development for CLD students

Evidence / Strengths	How will I continue to grow? Next steps
The EDL 540 M8 Discussion Post (https://docs.google.com/document/d/1cvuLsNxnYse03ammwA_WMkmsxf_79gZjAesRNSPugRg/edit?usp=sharing) included a review of Case Law examples from the U.S. Department of Justice's website. While I chose a Title IV sex discrimination case, I saw that 57 out of about 300 examples dealt with 'National Origin' of which 18 mentioned EL students in the summary. Of note is a 2017 case in Westminster Colorado that "Under the agreement, the District will: identify and place EL students appropriately when they enroll in school; ensure that all ELs, including those with disabilities, receive adequate language services so that they can become proficient in English; provide ELs with access to appropriate grade-level content within the District's Competency Based System; train teachers and administrators who implement the EL program adequately; monitor the academic performance of current, former, and long-term EL students; evaluate the effectiveness of the EL program over time; and ensure meaningful communication with Limited English Proficient parents about District and school programs and activities." Similarly, Adams 12 Five Star needed two rulings including one 2010 agreement for	All K-3 elementary teachers are trained in the Science of Reading and structured literacy. My new K-1 teacher can be mentored by my ⅔ teacher as part of the MTSS and PLC initiative already on place.

"the school district's obligations to: ensure timely, adequate and appropriate EL services; train EL teachers and administrators; recruit and hire qualified staff for EL students; provide translation services for parents and guardians; ensure EL students are appropriately evaluated for special education and receive dual services when eligible; provide adequate and appropriate materials for EL classes; monitor current and exited EL students; and evaluate its EL programs adequately." Then again in 2016, a 2018 agreement requiring "the District to: provide adequate language services to all EL students; provide EL students with appropriate access to core content through sheltered instruction; adequately train the administrators and teachers who provide language services and implement the EL program, including on how to use its curricula for EL students; adequately monitor the academic performance of current and former EL students; and properly evaluate the effectiveness of the EL program over time." While the Crestone Charter School has an under 4% EL student population, reading these case studies from Colorado and around the nation brings to my attention the need for diligence in serving EL students.

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- Civil Rights Division | Case Summaries. (n.d.). Department of Justice. Retrieved January 12, 2025, from https://www.justice.gov/crt/case-document/adams-12-five-star-school-district-settlement-agreement-2010
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5.11(2) ELEMENT B: Educators understand and implement strategies and select materials to aid in English language and content learning.

Evidence / Strengths	How will I continue to grow? Next steps
- The EDL550 M1 Critical Thinking Assignment describes five technology innovations to support diverse learners. By using Artificial Intelligence tools such as MagicSchool to differentiate lessons and assessments based on language acquisition needs, cultural interests, or with glossaries of translated vocabulary, teachers have a powerful tool at their fingertips to individualize learning for CDLs. - In the EDL550 M2 Discussion Post I describe how an innovator mindset empowers teachers and nurtures cultural acceptance. At our relatively homogeneous, small, rural, charter school, we are able to serve the needs of the few ELLs we have and also broaden the cultural world of all the students through our small class sizes and experiential programming. These assignments begin to show how I, as the leader of this school, bring in culture, diversity, and equity in order to support academic access and opportunity for CLD student populations	CKLA is a rich program with many support features. Most of my teachers are underutilizing all that is on offer. We can purchase PD from the publisher and build it into our staff training days.

5.12 Quality Standard IV: Educators are knowledgeable in the teaching strategies, including methods, materials, and assessments for CLD students.
5.12(1) ELEMENT A: Educators are knowledgeable in, understand, and are able to use the major theories, concepts and research related to language acquisition and language development for CLD students.

Evidence / Strengths	How will I continue to grow? Next steps
- EDL 500 Strategic Leadership, Module 6, Critical Thinking assignment, Part 1, Professional Learning Standards, Conditions for Success (https://docs.google.com/document/d/1gbIFBbHNtV4N6UfS8hiVOcda_QC4oBx4XxwrO8_MICQ/edit#bookmark=id.vsiufx8en66o) describes the Learning Standards (Learning Forward, n.d.) which outline the creation of a Culture of Collaborative Inquiry that will lead to the Instructional, Curricular, and MTSS Coach (ICMC) and groups of teacher Professional Learning Communities (PLCs) sharing strategies to work with anyone who is struggling, including CLD students. Teachers' understanding and use of 'the major theories, concepts and research related to language acquisition and language development' described in 5.12A, is knowledge that is available within the teacher experience base and this will be an opportunity for them to share collaboratively when discussing struggling CLD students. A professional culture for teachers and staff is also developed by addressing the Leadership Framework Domain 3: Instructional Practices 3a, 3b, 3c, and 3d. Effective school leaders must champion and support curriculum development, advocate for instruction that supports the needs of all learners, analyze assessments, and incorporate technology to enhance learning (Strike et al., 2019, pg116). - EDL 560 M3 Critical Thinking Assignment (https://docs.google.com/document/d/11aTmBQc52DjleXZ8LHcvPi2kfAqjtr8dQ9HZOa2zmkY/edit?usp=sharing) is a planning document for our Literacy Night Event. In it, we outline how the needs of individual students, including ELLs and CLDs, will be addressed. We did have our Russian speaking family and one of our Japanese families come to the event, and they were pleased with the individualized attention and resources they received. References - Learning Forward. (n.d.). Curriculum Assessment and Instruction - Standards 2022. Standards for Professional Learning. Retrieved June 16, 2024, from https://standards.learningforward.org/standards-for-professional-learning/rigorous-content-for-each-learner/curriculum-assessment-and-instruction/	We have such a low percentage of ELL that most of the CCS staff are not knowledgeable in these areas, however, structured literacy can help with the decoding process that is foundational to language acquisition. If we get more of this population, I will ensure all are trained.

5.12(2) ELEMENT B: Educators are knowledgeable in, understand, and are able to use progress monitoring in conjunction with formative and summative assessments to support student learning.

Evidence / Strengths	How will I continue to grow? Next steps
- In the EDL 520 M4 Critical Thinking Assignment (https://docs.google.com/document/d/1RIp1v-knhc_YjLkxh3mPXbxICkKrqmsNC50bXbRKvSc/edit?usp=sharing), the READ Act initiative is described, including the evidence-based approaches that are the basis for the initiative. An excerpt from Part 2 of the assignment follows: 'This intervention plan uses the promising evidence-based strategy of universal screeners, differentiated instruction, and progress monitoring (Institute of Education Sciences, 2009) to achieve the READ Act goal of ensuring that all students achieve high levels of reading comprehension by the end of third grade. The intervention uses CDE Science of Reading and Structured Literacy approaches to ensure students have phonemic awareness, phonics, and decoding skills, leading to reading fluency. This strong evidence-based strategy (Institute of Education Sciences, 2016) will further support the achievement of the READ Act goals. Students who are identified with the Dibels 8 universal screener will receive differentiated instruction on phonics and decoding by teachers who are being coached and shown how to provide this instruction. Progress monitoring will track the efficacy of this intervention. This model follows the READ Act expectation that all identified struggling readers will receive a READ Plan, RtI or MTSS programming, and monitoring of outcomes. (Abram, 2019). This initiative will formalize the systems of support, and document the efficacy of the interventions through progress monitoring. It will address the needs of all ten students who were red or yellow at the 2023/24 EOY testing session, and since three of those ten students were the whole of CCS's English Language Learners (ELLs), it will also address those learners in a targeted way.' Additionally, Educators will receive Professional Development, and classroom observations and coaching, as described in the EDL520 M8 Discussion assignment. This instructional training is modeled after the work of Strike, K. T., Sims, P. A., Mann, S. L., & Wilhite, R. K. (2019, p/ 187, Appendix B). References - Abram, J. (2019, Oct). IssueBrief. Colorado General Assembly |. Retrieved August 7, 2024, from https://leg.colorado.gov/sites/default/files/r19-861_issue_brief_on_updates_to_the_read_act.pdf - Institute of Education Sciences. (2009, Feb.). WWC | Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. Institute of Education Sciences. Retrieved August 7, 2024, from https://ies.ed.gov/ncee/WWC/PracticeGuide/3 - Institute of Education Sciences. (2016, July). WWC | Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Institute of Education Sciences. Retrieved August 7, 2024, from https://ies.ed.gov/ncee/WWC/PracticeGuide/21 - Strike, K. T., Sims, P. A., Mann, S. L., & Wilhite, R. K. (2019). Transforming Professional Practice: A Framework for Effective Leadership. Rowman & Littlefield.	We do this already in the discreet areas such as math, science, and spelling, Next year, we can bring it into Language arts and social studies.

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Unused Text
- . 9A
- For the EDL560 M1 Critical Thinking Assignment, I created a toolkit for building relationships with diverse populations, including strategies, resources, survey results, and a communication and engagement action plan designed to be culturally sensitive. Family engagement is an important part of the CCS mission. We communicate with families through weekly newsletter, website, Parent Teacher Student Conferences, and we also host events such as Show and Tell, all-school Bar-B-Qs, and family-friendly fundraising events. We can further leverage this next year with the creation of a volunteer coordinator position to support enlisting parents, chaperones, and mentors, increasing survey responses, and furthering the implementation of the high-impact strategies graphic shown in the assignment (Colorado Department of Education (CDE), 2023). Additional family engagement and communication resources are provided, all of which align with national standards (Colorado Department of Education, 2025) and support involvement of ELLs and CLDs. An analysis of three surveys administered this year led to a final Family Caregiver Engagement Action Plan.docx. In this EDL560 M2 Critical Thinking Assignment, I provide a meta-analysis of three recent family involvement Surveys: school directors' performance, parent satisfaction, and strategic planning. Data was reviewed in four areas: (1) parents' experiences /needs, (2) communication satisfaction/preferences, (3) parent engagement, and (4) areas for improvement. The

results were compiled, and while communication is perceived as good, parents would like more specific feedback about their child. The need for increased engagement was also identified. This meta-analysis was important because it showed that across a wide sampling of families and measurement devices, there are trends for an increase in communication and engagement that are evident. It also shows that I am gathering the right data as a matter of course, not just for a principal licensure course assignment. 9A

Reflection Guidelines:
- For each artifact reflect on the creation process, feedback you received, and how the artifact demonstrates proficiency on the associated standards.
- Provide a response to each of these questions:
  - What is the artifact? To which standards does it align?
  - Why is it important or what does it represent?
  - What does it demonstrate or provide evidence of? (Think: What growth or change in understanding has occurred?)
- You must make connections to the resources provided in the course and cite and provide references using the current version of APA.