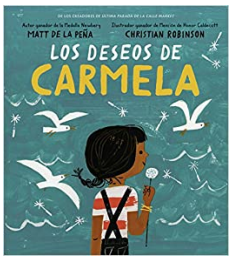
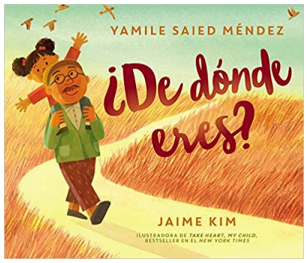
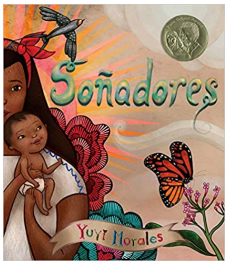
EDML 563
Primary Language Schooling in the US, Grades K-12, I (3 Units)
Fall 2022
Wednesdays 4:30-7:20 PM Bell Tower 2688











Welcome!
Welcome to EDML 563! This course will challenge you to engage in lively discussions and critical reflection. Through our collective participation in individual tasks, partner work, small group collaboration, and whole class discussions, we will all gain new personal and professional insights on bilingual education and bilingualism. Particular focus on language and literacy teaching and learning for culturally and linguistically diverse student populations.

Instructor communication policy: Email is the best method of communication.

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Office Location: Madera 2405

Office Phone: (805) 437-8508
Office Hours: Wednesdays 10:30 AM - 12:00 PM, 7:30-8:00 PM, and by appointment.
Zoom: https://csuci.zoom.us/j/2244542759

CSUCI School of Education Mission Statement

The School of Education at California State University Channel Islands serves students, families, and communities by effectively preparing culturally-competent teachers and leaders who work collaboratively to inspire learning and promote equity in and through education.

La Escuela de Educación de California State University Channel Islands sirve a estudiantes, familias y comunidades por medio de la preparación efectiva de maestros y líderes culturalmente competentes que trabajan en colaboración para inspirar el aprendizaje y promover la equidad en y a través de la educación.

Course Description

Primary language schooling for K-12 students in the U.S. including study of biliteracy, writing strategies, curricular materials, assessment, and teaching reading and writing in Spanish. The nature of language and literacy teaching and learning in the language of emphasis. Skills related to instruction in two languages. Effective use of primary language, literacy and related curricular materials.

Course Overview

This required course for the Bilingual Authorization (BLA) provides you an opportunity to learn about the context for bilingual education and bilingualism in California and the United States. We will focus on the language development, in formal and informal settings, of emergent bilingual (EB) students, with specific emphasis on Latinx students. The course is designed to explore language and literacy in the primary language, interpret and apply understanding and skills for bilingual instruction, consider various approaches for biliteracy instruction and development, explore effective use of primary language, literacy, and content instruction across K-12 contexts, and design culturally and linguistically sustaining lesson sequence for emergent bilingual learners in bilingual contexts.

Student Learning Outcomes

By successfully completing this course you will be able to:	**Universal Teacher Performance Expectations**	**MMSN**
Describe the nature of language and literacy teaching and learning in the primary language;	3.1, 3.2, 3.3, 3.5	1.2
Interpret and apply knowledge and skills related to organizing for instruction in two languages;	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	4.2
Use various methods of Spanish language and literacy instruction in bilingual and monolingual settings;	1.4, 4.4, 4.8, 5.7	4.2

Demonstrate effective use of primary language and literacy curricular materials for K-12 classroom instruction;	1.1.,1.2, 1.4, 3.1, 3.2, 3.5, 3.6, 4.3, 4.4	4.2, 5.1
Develop lesson plans for primary language and literacy instruction for grades K-12 across the content areas;	1.6,1.7, 3.3, 4.1, 4.3, 4.8	4.2, 5.1
Design effective lesson plans for primary language instruction for teaching and learning for grades K-12;	3.3, 3.4, 3.5, 4.1, 4.2, 4.4, 4.6, 4.7, 4.8, 5.2, 5.7, 5.8	4.2, 5.1
Analyze the interrelationship between various types of bilingual programs	1.3, 1.6, 3.4	4.6

Bilingual Authorization and Master's Elective

This course is required for the Bilingual Authorization credential. All students are welcome to take the course as it also counts as an elective toward the Master of Arts program. This course addresses the following standards for bilingual authorization (2021) as per the California Commission on Teacher Credentialing:

- **Standard 2: Preparing Candidates toward Mastery of the Bilingual Teaching Performance Expectations (BTPEs)**
- **Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Program Requirements**

Required Materials

- *La enseñanza en el aula bilingüe: Content, language, and biliteracy* (Spanish Edition) 1st Edition by Sandra Mercuri, Sandra Musanti, Alma Rodríguez
- All other required readings will be available on the Canvas course website.

Course Policies

Grading Scale and Policy

PASSING	NOT PASSING
A = 93 – 97%	C = 73 – 77%
A- = 90 – 92%	C- = 70 – 72%
B+ = 88 – 89%	D+ = 68 – 69%
B = 83 – 87%	D = 63 – 67%
B- = 80 – 82%	D- = 60 – 62%

C+ = 78 – 79%	F = 59% or lower

- Students must earn a C+ or better in this course and score in the proficient/mastery range for all signature assignment components to be considered passing for the credential program. If at any time your grade falls below a C+ (less than 78%), a statement of concern will be written and uploaded to your file. You will be informed via email and the student and instructor(s) will meet to discuss and agree upon conditions set forth for successful completion of the course.

- In the event of a catastrophic illness or a situation beyond a student's control, students may request an incomplete (I) as long as everything has been submitted and, at the time of request, the student has a C+ or higher in the course. See policy: https://senate.csuci.edu/policies/2003-2004/SP03-18.pdf

Late Work

- Late work will receive consideration for partial credit. Late work will only be accepted for a period of one week past the original due date
- If you are having trouble keeping up with assignments, please let me know as early as possible so we can work together to find solutions and ensure your success in the course.

Attendance

- For absences with extenuating circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the Disability Statement.
- As a professional and future educator, you are expected to attend class sessions, arriving on time and staying until the class is dismissed. Attendance patterns in this course will be noted and used to inform higher-stakes evaluations, outside of this course, about your disposition as a professional educator (e.g., appropriate work ethic, reliability, timeliness).

Professional Dispositions

- The School of Education conducts ongoing evaluation of your disposition as a professional educator (e.g., appropriate work ethic, reliability, timeliness). See handbook for information about Education Disposition Assessment (EDA) and procedures.

Academic Dishonesty

- By enrolling at CSU Channel Islands, students are responsible for upholding the University's policies and the Student Conduct Code. Academic integrity and scholarship are values of the institution that ensure respect for the academic reputation of the University, students, faculty, and staff. Cheating, plagiarism, unauthorized collaboration with another student, knowingly furnishing false information to the University, buying, selling or stealing any material for an examination, or substituting for another person may be considered violations of the Student Conduct Code (located at http://www.csuci.edu/campuslife/student-conduct/academic-dishonesty.htm). If a student is found responsible for committing an act of academic dishonesty in this course, the student may receive academic penalties including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Student Conduct & Community Responsibility office. For additional information, please see the faculty

Academic Senate Policy on Academic Dishonesty, also in the CI Catalog. Please ask about my expectations regarding academic dishonesty in this course if they are unclear.

Civil Discourse Statement

- All students, staff and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. In 2016, CI faculty (through the Academic Senate) voted to approve Resolution SR 16-01 titled, "Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community." If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on canvas) respects the rights of others to "engage in informed discourse and express a diversity of opinions freely and in a civil manner."

Student Support Services

Accommodations for Students with Disabilities

- If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of need. You can apply for DASS here. Faculty, students and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

Writing Support: Writing and Multi-Literacy Center (WMC)

- The Writing and Multiliteracy Center (WMC) provides CI post-baccalaureate and graduate students with FREE online support services and programs that help them become more effective writers and communicators. WMC ***special*** *consultants* are CI faculty who can help students working on graduate-level writing, research posters, and presentations. We can also help students working on personal and research statements required for graduate school applications. Students can drop in for a 30 min tutorial session or ask for one-hour sessions for longer projects. Make an appointment by visiting http://www.csuci.edu/wmc or see us live in our Drop In Room during our operational hours to ask questions or meet with a drop-in tutor. We are here for graduate students!

Campus Tutoring Services

- You are encouraged to make regular use of campus tutors and/or peer study groups, beginning in the second week of the semester. For campus tutoring locations, subjects and hours, go to: http://go.csuci.edu/tutoring.

Support for Emergencies and Basic Needs

- If you or someone you know is experiencing unforeseen or catastrophic financial issues, skipping meals or experiencing homelessness/housing insecurity (e.g. sleeping in a car, couch surfing, staying with friends), please know that you are not alone. There are resources on campus that may assist you during this time. The Dolphin Pantry is

currently located in Arroyo Hall and offers free food, toiletries and basic necessities for current CI students. For additional assistance, please contact the Dean of Students office at (805) 437-8512 or visit Bell Tower 2565. Please visit the website for the most up to date information on the Basic Needs Program at CI: https://www.csuci.edu/basicneeds/.

Counseling and Psychological Services (CAPS)

- CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867 and can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text "Hello" to 741741); you can also email us at caps@csuci.edu or visit our website at https://www.csuci.edu/caps.

Title IX and Inclusion

- Title IX & Inclusion manages the University's equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus' response to the University's nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands' commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit https://www.csuci.edu/titleix/.

Pronouns

- I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You may also update your pronouns or preferred name in myCI Student Center. Visit https://www.csuci.edu/registrar/preferred-name.htm for instructions.

Instructional Plan

(Subject to change as determined by the instructor)

Assessment and Evaluation

ASSIGNMENT	DUE DATE	PERCENT	MMSN*	UTPEs* & BTPEs
Attendance and Participation	ongoing	15		
Autobiografía de mi bilingüismo	Sept 14	10		BTPEs: **I : 1.1** **P, A: 6.1, 6.2, 6.7** BA 3, BA 5
Critical reflections (2)	Sept 28 Oct 19	10 (5% each)		**P, A: 2.3, 3.5, 6.1** BA 2
Bilingual children's literature collection	Nov 2	10		**I, P, A: 1.1, 1.2, 1.4, 1.5, 3.1, 3.5, 4.2, 6.3** BA 2
Lesson plan 1	Nov 16	10	P, A: 2.8, 2.9, 3.1, 4.2, 5.1	**P, A: 1.1, 1.3, 1.6, 2.3, 2.5, 3.1, 3.3, 3.4, 3.5, 4.2, 4.2, 4.3, 4.4, 5.2, 5.3** BA 2, BA 4
Signature Assignment: Sequence of lessons & presentation **SUBMIT on SL&L**	Dec 7	45	P, A: 2.8, 2.9, 3.1, 4.2, 5.1	**P, A: 1.1, 1.3, 1.6, 2.3, 2.5, 3.1, 3.3, 3.4, 3.5, 4.2, 4.2, 4.3, 4.4, 5.2, 5.3** BA 3, BA 4

I = Introduce, P = Practice, A = Assess
MMSN: Mild/Moderate Support Needs Standards
****UTPE: Universal Teaching Performance Expectations***

Assignment Descriptions

Attendance and participation (15%)

Learning is an interactive process. Attendance and active participation are expected in this course. Students are expected to attend each class prepared with questions/reactions to course

materials, engage in discussions about the assigned readings, and actively participate in activities that extend the learning.

Please notify me via email if you will be absent. Students will lose 5% attendance and participation points for each absence (after the first absence). Families and children are always welcome on Zoom during virtual instruction.

Autobiografía de mi bilingüismo (10%)

***1.1-I; *6.1-P; *6.1-A; *6.2-P; *6.2-A;*6.7-P; *6.7-A;**

- **Pensar** sobre tu bilingüismo y el trayecto al llegar a este lugar donde estás y cómo te sientes con tus prácticas lingüísticas.
  Considerar las siguientes preguntas:
  - ¿Cuales han sido mis experiencias con idiomas y la lectoescritura en mi hogar, en escuelas y en mis comunidades?
  - ¿Cuáles son mis relaciones personales con la lectura, la escritura, y el hablar en diferentes idiomas?
  - ¿Qué recuerdos tengo sobre momentos cuando estaba aprendiendo a leer, escribir, y hablar en diferentes idiomas?
- **Crear** una presentación de 5 minutos de tu historia personal con la lectoescritura bilingüe usando todo tu repertorio lingüístico. Esta presentación será compartida en nuestra clase.
  La presentación puede ser:
  - un poema que escribes y recitas
  - una canción que escribes y cantas
  - explicando una pintura que pintaste o un collage que creaste
  - actuando unos momentos de tu vida
  - usando images/fotos (usando Prezi, PowerPoint, Google Slides)
  - demostrar una película que creaste (usando iMovie, Adobe Spark, por ejemplo)

Critical reflections (10%)

***2.3-P; *2.3-A; *3.5-P; *3.5-A; *6.1-P; *6.1-A**

Write two (2) reflections during the semester. Reflection prompts will be provided during class. Reflections should be between 500-800 words and can be written in Spanish, English, or translingually.

Bilingual children's literature collection (10%)

***1.1-P; *1.1-A; *1.2-P; *1.2-A; *1.4-P; *1.4-A; *1.5-P; *1.5-I, P, A; *3.1-P; *3.1-A; *3.5-P; *3.5-A; *4.2-P; *4.2-A; *6.3-P; *6.3-A**

Choose a topic and identify a list of 5-10 children's picture books, middle-grade, and/or young adult (YA) literature that supports the learning of the topic of your choice. Prepare a digital poster or slide presentation of your topic and text selection. Your slide deck/poster should include: an overview of your topic, a short description of each text (give proper credit to each source), guiding questions, and links to relevant resources.
Further guidelines and samples will be available during class.

Culturally & Linguistically Sustaining (CLSP) Lesson Plan (10%)

***1.1-P; *1.1-A; *1.3-P; *1.3-A; *1.6-P; *1.6-A; *2.3-P; *2.3-A; *2.5-P; *2.5-A; *3.1-P; *3.1-A; *3.3-P; *3.3-A ; *3.4-P; *3.4-A ; *3.5-P; *3.5-A ; *4.2-P; *4.2-A ; *4.3-P; *4.3-A ; *4.4-P; *4.4-A; *5.2-P; *5.2-A; *5.3-P; *5.3-A**

Students will plan a lesson around a central topic and at least one bilingual children's text. The lesson will clearly demonstrate alignment between CCSS and language objectives, as well as the learning tasks, and assessments that are related to an identifiable topic. The lesson focus should take into account knowledge of your students' language development, abilities, backgrounds, interests, and learning levels that might further influence students' thinking and learning. The lesson must be primarily in Spanish and be guided by a culturally and linguistically sustaining pedagogical approach and in alignment with universal design principles (UDL).

Signature Assignment: Culturally & Linguistically Sustaining (CLSP) Sequence of Lessons (45%)

Design a culturally and linguistically sustaining sequence of lessons. Students will plan three (3) sequential lessons in Spanish around a central topic. The lessons will clearly demonstrate alignment between CCSS and language objectives, as well as the learning tasks, and assessments that are related to an identifiable topic. The lesson focus should take into account knowledge of your students' language development, abilities, backgrounds, interests, and learning levels that might further influence students' thinking and learning. The lesson must be primarily in Spanish and be guided by a culturally and linguistically sustaining pedagogical approach and in alignment with universal design principles (UDL). See page 15 for details.

Tentative Course Schedule

Weekly Session	*Topics*	*Readings and Assignments*	MMSN & BTPEs Introduced
Aug 24 ***Week 1***	• Who are we? (teacher identity/language /culture/as pedagogues) • How do our identities impact what/how we teach? • Who are our emergent bilingual learners? • What is the community we serve? • What is the goal in a bilingual program? Our goal?	G. Anzaldúa, "How to Tame a Wild Tongue" **In-class Video**: *Immersion*	**MMSN:** *1.3 **BTPEs:** ***I: 1.1, 1.6, 2.3**
Aug 31 ***Week 2***	• Centering the Voices and Experiences of Bilingual Students	España, C., & Herrera, L.Y. (2020). *En Comunidad,* Chapter 1 **In-class Video:** *What is Translanguaging?*	**BTPEs:** ***I, P: 3.5, 4.2, 6.1, 6.6**
Sept 7 ***Week 3***	• Las BASES del aula bilingüe/dual *Workshop 1: Designing lesson topics and using multimodal texts*	*¡Toma la palabra!,* Primera Parte p.18-45 Herrera, L.Y., & España, C. (2022). Se hace camino al andar: Translanguaging Pedagogy for Justice. *English Journal.*	**MMSN:** 2.8, 2.9, 3.1, 4.2, 5.1 **BTPEs:** ***I, P, A : 1.2, 1.3, 1.4, 1.5, 3.3**
Sept 14 ***Week 4***	• Contextos de la aula bilingüe	*Enseñanza en el aula bilingüe,* Chapter 1 Cioè Peña, María. (2022). TrUDL, A Path to Full Inclusion: The Intersectional Possibilities of Translanguaging and Universal Design for Learning. *TESOL Quarterly.*	**BTPEs:** ***I, P, A: 2.1, 2.6, 4.1**

		DUE: Autobiografía de Mi Bilingüismo	
Sept 21 ***Week 5***	• Bilingüismo, biliteracidad y la enseñanza del contenido *Workshop 2: Examining UDL in bilingual instruction*	*Enseñanza en el aula bilingüe,* Chapter 2 Supporting Emergent Bilinguals with Individualized Education Plans: Tips from CUNY-NYSIEB UDL Guidelines	**MMSN:** 2.8, 2.9, 3.1, 4.2, 5.1 BTPEs: ***I, P, A: 1.1, 2.4, 2.5**
Sept 28 ***Week 6*** **ASYNC Pear Deck**	• Integración curricular	*Enseñanza en el aula bilingüe,* Chapter 3 **DUE: Critical Reflection 1**	**MMSN:** 2.8, 2.9, 3.1, 4.2, 5.1 BTPEs: ***I, P, A: 3.1**
Oct 5 ***Week 7***	• Enfoque en la enseñanza del contenido *Workshop 3: Exploring and applying ELD and SLA standards*	*Enseñanza en el aula bilingüe,* Chapter 4 CA ELD Standards Common Core en español	**MMSN:** 2.8, 2.9, 3.1, 4.2, 5.1 BTPEs:* **I, P, A: 4.4, 5.1**
Oct 12 ***Week 8*** **ASYNC Pear Deck**	• El lenguaje para el aprendizaje	*Enseñanza en el aula bilingüe,* Chapter 5	**MMSN:** 2.8, 2.9, 3.1, 4.2, 5.1 BTPEs: ***I, P, A: 2.1, 4.1**
Oct 19 ***Week 9***	• Biliteracidad interdisciplinaria (Lectura) *Workshop 4: Lesson Objectives (Content, Language, and Translanguaging Objectives)*	*Enseñanza en el aula bilingüe,* Chapter 6 **DUE: Critical Reflection 2**	**MMSN:** 2.8, 2.9, 3.1, 4.2, 5.1 **BTPEs: *I, P, A: 3.2, 3.3**
Oct 26 ***Week 10***	• Biliteracidad interdisciplinaria (Escritura)	*Enseñanza en el aula bilingüe,* Chapter 7	**MMSN:** 2.8, 2.9, 3.1, 4.2, 5.1 **BTPEs:**

	Workshop 5: Using bilingual mentor texts for planning and teaching writing		***I, P, A: 3.4, 4.1**
Nov 2 ***Week 11***	• La evaluación del aprendizaje *Workshop 6: Deconstructing the lesson plan template*	*Enseñanza en el aula bilingüe,* Chapter 8 **DUE: Bilingual Children's Literature Collection**	**MMSN:** 2.8, 2.9, 3.1, 4.2, 5.1 **BTPEs:** ***I, P, A: 5.2, 5.3**
Nov 9 ***Week 12***	• Interdisciplinary planning *Workshop 7: Using the lesson plan template to design culturally and linguistically sustaining teaching*	*Enseñanza en el aula bilingüe,* Chapter 9	**MMSN:** 2.8, 2.9, 3.1, 4.2, 5.1 **BTPEs:** ***I, P, A: 1.3, 2.5**
Nov 16 ***Week 13***	• Assessment Practices for EBLs, I *Workshop 8: Integrating equity-minded assessment practices into lesson planning*	García & Kleifgen. 2018. *Educating Emergent Bilinguals,* Chapter 9 **DUE: Lesson Plan 1**	**MMSN:** 2.8, 2.9, 3.1, 4.2, 5.1 **BTPEs:** ***I, P, A: 1.6, 2.1, 5.1**
Nov 23 **Week 14** **ASYNC Pear Deck**	• Assessment Practices for EBLs, II	Espinosa & Ascenzi-Moreno. 2021. *Rooted in Strength*, Chapter 10	**MMSN:** 2.8, 2.9, 3.1, 4.2, 5.1 **BTPEs:* I, P, A: 5.3, 5.4**
Nov 30 **Week 15**	Course Synthesis & Reflection	**Present:** Signature Assignment: Culturally & Linguistically Sustaining Sequence of Lessons	**BTPEs:** ***I, P: 6.3, 6.4**
Finals Week	**SUBMIT Signature Assignment on SL&L**	**Submit Final Signature Assignment:** Culturally & Linguistically Sustaining Sequence of Lessons	

EDML 563 Signature Assignment

Culturally and Linguistically Sustaining Lesson Sequence (55%)

***1.1-P; *1.1-A; *1.3-P; *1.3-A; *1.6-P; *1.6-A; *2.3-P; *2.3-A; *2.5-P; *2.5-A; *3.1-P; *3.1-A; *3.3-P; *3.3-A ; *3.4-P; *3.4-A ; *3.5-P; *3.5-A ; *4.2-P; *4.2-A ; *4.3-P; *4.3-A ; *4.4-P; *4.4-A; *5.2-P; *5.2-A; *5.3-P; *5.3-A**

Design a culturally and linguistically sustaining sequence of lessons. Students will plan three (3) sequential lessons in Spanish around a central topic. The lessons will clearly demonstrate alignment between CCSS and language objectives, as well as the learning tasks, and assessments that are related to an identifiable topic. The lesson focus should consider knowledge of your students' language development, abilities, backgrounds, interests, and learning levels that might further influence students' thinking and learning. The lesson must be primarily in Spanish and be guided by a culturally and linguistically sustaining pedagogical approach and in alignment with universal design principles (UDL).

The sequence of lessons have three parts:

(1) A central topic and at least one children's book that is culturally and linguistically sustaining. A content, language and translanguaging objective and Common Core SLA and ELD standards.

(2) Lessons will follow the provided template and must include:

a. A subtopic that is related to the larger, overarching topic, a clear content, language, and translanguaging objective.
b. Instructional activities that explicitly activates prior knowledge, make students' thinking visible, and allow students to wonder/ask questions, use their entire linguistic repertoire, and helps students develop language (tied to the language objective), and is informed by UDL principles
c. Opportunity for students to *apply and use* their new knowledge and understandings during the collaborative or independent activity
d. A check for understanding/assessment to ensure that students have met the objectives (also taking UDL into consideration).

(3) A reflection on the lessons is required. These are the guided reflection questions you should address: In what ways have you grown professionally over this semester as a bilingual teacher? What additional assistance, support, and/or resources would have further enhanced your lessons?

Rubric

BLA SIGNATURE ASSIGNMENT RUBRIC			
TRAIT ASSESSED	**CONSISTENT EVIDENCE**	**SOME EVIDENCE**	**INSUFFICIENT EVIDENCE**
	3	**2**	**1**
Topic, texts, and objectives SCORE: ___ / 5 3=5, 2=3, 1=1 **TPE: 2.2, 3.2, 4.4 (met =2), 3.5 (met =2)**	Topic and text(s) are clearly aligned to a culturally and linguistically sustaining pedagogical approach.	Topic and text(s) are loosely aligned to a culturally and linguistically sustaining pedagogical approach.	Topic and text(s) are not clearly aligned to a culturally and linguistically sustaining pedagogical approach.
	Content, language and trlg objectives are clear and are aligned with the topic and instructional activities.	Content, language and trlg objectives are somewhat clear and are loosely aligned with the topic and instructional activities.	Content, language and trlg objectives are not clear nor aligned with the topic and instructional activities.
Differentiating Instruction "They design tasks to allow students choices and different entry points into the work. This helps motivate effort and allows students to build on their strengths and interests as they reach for new and more difficult understandings and skills" (Darling-Hammond, 2016, p. 86). SCORE: ___ / 10 3=10, 2=8, 1=5 **TPE: 3.2 (met =2), 3.5 (met =2)**	All students are provided with choices in process and product.	All students are provided with choices in process and/or product.	Students are not provided choices in process or product.
	Respectful, scaffolded tasks provide the appropriate level of challenge for each student.	Students are given adequate tasks that may not scaffold or challenge sufficiently for all needs.	Tasks show little regard for student readiness or interest and do not challenge or support most students. Some students may not learn at all.
	It is evident that formative assessment will inform instruction at the individual student level.	Formative assessment is embedded in lessons for making whole-class modifications.	Formative assessment does not inform instruction.
Using Formative, Strengths-Based Assessment Strategies Teachers "constantly assess students to identify their strengths and learning approaches as well as their needs and to examine the effects of different instructional efforts. They understand assessment as a measure of their teaching as well as a measure of student learning. They publicly point to	Lesson includes plans for actively monitoring student progress.	Lesson includes plans for some monitoring of student progress.	Lessons may include the assumption that learning will follow teaching. No evidence of monitoring student progress.
	Assessments show awareness of and value for student strengths and accomplishments.	Assessments create opportunities to acknowledge students' individual strengths and accomplishments.	Assessments are one-size fits all. Individual strengths are not considered.

students' different strengths and accomplishments, creating a platform for legitimation and growth for each student in the classroom" (Darling-Hammond, 2016, p. 86). SCORE: __ /10 3=10, 2=8, 1=5 **TPE: 3.2 (met = 2), 3.3 (met = 2)**	Multiple formative assessments are well aligned to objectives and provide valid, concrete data that allow the teacher and/or student to gauge student progress throughout the lesson. The lessons are directly aligned with the identifies objectives.	Some formative assessments are aligned to objectives and provide valid, concrete data that allow the teacher (and potentially students) to gauge student progress at key points in the lesson. The lessons are loosely aligned with the identifies objectives.	Formative assessments are missing. If formative assessments are present, they are not aligned to the learning targets and, therefore, do not gauge student progress. The lessons are not aligned with the identifies objectives.
Planning for Meaningful Engagement and Active Learning Teachers "develop engaging tasks that give students meaningful work to do—projects and performances that tap modes of disciplinary inquiry: doing historical research; engaging in literary analysis; writing and publishing poetry, stories, and newspapers; investigating scientific questions and developing mathematical models applied to real-world tasks" (Darling-Hammond, 2016, p. 86). SCORE: __ / 10 3=5; 2=4, 1=2 **TPE: 1.3 (met =2), 1.5 (met =2), 3.1 (met =2),**	Students are provided with multiple, flexible ways to engage with the lesson topic.	Students are provided with minimal variation and/or little flexibility in ways to engage with the lesson topic.	Students all use the same approach to engage with the lesson topic.
	Components are relevant and engaging for all students.	Components might be relevant and engaging for some students.	Components are not engaging and not connected to student lives.
	There are multiple opportunities for students to be active learners, ensuring that all have chances to ask and answer questions, and to talk to and listen to one another.	There are opportunities for students to be active, though with little or no time for them to ask questions, talk to and listen to each other.	There are little to no opportunities for students to be active, giving students a more passive than participatory role in learning.
Lesson Sequencing	The lessons build on students' experiences.	The lessons include students' experiences.	The lessons do not build on students' experiences.

SCORE: __ / 10 3=10, 2=8, 1=5 **TPE: 3.1 (met =2), 3.3 (met =2)**	Lessons are strongly connected to each other. During instructional activities, there is an opportunity for the teacher to model, facilitate guided/exploratory practice, and for students to express their understanding.	Lessons are loosely connected to each other. During instructional activities, there is little opportunity for the teacher to model, facilitate guided/exploratory practice, and for students to express their understanding.	Lessons are not connected to each other. During instructional activities, there is not an opportunity for the teacher to model, facilitate guided/exploratory practice, and for students to express their understanding.
Reflection SCORE: __ /10 3=10, 2=8, 1=5 **TPE: 6.1 (met =2)**	Reflection captures the candidate's growth over the semester and presents concrete ways to support their further development	Reflection somewhat captures the candidate's growth over the semester and presents some ways to support their further development	Reflection does not capture the candidate's growth over the semester nor presents ways to support their further development