



**Davis School District  
English as a Second Language  
Endorsement Program  
2018-2019  
DRAFT**



## Davis School District ESL Endorsement

### Participant Disclosure Statement

**Philosophy:** The philosophy for the Davis ESL Endorsement Program (DESL) is that participants meet a level of content competency by completing all the requirements to receive credit. Course competency will be determined through a pass/fail system. Successful DESL completion will result in credits being awarded for the State of Utah ESL Endorsement.

**Program:** The State of Utah has identified five standards that the Davis ESL Endorsement Program has organized in ten classes to complete the requirements. **The credits earned (18 semester hours) are State approved in-service credits, NOT university credits and can't be transferred to any university.** Credits may be used towards Davis School District lane changes according to negotiated agreements and district policies.

### Requirements:

1. Participants are required to attend all sessions of the program. Failure to attend a class may result in removal from the program.
2. Participants must complete all assignments for ten rigorous classes that have a contact time ratio of fourteen hours per one semester credit.
3. Participants will spend outside time to implement strategies and complete the Exit Portfolio.

**Professional Behavior:** The Davis ESL Endorsement Program is committed to high quality professional development and instruction in these modules. Participants are expected to:

1. Be in class to receive all materials and credit. Do not plan other activities that require you to come late or leave early.
2. Mute cell phones and only use technology in support of class activities.
3. Be prepared. Be aware of the materials needed and bring them with you.
4. Be on task. Be attentive to the presenter and actively participate. Activities not related to the course should not be engaged in.
5. Be supportive. Remember the instructor is a professional colleague.
6. Be complete. Failure to meet course requirements will result in loss of credit. Partial credit cannot be issued, nor can licensure points be claimed for classes not completed. Class credit can only be issued once.

Complaints concerning the behavior of a participant may be sent to the program director by any instructor or class member. Upon receiving the first complaint the participant will receive a warning from the director. If complaints continue, the participant will be asked to leave the program.

Dr. Bernardo Villar, Program Director  
BVILLAR@dsmail.net

## **Endorsement Requirements (Total of 18 Credits)**

Class time is from **8:00 a.m. – 4:00 p.m. Punctuality is a must.**  
Participants need to bring or get their own lunch, forty min. provided.

### **Standard 1: Language and Linguistics**

Theories of Language Acquisition	(2.0)
Instructional Strategies & Language Acquisition	(2.0)

### **Standard 2: Cultural Diversity**

Culturally Responsive Teaching	(2.5)
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### **Standard 3: Instruction**

Curriculum & Materials for ESL Instruction	(3.0)
Instructional Practice	(0.5)
Application of Research & Strategies	(3.0)

### **Standard 4: Assessment**

Assessment for Linguistically Diverse Populations	(3.0)
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### **Standard 5: Family & Community**

Empowering Diverse Families	(1.0)
Family & Community Involvement in the Education of ELL's	(1.0)

### **Resources**

Davis, B. *How to Teach Children Who Don't Look Like You.*  
Echevarria, J., Vogt, M., Short, D. *Making Content Comprehensible, the SIOP model.*  
DESL-D – Flash drive

## **Classroom Advising**

Each ESL endorsement participant will be assigned an ESL advisor. This advisor will visit the teacher in their classroom between classes. These classroom visits are not evaluative, they are intended to provide further insight for successful application of ESL strategies and direction in the development of the exit portfolio. Should the advisor have concerns with the progress of the participant, they will conference with the school administrator, another advisor or the program director for further action.

## **Exit Portfolio**

Each participant is expected to develop an exit portfolio that will be reviewed during the final month of the program by a team of individuals consisting of a peer, the ESL advisor, another ESL instructor and administrator. Portfolios serve as the capstone project for the ESL endorsement. Exit interview due date is **April 20<sup>th</sup>**.

## **Classes – Farmington Administration Building Auditorium (45 E. State)**

September 10	8:00 – 4:00
October 3	8:00 – 4:00
November 14	8:00 – 4:00
December 12	8:00 – 4:00
January 30	8:00 – 4:00
March 12	8:00 – 4:00
May 1	4:00 – 7:00

## DESL Daily Schedule

**Session One: 8:00 – 4:00**

**September 10, 2018**

7:45 - 8:00	Sign in and pick up materials	
8:00 - 8:45	DESL Program – Meet Advisors	Dr. Bernardo Villar
8:45 - 10:40	Theories of Language Acquisition	Connie Ziegler
10:45 - 12:00	Assessment for Diverse Populations	Mark Hansen
12:00 - 12:40	Lunch	
12:40 - 1:40	Culturally Responsive Teaching	Dr. Bernardo Villar
1:45 - 4:00	Instructional Strategies	Mickie Pace

### Session One Assignments

Assign #	Resources	Assignments for Portfolio	File #	Check
1	DESL-D ELL Identification	Who are our ELL's? Identify ELL's in your class. What do you know about their past school performance? How did they score on WIDA ACCESS, WIDA screener, CRT and SAGE? See details on DESL-D.	1-1	
2	Text - <i>The SIOP Model</i>	Text - <i>The SIOP Model</i> , read chapter 4 "Comprehensible Input", view the SIOP video clip. Implement one strategy/technique from the chapter in your class. Present that strategy/technique to your study group on day two.	1-2	
3	DESL-D Scenarios	Respond to the ELL Identification and Assessment Process scenarios. See handout or DESL-D.	4-1	
4	Text - <i>How to Teach..</i> DESL-D	Text - <i>How to Teach Students Who Don't Look Like You</i> read chapter 1 "Our Culture". Plan and teach a lesson on one of following: Culture Bag, Identity Triangle or "I am from..." poem. Display the completed pieces. File the lesson plan and examples in your portfolio. See DESL-D.	2-1	
5	Text - <i>How to Teach..</i>	Text - <i>How to Teach Students Who Don't Look Like You</i> read chapter 2 "Reflection Questions ....." and chapter 3 "Exploring Our .....". Answer the questions in chapter 2 and write your cultural history. Put it in your portfolio.	2-2	
6	DESL-D Checklist	Complete <b>Classroom Environment Checklist</b> . Set a goal to improve the learning environment of your classroom.	1-7	
7	Text - <i>The SIOP Model</i>	Text - <i>The SIOP Model</i> , read chapter 6 "Interaction", view SIOP video clip and implement one of the Lesson Activities. Develop and teach one class building or Teambuilding lesson. File the lesson plan and reflection in your portfolio.	1-8	

## DESL Daily Schedule

**Session Two: 8:00 – 4:00**

**October 3, 2018**

7:45 - 8:00	Sign in and pick up materials	
8:00 - 9:30	Theories of Language Acquisition	Connie Ziegler
9:35 - 10:50	Curriculum & Materials for ESL Ins.	Coleen Smith
10:55 - 12:00	Assessment for Diverse Populations	Mark Hansen
12:00 - 12:40	Lunch	
12:40 - 2:55	Instructional Strategies	Mickie Pace
3:00 - 4:00	Culturally Responsive Teaching	Dr. Bernardo Villar

### Session Two Assignments

Assign #	Resources	Assignments for Portfolio	File #	Check
8	Text - <i>The SIOP Model</i> Appendix A & B	Text – <i>The SIOP Model</i> , review chapter 2 “Lesson Preparation” and view the video clips. Develop and teach a SIOP lesson for your advisor to observe using the SIOP Observation Protocol. File lesson, observation form and notes in your portfolio.	1-3	
9	DESL-D - Article CAL DIGEST	Read “Integrated Content & Language Instruction” by Ari Sherris and use the 3-2-1 reading strategy to summarize. See DESL-D for article and 3-2-1 strategy.	1-4	
10	WIDA Standards DESL-D Student proficiency	Use WIDA Standards to identify a student’s proficiency level in listening, speaking, reading and writing. Adapt instruction using effective ESL strategies to help them improve in one domain. Write a report and share your results during the Poster Session in January. See DESL-D.	3-1	
11	Text - <i>The SIOP Model</i> DESL-D Objectives	Text – <i>The SIOP Model</i> , read chapter 2 “Lesson Preparation”. Track and reflect on the effectiveness of posting, stating, reviewing both content and language objectives for eight weeks and answer questions. See DESL-D.	3-2	
12	DESL-D Accommodation Plan	Develop an ELL Assessment Accommodations plan for a Level 3 - Developing student based on WIDA-A. See handout or DESL-D.	4-2	
13	Cooperative Learning	Develop and teach at least one cooperative learning lesson. Include lesson plan and reflection in your portfolio.	1-9	
14	Text - <i>The SIOP Model</i>	Text – <i>The SIOP Model</i> , read chapter 5 “Strategies”, view SIOP video clip. Implement and report on one of the Lesson Activities.	1-10	
15	Article	Read <i>Making Content Mainstream</i> then develop and teach a lesson using one of the strategies. File the lesson plan and reflection in your portfolio.	1-11	
16	Text – <i>How to Teach..</i>	Text - <i>How to Teach Students Who Don’t Look Like You</i> read chapter 4 “What is Race?”. Teach a lesson that helps your students understand culture. File the lesson plan with the reflection in your portfolio.	2-3	

# DESL Daily Schedule

**Session Three: 8:00 – 4:00**

**November 14, 2018**

7:45 - 8:00	Sign in and pick up materials	
8:00 - 9:10	Theories of Language Acquisition	Connie Ziegler
9:15 - 10:55	Assessment for Diverse Populations	Mark Hansen
11:00 - 12:00	Culturally Responsive Teaching	Dr. Bernardo Villar
12:00 - 12:40	Lunch	
12:40 - 4:00	Curriculum & Materials for ESL Ins.	Coleen Smith

## Session Three Assignments

Assign #	Resources	Assignments for Portfolio	File #	Check
17	DESL-D Article	Read “Contextual Factors in Second Language Acquisition” by Aida Walqui. Identify and address two contextual factors that impact your students. Write a report and file it in your portfolio.	1-5	
18	DESL-D Article	Read “What Every Teacher Needs to Know about Language” by Catherine Snow and Lilly Wong Fillmore. Choose one basic concept of written and oral language to focus on for two weeks to promote literacy. Write a page summary on the outcome. See DESL-D.	1-6	
19	DESL-D Alternative Assessment	Create alternative assessments for two SIOP lessons. One must be from the Standard 3 units and one from a lesson of your choice. Implement and experiment with these assessments in your classroom. Write a reflection for each of the experiments using the guidelines on DESL-D.	4-3	
20	DESL-D Assessment Portfolio	Develop an assessment portfolio and use it in your classroom. Read the article on Portfolio Assessment to help you get started. Draw up an outline, write a reflection, and show your advisor evidence of your assessment portfolio. Article and assignment guidelines are on DESL-D.	4-4	
21	Text – <i>How to Teach..</i>	Text - <i>How to Teach Students Who Don't Look Like You</i> , read chapter 6 “What do we need to Know about Culturally Diverse Learners?” Write a reflection paper and file it in your portfolio.	2-4	
22	Text – <i>How to Teach..</i>	Text - <i>How to Teach Students Who Don't Look Like You</i> , read chapter 8 “ <i>New Immigrant Learners of the Twenty-First Century</i> ”. Find a current news article that tells about immigrants. Who is coming? What challenges do they face? What support is needed/given? What is the impact? Write a report and file it with the article in your portfolio.	2-5	
23	Teachers Edition Student Text	Evaluate the Teachers Edition and student text for ESL elements and support. File the form in your portfolio.	3-3	
24	DESL-D SIOP Unit Matrix Text - <i>The SIOP Model</i> Appendix B	Use the SIOP Unit Matrix and lesson plan to organize instruction and infuse ELL strategies into two units (5 lessons per unit). Plan, deliver and evaluate each lesson. File the matrix, lessons and reflections in your portfolio. See DESL-D.	3-4	
25	Text - <i>The SIOP Model</i> Appendix A & B	Demonstrate effective ESL instruction using the SIOP Observational Protocol for two different lessons; your administrator completes one, you complete one.	3-5	

## DESL Daily Schedule

**Session Four: 8:00 – 4:00**

**December 12, 2018**

7:45 - 8:00	Sign in and pick up materials	
8:00 - 11:00	Assessment for Diverse Populations	Mark Hanson
11:05 - 12:00	Curriculum and Materials	Coleen Smith
12:00 - 12:40	Lunch	
12:40 - 1:30	Curriculum and Materials - Continued	Coleen Smith
1:30 - 3:10	Application of Research & Strategies	Connie Ziegler
3:15 - 4:00	Culturally Responsive Teaching	Dr. Bernardo Villar

### Session Four Assignments

Assign #	Resources	Assignments for Portfolio	File #	Check
26	Text - <i>The SIOP Model</i> DESL-D Guidelines	Text – <i>The SIOP Model</i> , read chapter 9 “Review and Assessment” and view the video clip. Apply one of the strategies from Review of Key Vocabulary and one from Review of Key Concepts in your classroom. Write a reflection on the outcome of each. See DESL-D for guidelines.	4-5	
27	Class	Based on information presented in class complete the assignment given.	4-6	
28	Text - <i>The SIOP Model</i> DESL-D	Text – <i>The SIOP Model</i> , read chapter 3 “Building Background” view the SIOP video clip. Develop and deliver a vocabulary lesson from the suggestions listed. Demonstrate explicit instruction in class. File in your portfolio.	3-6	
29	DESL-D Action Research	Find a research-based article and strategy to address a concern you have identified in your classroom regarding ELL’s. Complete detailed assignment on DESL-D. Be prepared to share your results at the last class.	3-7	
30	Text - <i>The SIOP Model</i>	Text – <i>The SIOP Model</i> , read chapter 7, “Practice & Application”, view SIOP video clip. In a content area, teach a lesson using effective strategies and hands on manipulatives that integrate all four language domains and report on the outcome. Be prepared to demonstrate the manipulative to your study group the last day of class.	3-8	
31	Text – <i>How to Teach..</i>	Text - <i>How to Teach Students Who Don’t Look Like You</i> , read chapter 12 “Strategies to Teach and Engage Culturally Diverse Learners and ELs.” Set three goals from the chapter and describe how you will put that into action. File it in your portfolio.	2-6	



## DESL Daily Schedule

**Session Five: 8:00 – 4:00**

**January 30, 2019**

7:45 - 8:00	Sign in and pick up materials	
8:00 - 11:00	Application of Research & Strategies	Connie Ziegler & Mickie Pace
11:00 - 12:00	Culturally Responsive Teaching	Dr. Bernardo Villar
12:00 - 12:40	Lunch	
12:40 - 2:00	Family and Community	Promise Larsen
2:05 - 4:00	Curriculum and Materials	Coleen Smith

### Session Five Assignments

Assign #	Resources	Assignments for Portfolio	File #	Check
32	DESL-D Article	Read "Learning to Think in English". Write a summary.	1-12	
33	Mentoring Minds Critical Thinking Wheel	Use Bloom's Taxonomy to write higher order thinking questions for 1 lesson. (12 questions/2 per each category)	1-13	
34	Text - <i>The SIOP Model</i> DESL-D Engagement Chart	Text - <i>The SIOP Model</i> , read chapter 8, "Lesson Delivery" and view video clips. Evaluate your instructional pacing and student engagement for a week. Arrange to have a colleague complete a student engagement observation during one of your lessons. Summarize and file the findings in your portfolio along with the engagement chart and comments from your colleague.	3-9	
35	Text - <i>How to Teach..</i>	Text- <i>How to Teach Students Who Don't Look Like You</i> , read chapter 9 "What We Know about the Achievement Gap?" Plan a lesson that acquaints your students with universities and careers. File your lesson with the reflection in your portfolio.	2-7	
36	Text - <i>How to Teach..</i>	Text - <i>How to Teach Students Who Don't Look Like You</i> , read chapter 10 "Cultivating Relationships with Diverse Learners". Develop a system to acknowledge/greet your students each day. Implement the system for three weeks then write a reflection on what you did and the difference it made on you and your students. File it in your portfolio.	2-8	
37		After listening to the Panel, select an identified issue applicable to your class and implement the solution during the next month. Describe the results in a report and share it with your group in the next session.	5-1	
38	Project: Case Study	Establish an effective relationship with an ELL student and their family to improve academic success by inviting them to participate in class, visiting their home or calling them. Write an anecdotal report and put it in your portfolio.	5-2	

## DESL Daily Schedule

**Session Six: 8:00 – 4:00**

**March 12, 2019**

7:45 - 8:00	Sign In	
8:00 - 11:20	Family & Community Involvement	Promise Larsen
11:25 - 12:00	Application of Research & Strategies	Mickie Pace Connie Ziegler
12:00 - 12:40	Lunch	
12:40 - 2:50	Application of Research & Strategies	Mickie Pace Connie Ziegler
2:55 - 3:55	Culturally Responsive Teaching	Dr. Bernardo Villar
3:55 - 4:00	Wrap – Up	Dr. Bernardo Villar

### Session Six Assignments

Assign #	Resources	Assignments for Portfolio	File #	Check
39	Article DESL-D	Read <i>Family and Community Involvement: Reaching Out to Diverse Populations</i> . Complete the Strategy Sheet.	5-3	
40	DESL-D	Fill out the rubric in Joyce Epstein’s <i>Measure of School, Family and Community Partnerships</i> . See DESL-D.	5-4	
41	Parent Involvement Plan	Read Joyce Epstein’s article on the Six Parenting types. Write a Parent Involvement Plan that incorporates all six types.	5-5	
42	Text -The SIOP Model	Complete the SIOP Matrix on Making Content Comprehensible and demonstrate your understanding on a formative assessment. File in your portfolio.	3-10	
43	Text – <i>How to Teach..</i>	Text - <i>How to Teach Students Who Don’t Look Like You</i> , read chapter 18 “A Call to Action”. Identify three strategies you plan to integrate for yourself and how you will accomplish it. File in your portfolio.	2-9	

## DESL Daily Schedule

### **Session Seven: 4:00 – 6:00 CELEBRATION!**

**May 1, 2019**

4:00 - 4:15 Welcome/Review

Dr. Bernardo Villar

4:15 - 4:30 Certificate of Completion

Advisors

4:30 - 6:00 Dinner

Participants

# DESL Exit Interview

Teacher Name: \_\_\_\_\_

Date \_\_\_\_\_

Team Members

Role

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Completed Portfolio

**Yes**

**No**

### Standard 1

Theories of Language Acquisition (2.0 credits)

Instructional Strategies & Language Acquisition (2.0 credits)

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\_\_\_\_\_

### Standard 2

REACH (1.0 credit)

Culturally Responsive Teaching (1.5 credits)

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### Standard 3

Curriculum & Materials for ESL Instruction (3.0 credits)

Curriculum & Materials: Instructional Practice for ESL (.5 credits)

Application of Research & Strategies (3.0 credits)

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### Standard 4

Assessment for Linguistically Diverse Populations (3.0 credits)

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### Standard 5

Family & Community Involvement in the Education of ELL's (1.0 credit)

Empowering Diverse Families (1.0 credit)

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## DESL Exit Essential Questions:

- How has the Endorsement Program impacted my instruction for ELL and/or struggling students? Use portfolio as evidence.
- How has my participation in the Endorsement Program benefited one or more students?
- I will continue to be an effective ESL instructor by .....

**Standard 1: Language and Linguistics**  
**Theories of Language Acquisition**  
**Instruction Strategies and Language Acquisition**

Assign #	Given	Resources	Assignments for Portfolio	File #	Unit #	Done
1	1	DESL-D ELL Identification	Who are our ELL's? Identify ELL's in your class. What do you know about their past school performance? How did they score on WIDA ACCESS, WIDA screener, CRT and SAGE? See details on DESL-D.	1-1	2	
2	1	Text - <i>The SIOP Model</i>	Text – <i>The SIOP Model</i> , read chapter 4 “Comprehensible Input”, view the SIOP video clip. Implement one strategy/technique from the chapter in your class. Present that strategy/technique to your study group on day two.	1-2	4	
8	2	Text - <i>The SIOP Model</i> Appendix A & B	Text – <i>The SIOP Model</i> , review chapter 2 “Lesson Preparation” and view the video clips. Develop and teach a SIOP lesson for your advisor to observe using the SIOP Observation Protocol. File lesson, observation form and notes in your portfolio.	1-3	6	
9	2	DESL-D Article CAL DIGEST	Read “Integrated Content & Language Instruction” by Ari Sherris and use the 3-2-1 reading strategy to summarize. See DESL-D for article and 3-2-1 strategy.	1-4	2	
17	3	DESL-D Article	Read “Contextual Factors in Second Language Acquisition” by Aida Walqui. Identify and address two contextual factors that impact your students. Write a report and file it in your portfolio.	1-5	2	
18	3	DESL-D Article	Read “What Every Teacher Needs to Know about Language” by Catherine Snow and Lilly Wong Fillmore. Choose one basic concept of written and oral language to focus on for two weeks to promote literacy. Write a page summary on the outcome. See DESL-D.	1-6	6	
6	1 Started in class	DESL-D Checklist	Complete <b><i>Classroom Environment Checklist</i></b> . Set a goal to improve the learning environment of your classroom.	1-7	3	
7	1	Text - <i>The SIOP Model</i>	Text – <i>The SIOP Model</i> , read chapter 6 “Interaction”, view SIOP video clip and implement one of the Lesson Activities. Develop and teach one class building or Teambuilding lesson. File the lesson plan and reflection in your portfolio.	1-8	4	
13	2	Cooperative Learning	Develop and teach at least one cooperative learning lesson. Include lesson plan and reflection in your portfolio.	1-9	2	
14	2	Text- <i>The SIOP Model</i>	Text – <i>The SIOP Model</i> , read chapter 5 “Strategies”, view SIOP video clip. Implement and report on one of the Lesson Activities.	1-10	2	
15	2 Started in class	Article	Read <i>Making Content Mainstream</i> then develop and teach a lesson using one of the strategies. File the lesson plan and reflection in your portfolio.	1-11	2	
32	5 Started in class	DESL-D Article	Read “Learning to Think in English”. Write a summary.	1-12	2	
33	5 Started in class	Mentoring Minds Critical Thinking Wheel	Use Bloom’s Taxonomy to write higher order thinking questions for 1 lesson. (12 questions/2 per each category)	1-13	6	
	All	Advisory	Advisory visits		2	
<b>TOTAL REQUIRED UNITS</b>					<b>45</b>	

## Standard 2: Culturally Relevant Culturally Responsive Teaching

Assign #	Given in	Resources	Assignments for Portfolio	File #	Unit #	Done
4	1 Started in class	Text – <i>How to Teach..</i> DESL-D	Text - <i>How to Teach Students Who Don't Look Like You</i> read chapter 1 “ <i>Our Culture</i> ”. Plan and teach a lesson on one of following: Culture Bag, Identity Triangle or “I am from...” poem. Display the completed pieces. File the lesson plan and examples in your portfolio. See DESL-D.	2-1	4	
5	1	Text – <i>How to Teach..</i>	Text - <i>How to Teach Students Who Don't Look Like You</i> read chapter 2 “ <i>Reflection Questions .....</i> ” and chapter 3 “ <i>Exploring Our ....</i> ”. Answer the questions in chapter 2 and write your cultural history. Put it in your portfolio.	2-2	4	
16	2	Text – <i>How to Teach..</i>	Text - <i>How to Teach Students Who Don't Look Like You</i> read chapter 4 “ <i>What is Race?</i> ”. Teach a lesson that helps your students understand culture. File the lesson plan with the reflection in your portfolio.	2-3	4	
21	3	Text – <i>How to Teach..</i>	Text - <i>How to Teach Students Who Don't Look Like You</i> , read chapter 6 “ <i>What do we need to Know about Culturally Diverse Learners?</i> ” Write a reflection paper and file it in your portfolio.	2-4	2	
22	3	Text – <i>How to Teach..</i>	Text - <i>How to Teach Students Who Don't Look Like You</i> , read chapter 8 “ <i>New Immigrant Learners of the Twenty-First Century</i> ”. Find a current news article that tells about immigrants. Who is coming? What challenges do they face? What support is needed/given? What is the impact? Write a report and file it with the article in your portfolio.	2-5	2	
31	4	Text – <i>How to Teach..</i>	Text - <i>How to Teach Students Who Don't Look Like You</i> , read chapter 12 “ <i>Strategies to Teach and Engage Culturally Diverse Learners and ELs.</i> ” Set three goals from the chapter and describe how you will put that into action. File it in your portfolio.	2-6	2	
35	5	Text – <i>How to Teach..</i>	Text- <i>How to Teach Students Who Don't Look Like You</i> , read chapter 9 “ <i>What We Know about the Achievement Gap?</i> ” Plan a lesson that acquaints your students with universities and careers. File your lesson with the reflection in your portfolio.	2-7	4	
36	5	Text – <i>How to Teach..</i>	Text - <i>How to Teach Students Who Don't Look Like You</i> , read chapter 10 “ <i>Cultivating Relationships with Diverse Learners</i> ”. Develop a system to acknowledge/greet your students each day. Implement the system for three weeks then write a reflection on what you did and the difference it made on you and your students. File it in your portfolio.	2-8	2	
43	6	Text – <i>How to Teach..</i>	Text - <i>How to Teach Students Who Don't Look Like You</i> , read chapter 18 “ <i>A Call to Action</i> ”. Identify three strategies you plan to integrate for yourself and how you will accomplish it. File in your portfolio.	2-9	2	
	All	Advisory	Advisory visits		2	
<b>TOTAL REQUIRED UNITS</b>					<b>28</b>	

### Standard 3: Instruction Curriculum and Materials for ESL Instruction Application of Research and Strategies

Assign #	Given in	Resources	Assignments for Portfolio	File #	Unit #	Done
10	2	WIDA Standards DESL-D Student proficiency	Use WIDA Standards to identify a student's proficiency level in listening, speaking, reading and writing. Adapt instruction using effective ESL strategies to help them improve in one domain. Write a report and share your results during the Poster Session in January. See DESL-D.	3-1	8	
11	2	Text - <i>The SIOP Model</i> DESL-D Objectives	Text – <i>The SIOP Model</i> , read chapter 2 “Lesson Preparation”. Track and reflect on the effectiveness of posting, stating, reviewing both content and language objectives for eight weeks and answer questions. See DESL-D.	3-2	4	
23	3 Started in class	Teachers Edition Student Text	Evaluate the Teachers Edition and student text for ESL elements and support. File the form in your portfolio.	3-3	1	
24	3	DESL-D SIOP Unit Matrix Text - <i>The SIOP Model</i> Appendix B	Use the SIOP Unit Matrix and lesson plan to organize instruction and infuse ELL strategies into two units (5 lessons per unit). Plan, deliver and evaluate each lesson. File the matrix, lessons and reflections in your portfolio. See DESL-D.	3-4	20	
25	3	Text - <i>The SIOP Model</i> Appendix A & B	Demonstrate effective ESL instruction using the SIOP Observational Protocol for two different lessons; your administrator completes one, you complete one.	3-5	4	
28	4 Started in class	Text - <i>The SIOP Model</i> DESL-D	Text – <i>The SIOP Model</i> , read chapter 3 “Building Background” view the SIOP video clip. Develop and deliver a vocabulary lesson from the suggestions listed. Demonstrate explicit instruction in class. File in your portfolio.	3-6	3	
29	4	DESL-D Action Research	Find a research-based article and strategy to address a concern you have identified in your classroom regarding ELL's. Complete detailed assignment on DESL-D. Be prepared to share your results at the last class.	3-7	14	
30	4	Text - <i>The SIOP Model</i>	Text – <i>The SIOP Model</i> , read chapter 7, “Practice & Application”, view SIOP video clip. In a content area, teach a lesson using effective strategies and hands on manipulatives that integrate all four language domains and report on the outcome. Be prepared to demonstrate the manipulative to your study group the last day of class.	3-8	6	
34	5	Text - <i>The SIOP Model</i> DESL-D Engagement Chart	Text – <i>The SIOP Model</i> , read chapter 8, “Lesson Delivery” and view video clips. Evaluate your instructional pacing and student engagement for a week. Arrange to have a colleague complete a student engagement observation during one of your lessons. Summarize and file the findings in your portfolio along with the engagement chart and comments from your colleague.	3-9	8	
42	6	Text - <i>The SIOP Model</i>	Complete the SIOP Matrix on Making Content Comprehensible and demonstrate your understanding on a formative assessment. File in your portfolio.	3-10	2	
	All	Advisory	Advisory visits		2	
<b>TOTAL REQUIRED UNITS</b>					<b>72</b>	

## Standard 4: Assessment

### Assessment for Linguistically Diverse Populations

Assign #	Given in	Resources	Assignments for Portfolio	File #	Unit #	Done
3	1 Started in Class	DESL-D Scenarios	Respond to the ELL Identification and Assessment Process scenarios. See handout or DESL-D.	4-1	2	
12	2 Started in Class	DESL-D Accommodation Plan	Develop an ELL Assessment Accommodations plan for a Level 3 - Developing student based on WIDA-A. See handout or DESL-D.	4-2	3	
19	3	DESL-D Alternative Assessment	Create alternative assessments for two SIOP lessons. One must be from the Standard 3 units and one from a lesson of your choice. Implement and experiment with these assessments in your classroom. Write a reflection for each of the experiments using the guidelines on DESL-D.	4-3	12	
20	3	DESL-D Assessment Portfolio	Develop an assessment portfolio and use it in your classroom. Read the article on Portfolio Assessment to help you get started. Draw up an outline, write a reflection, and show your advisor evidence of your assessment portfolio. Article and assignment guidelines are on DESL-D.	4-4	10	
26	4	Text - <i>The SIOP Model</i> DESL-D Guidelines	Text – <i>The SIOP Model</i> , read chapter 9 “Review and Assessment” and view the video clip. Apply one of the strategies from Review of Key Vocabulary and one from Review of Key Concepts in your classroom. Write a reflection on the outcome of each. See DESL-D for guidelines.	4-5	4	
27	4 Started in Class	Class	Based on information presented in class complete the assignment given.	4-6	1	
	All	Advisory	Advisory Visits		2	
<b>TOTAL REQUIRED UNITS</b>					<b>34</b>	



**Standard 5: Family and Community  
Empowering Diverse Families  
Family and Community Involvement in the Education of ELL's**

Assign #	Given in	Resources	Assignments for Portfolio	File #	Unit #	Done	
37	5		After listening to the Panel, select an identified issue applicable to your class and implement the solution during the next month. Describe the results in a report and share it with your group in the next session.	5-1	3		
38	5	Project: Case Study	Establish an effective relationship with an ELL student and their family to improve academic success by inviting them to participate in class, visiting their home or calling them. Write an anecdotal report and put it in your portfolio.	5-2	10		
39	6	Article DESL-D	Read <i>Family and Community Involvement: Reaching Out to Diverse Populations</i> . Complete the Strategy Sheet.	5-3	2		
40	6	DESL-D	Fill out the rubric in Joyce Epstein's <i>Measure of School, Family and Community Partnerships</i> . See DESL-D.	5-4	2		
41	6 Started in Class	Parent Involvement Plan	Read Joyce Epstein's article on the Six Parenting types. Write a Parent Involvement Plan that incorporates all six types.	5-5	4		
	All	Advisory	Advisory visits		2		
<b>TOTAL REQUIRED UNITS</b>						<b>23</b>	