



Jordan School District Competency Based Program Proposal

Purpose: To support and train educators as they work with our Multilingual Students. We will be providing strategies and instruction that is meaningful, personal, and purposeful so that all students have equal access to educational opportunities and reach their academic goals.

Outcomes:

1. Demonstrated competency through an individual’s evidence-based electronic **portfolio** based on the K-12 Competency rubric of the TESOL Standards with teacher **self-assessment and goal setting** for professional growth.
2. Evidence for the selected goal(s) within each domain including student data, lessons examples, units of study or other artifacts:
 - a. Language Acquisition
 - b. Culture
 - c. Instruction
 - d. Assessment
 - e. Professionalism through parent and family engagement
3. Portfolio presentation protocol at LEA with a local panel

Courses:

1. Multicultural Education for a Diverse Society (SUU 5360, TESOL 2, Culture)
2. Understanding Language Acquisition and Cognition (SUU 5310, TESOL 1, Language)
3. Integrating Language Acquisition and Content Instruction (SUU 5340, TESOL 3, Planning, Implementing and Managing Instruction)
4. Assessment for a Diverse Linguistic Population (SUU 5320, TESOL 4, Assessment)
5. Family and Parent Involvement in Education (SUU 5350, TESOL 5, Professionalism)

Monthly Outcomes:

August	September	October	November	December	January
Multicultural (TESOL 2)		Lang. Acquisition (TESOL 1)		Family Involvement (TESOL 5)	
<ul style="list-style-type: none"> ● TESOL Goal Setting ● Self Assessment ● Know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that 		<ul style="list-style-type: none"> ● Review the process of second language acquisition, and the theories behind it. ● Understand the impact of language structures and modes (reading, writing, speaking, listening) on 		<ul style="list-style-type: none"> ● Build school partnerships with families of English Learners by understanding the types of family involvement and develop activities to enhance those activities in the school and community. 	

<p>support individual students' learning.</p> <ul style="list-style-type: none"> Know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement. 		<p>acquiring English in the classroom.</p> <ul style="list-style-type: none"> Gain greater understanding of explicitly and intentionally teaching academic language. Understand and be able to utilize the WiDA English Language Proficiency Standards in lesson preparation and learning activity differentiation. 		<ul style="list-style-type: none"> Empower diverse families by promoting community involvement in the education of English Learners by researching and implementing a variety of successful educational practices that reduce barriers to educational access. Develop an understanding of the professional role of the EL teacher by developing multiple activities to foster parenting,
February	March	April	May	Notes
Content Instruction (TESOL 3)		Assessment (TESOL 4)		
<ul style="list-style-type: none"> Differentiate classroom instruction based on the language proficiency level of their English learners. Observe, practice, and demonstrate techniques that are effective for English learners. Develop and integrate scaffolding techniques that will assist English Language Learners to achieve success in reaching goals and objectives in reading, writing, listening, and speaking. Use knowledge gained in this and the previous 4 courses to develop a plan for explicit English language development (ELD) instruction in their classrooms. 		<ul style="list-style-type: none"> TESOL Goal Review Post Self Assessment Understand, identify and utilize various types of authentic assessments. Identify, through data analysis, students' strengths and weaknesses and develop appropriate strategies with modifications and/or accommodations. Differentiate assessments based on the needs of culturally and linguistically diverse students. Understand how Response to Intervention can be used with English learners, including intervention design and progress monitoring tools. Interpret and use the information on the teacher report for the WIDA ACCESS test. 		<p>Weekly- something to read</p> <p>Bi-weekly- discussion board</p> <p>Monthly- face to face meetings/ w participants</p> <p>Monthly- instructor office hours for individual meetings</p>

Coaching and Learning:

Participants will complete a self-assessment on how their learning will impact student achievement. The self-assessment will guide the direction of coaching cycles completed by participants.

Within the school year participants will participate in a minimum of two coaching cycles with their local instructional coach. Participants who are Instructional coaches or administrators will complete coaching cycles with a peer or supervisor. All coaching activities will be completed using the [Jordan School District Coaching Kits](#).

The coaching cycles will be related to the two growth areas that participants identified in their self assessment. The first coaching cycle will be due at the end of the second course. The second coaching cycle will be due at the end of the fourth course.

Coaches will submit a basic survey that describes what was done without giving any details. Participants will submit a paper or video explaining what the coaching cycle was, what they learned, and how they will implement their learning going forward. This will be scored based on a rubric.

Final Product:

Each participant will submit a case study tracking one student across the whole school year. Each course will include at least one case study activity component which will be graded based on a rubric. If the student transfers prior to the end of the school year. Participants will continue the case study activity with a new student. The student must be a multilingual learner with a level 1.0 to 4.2, unless the teacher does not have any students in this category; in that case the teacher should select another ML who does not qualify for services or a monolingual student. Administrators, counselors, and other professionals who do not have classes, will still complete a case study; they are encouraged to select a student they know or work with regularly. At the end of the school year, the district will host an ESL Exhibition and participants will present a poster or digital display about their case study.