



**MTI 577: Advocacy & Policy in TESOL Capstone**

**ONLINE INSTRUCTOR-LED COURSE FOR ANDREWS UNIVERSITY  
ESL/BILINGUAL ENDORSEMENT**

<b>Instructor Information:</b>	
<b>Instructor Name:</b>	<b>Dr. Ariana Leonard</b>
<b>Instructor Email:</b>	<a href="mailto:Ariana9906@gmail.com">Ariana9906@gmail.com</a>
<b>MTI Email:</b>	<a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>
<b>Instructor Background:</b>	<p>Dr. Ariana Leonard has been a school District Director of Language Acquisition for the last 13 years in both the state of Florida and Illinois. As a district administrator, she has overseen EL/Bilingual and World Language programming EC-12, written and managed all federal Title I, Title II and Title III grants, has written standards-based curriculum for EL, bilingual, dual language and world language programs, and has provided professional development on best instructional practices for language learners. She developed and implemented a two-way immersion 80/20 dual language program, which included developing a district-wide lottery and transportation process as well as a district curriculum that provided integrated units of study and authentic resources. She was also one of the first to implement the Illinois State Seal of Biliteracy. Prior to her administrative roles, Dr. Leonard taught middle school Spanish and Intensive Reading for ESOL, taught high school Spanish and Developmental Language Arts for ESOL and taught Bilingual Kindergarten.</p> <p>Dr. Leonard holds a Bachelor’s degree in Political Science from Illinois Wesleyan University, a Bachelor’s degree in Spanish Education from Illinois State University, a Master’s degree in Educational Leadership from Saint Leo University, an Educational Specialist degree with Superintendent endorsement from Northern Illinois University, and a</p>

	<p>Doctorate in Educational Administration and Policy from Northern Illinois University. She is a member of multiple professional organizations that are dedicated to the education and instruction of multilingual learners and partners with several community organizations to ensure that resources are readily available for the multilingual families in the community she serves. She collaborates and consults with other districts to support implementation of EL/Bilingual and World Language programming.</p>
--	---

<b>Course Information</b>
---------------------------

<p><b>Course Format (distance learning, online, webinar, experiential onsite courses):</b></p>	<p><b>Online Course</b>  The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 135 hours of instructional time is devoted to this course .</p> <p>All questions, customer service, grades and transcript questions are to be directed to MTI, <b>NOT ANDREWS UNIVERSITY</b> for this course.</p> <p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then <a href="#">Canvas 101</a>. If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i>.</p>
<p><b>Prerequisites</b></p>	<p>All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.</p>
<p><b>Course Resources</b></p>	<p>Resources provided for this course can be found towards the bottom of this document in the section labeled <b>Course Resources</b>.</p>

<p><b>Learning Outcomes/Competencies:</b>  At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> <li>● Analyze and interpret major national, state, and local education policies and legal frameworks affecting English language learners, identifying implications for classroom practice and equity. InTASC 4, 9</li> <li>● Design and implement an advocacy project or policy proposal that advances equitable access and educational opportunities for multilingual learners, incorporating evidence-based strategies and TESOL professional standards. InTASC 5, 9</li> <li>● Demonstrate the ability to plan, execute, and reflect on advocacy and policy actions through fieldwork experiences across elementary, middle, and high school settings, adapting approaches for diverse student populations and educational contexts. InTASC 2, 7</li> </ul>	
---	--

- Critically evaluate and respond to ethical and cultural considerations in TESOL advocacy, including the role of bias, family engagement, and sociopolitical influences on language education. InTASC 2, 9
- Develop and communicate evidence-based recommendations to a range of stakeholders (e.g., administrators, policymakers, community members) aimed at improving policies and practices for English language learners. InTASC 10

**Course Description:** This capstone experience prepares educators to serve as effective advocates and policy influencers for English language learners (ELLs) across a variety of educational contexts. Through independent research, analysis, and critical reflection, participants explore current laws, policies, and equity issues affecting TESOL, examining their implications for students, families, and school systems. The course emphasizes synthesizing professional standards, research, and practitioner insights to design and implement advocacy initiatives and policy recommendations.

A key component of the course involves fieldwork across elementary, middle, and high school settings, where candidates apply and adapt their advocacy and policy projects in real-world environments. Through observation, implementation, and interaction in these diverse contexts, participants gain practical experience tailoring their approaches to the unique needs of learners at various educational levels. Upon completion, educators will demonstrate proficiency in planning, executing, and evaluating advocacy and policy actions—showcasing readiness to advance educational opportunities and equity for ELLs as accomplished TESOL professionals.

**Learning Strategies:** Professional literature analysis, whole group discussions, personal reflection, application assignments and project-based learning.

**Experiential Learning Opportunities:** Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

### Format of the Course and Submitting Work

You are required to complete all of the assessments with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

<b>Assessments</b>		<b>Approximate contact hours for each assessment</b>
Introduction to using Canvas video and pre-survey		1 hour

Resources and reflection time.		35 hours
Answer and discuss weekly questions posted by the instructor to online classroom at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	10 hours
Reflect on classroom experiences and the required reading, then respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	10 hours
Studying (time to reread and take notes)		4 hours
Application assignment 4 @ 45 points each	180 points	26 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	33 hours
Research on advocacy, cultural and linguistic diversity of students in K-12 educational settings		4 hours
Final evaluation	100 points	12 hours
<b>Total</b>	<b>475 points</b>	<b>135 hours</b>
<p><b>Grading Scale: A (90-100%); B (80-89%)</b>  <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i></p> <p>If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.</p>		

<b>Answer and Discuss Rubric- 5 questions @ 9 points each</b>			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<b>Supporting Evidence in Practice</b> ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

<b>Reflect and Response Rubric- 10 responses @ 9 points each</b>			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)

<b>Supporting Evidence in Practice</b> ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

<b>Application Project Rubric- 2 assignments @ 45 points each</b>			
<b>Category</b>	<b>Superior (15-13 pts)</b>	<b>Sufficient (12-10 pts)</b>	<b>Minimal(9-7pts)</b>
<b>Supporting Evidence in Practice</b> ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ___/10	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

<b>Journal Rubric- 10 journal entries @ 6 points each</b>			
<b>Category</b>	<b>Superior (3 pts)</b>	<b>Sufficient (2 pts)</b>	<b>Minimal (1 pt)</b>
<b>Supporting Evidence in Practice</b> ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Grammar and Spelling</b> ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

<b>Evaluation/Reflection Rubric- 100 points</b>				
<b>Category</b>	<b>Superior (20-17 pts)</b>	<b>Sufficient (16-13 pts)</b>	<b>Minimal(12-9pts)</b>	<b>Below Standard (8 pts)</b>
<b>Supporting Evidence in Practice</b> ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are

				applied to the classroom.
<b>Accuracy</b> ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
<b>Grammar and Spelling</b> ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
<b>Logical Sequencing</b> ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
<b>Reflection</b> ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

## Course Schedule-

### Week 1

- Syllabi/assignment review
- View resource group 1.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday. (General topic: Overview of TESOL advocacy, education policy landscape affecting English learners, key federal and state laws, and ethical considerations)
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

### **Application #1: Fieldwork Focus - Due Sunday end of week #1 (45 points)**

Objective: Observe and document how policies, procedures, and practices impacting English learners (ELLs) are enacted in your chosen school (elementary, middle, or high school).

Steps:

1. Identify a School or Setting:  
Select an elementary, middle, or high school campus (or program site) where English learners are present and supported by staff.
2. Policy and Environment Observation:

- Review publicly available school policies, handbooks, and posted information about serving ELLs.
  - Visit the campus and observe entryways, signage, and access to multilingual resources.
  - Request permission (if necessary) from a principal or ELL coordinator to sit in on a staff meeting, professional development session, or lesson involving ELLs.
  - Take brief notes on observed practices, staff interactions, classroom supports, and student inclusion.
3. Stakeholder Interview (Optional but Recommended):
- Interview (formally or informally) an administrator, ELL teacher, or counselor about policy implementation and school climate for multilingual learners.
  - Ask about strengths, challenges, and current practices.
4. Critical Reflection:
- Reflect on what you observed: How are policies translated into everyday practice? What seemed effective or in need of improvement?
  - Consider each element's impact on ELLs' access, opportunity, and school experience.

By the end of week 1, submit the following in a single document (with each section labeled separately):

- Observation Summary (1–2 pages)
  - Describe the school context and summarize observed practices, policies, staff interactions, and environment.
  - Note at least 2–3 specific examples of policy in action (e.g., visible accommodations, posted resources, instructional strategies).
- Reflection Paragraph
  - Analyze your observations: What do you see as strengths? Areas for growth? How do these align with policy/regulation?
- (Optional) Interview Notes
  - Summarize insights from the stakeholder (if conducted): challenges, successes, and questions raised about current advocacy/policy.

## **Week 2**

- View resource group 2.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday. (General topic: Principles of advocacy, project design and planning, community and family engagement strategies)
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

## **Application #2: Fieldwork Focus - Due Sunday end of week #1 (45 points)**

Objective: Investigate a specific need, challenge, or equity issue impacting English learners at your fieldwork site and develop the foundation for an advocacy or policy project.

Steps:

1. Select a Focus Area:
  - Based on week 1 observations, identify a relevant challenge or opportunity related to ELL policy, instruction, resource access, or family engagement at your school/site.
  - Examples: Limited multilingual resources, lack of parent involvement, barriers to assessment accommodations, etc.
2. Gather Information:
  - Collect data or anecdotes illustrating the issue: review documents, survey/interview additional stakeholders (teachers, parents, staff), and note examples or stories.
  - Look for patterns and root causes.
3. Research Best Practices:
  - Review professional literature, standards, or advocacy toolkits related to your focus area.
  - Document effective strategies or models other schools have used to address similar challenges.
4. Draft Initial Project Proposal:
  - Write a brief proposal outlining your advocacy/policy project's focus, rationale, target audience, and desired outcomes.
  - Explain why this issue matters for ELLs and how your project could create positive change.

By the end of week 2, submit the following in a single document (with each section labeled separately):

Fieldwork Documentation:

- Focus Area Description (1 page)
  - Clearly describe the need/challenge you selected and provide evidence from your site (observation details, anecdotal examples, stakeholder input).
- Literature/Best Practices Summary (½–1 page)
  - Summarize key findings from professional literature, standards, or advocacy resources that inform your project.
- Project Proposal Draft (1 page)
  - Outline the proposed advocacy or policy project: title, purpose, rationale, target group, anticipated impact, and possible steps.
- Optional: List additional stakeholders to consult (parents, staff, community partners).

**Week 3**

- View resource group 3.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday. (General topic: Fieldwork application in elementary, middle, and high school settings; strategies to adapt advocacy to diverse student populations and school environments)

- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

### **Application #3: Fieldwork Focus - Due Sunday end of week #3 (45 points)**

Objective: Begin implementing your advocacy or policy project across different school settings (elementary, middle, and/or high school), and adapt your strategies for each unique context.

Steps:

1. Select and Arrange Fieldwork Sites:
  - Choose at least one new school level (different from your week 1 site) for fieldwork implementation—e.g., if you started in elementary, select middle or high school.
  - Coordinate with school staff for brief classroom observations, interviews, or participation in relevant meetings or events.
2. Project Implementation:
  - Carry out at least one phase of your advocacy/policy project in the selected school context (e.g., distribute materials, present recommendations, initiate parent outreach, or share your findings with a teacher or administrator).
  - Gather feedback from students, teachers, or stakeholders as you implement your project.
3. Observation and Contextual Analysis:
  - Observe how your advocacy issue and project approach manifest in the new school setting.
  - Compare similarities and differences in student needs, staff responses, and policy/practice realities between the two schools.
  - Take notes on how school climate, grade level, and resources influence your project's effectiveness and required adaptations.
4. Reflect and Adjust:
  - Document challenges encountered, positive outcomes, and any necessary modifications to your project.
  - Consider what changes are needed to successfully address your advocacy issue in this particular context.

By the end of week 3, submit the following in a single document (with each section labeled separately):

Fieldwork Documentation:

- Implementation Summary (1–2 pages)
  - Describe where and how you implemented your project, including major actions, stakeholder interactions, and any artifacts or materials used.
- Comparative Observation Log
  - Record observations of policy/practice differences and student needs between your week 2 and week 3 school contexts.
- Reflection and Adaptations (1 page)

- Analyze outcomes, challenges, feedback received, and modifications made. Reflect on what influenced successful advocacy and project changes.

#### **Week 4**

- View resource group 4.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday. (General topic: Ethical issues in TESOL advocacy, cultural responsiveness, combating bias and inequity, working with families and communities)
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

#### **Application #4: Fieldwork Focus - Due Sunday end of week #1 (45 points)**

Objective: Engage in fieldwork that explores the cultural, ethical, and sociopolitical factors influencing advocacy for English learners. Reflect on your own practices and the broader school/community context as you adapt and refine your advocacy project.

Steps:

1. Cultural Responsiveness Observation:
  - Observe classrooms, meetings, or events for evidence of culturally responsive teaching and support for multilingual families.
  - Consider practices such as translation services, recognition of home languages, celebration of cultural events, or equity in access to programs.
2. Stakeholder Engagement:
  - Reach out to students, families, or community representatives from diverse backgrounds to discuss their experiences with language support and school advocacy.
  - Ask questions about barriers, strengths, and perceptions related to ELL policies and practices.
3. Ethical and Sociopolitical Reflection:
  - Reflect on how issues such as bias, equity, and family engagement affect your advocacy work and the inclusion of English learners.
  - Analyze the potential impact of your project on different cultural groups and consider ethical dilemmas that may arise.
4. Adapt Project for Cultural/Ethical Alignment:
  - Based on fieldwork and stakeholder feedback, revise your advocacy project or recommendations to address cultural and ethical considerations.
  - Document concrete steps taken to make your project more inclusive and responsive.

By the end of week 4, submit the following in a single document (with each section labeled separately):

Fieldwork Documentation:

- Cultural Responsiveness Observation Log (1 page)
  - Summarize observed practices, events, or policies that support cultural responsiveness and equity for ELLs.

- Stakeholder Input Summary
  - Briefly describe key insights from student, family, or community discussions/interviews (can be anonymized).
- Reflection on Cultural & Ethical Dimensions (1 page)
  - Analyze how cultural, ethical, and sociopolitical factors affect your advocacy work. Consider what personal biases or challenges emerged.
- Project Adaptations Summary
  - List and explain modifications or enhancements made for greater inclusivity, equity, and ethical alignment in your advocacy project.

### **Week 5**

- View resource group 5.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday. (General topic: Strategies for communicating with stakeholders, preparing policy briefs/reports, leadership in TESOL advocacy)
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

### **Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)**

Present findings or recommendations to school/community stakeholder groups (recorded) or present to small groups (assigned by the teacher) and the teacher. (In some cases students may be allowed to simulate the presentation and record it).

#### Assignment and Activities:

1. Preparation of Presentation
  - Review and synthesize data, observations, and insights collected during previous fieldwork weeks.
  - Develop a clear, concise presentation outline targeting school or community stakeholders.
  - Emphasize actionable recommendations grounded in evidence from the fieldwork.
  - Prepare visual aids (slides, charts, handouts) to support key points.
2. Presentation Skills Workshop
  - Conduct a mini-session or provide resources on effective communication strategies for diverse audiences.
  - Cover aspects such as clarity, engagement, handling questions, and cultural sensitivity.
3. Simulation or Actual Presentation
  - Present findings/recommendations to a real stakeholder group (if possible) or simulated audience comprising peers, instructors, or community representatives.
  - Encourage the use of multimedia and interactive elements to engage the audience.

### **Journaling**

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. These are done at your own pace and are to be shared with your instructor at the end of class. You will not need to share them with the other students. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

## **Course Resources**

The following is a list of resources that can help you complete this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

### **Resource Group 1: Foundations of TESOL Advocacy and Policy**

Article: [10 Key Policies and Practices for Teaching English Language Learners](#)

Article: [Education Policy and Our Perception of ELL Performance](#)

Resource: [TESOL International Association](#)

Resource: [U.S. Department of Education: Equal Education Opportunities for English Learners](#)

Resource: [US Department of Justice: Civil Rights Division](#)

### **Resource Group 2: Designing Effective Advocacy Projects**

Article: [A Toolkit for Student-Centered Advocacy](#)

Article: [Parent Toolkit](#)

Resource: [Toolkit of Resources for Engaging Families and the Community as Partners in Education](#)

Article: [Strengthening Partnerships with ELL Families: 15 Strategies for Success](#)

Article: [Communicating with ELL Families: 10 Strategies for Schools](#)

Article: [Getting an Advocacy Campaign Off the Ground](#)

Resource: [Advocacy for ELLs: Event Archive & Resources](#)

Article: [Equity Through Language Access: Best Practices for Collaborating with Interpreters](#)

Video: [The importance of language accessibility -- and how to create it](#)

Article: [How Educators Can Advocate for English Language Learners](#)

## **Resource Group 3: Implementation and Adaptation Across School Contexts**

Article: [TESOLers Making Impact: Global Advocacy Stories](#)

Resource: [Advocacy Resources Across the Globe](#)

Article: [10 Strategies That Support English Language Learners Across All Subjects](#)

Resource: [WIDA English Language Development Standards Framework](#)

Article: [Literacy Instruction for ELLs: Implementation and Advocacy](#)

Resource: [English Learners](#)

Resource: [State Approved Tools: Teacher Evaluation](#) (Michigan)

Resource: [CCSSO English Learners with Disabilities Guide](#)

## **Resource Group 4: Cultural, Ethical, and Sociopolitical Dimensions**

Article: [TESOL International Association \(TESOL\) Code of Conduct](#)

Article: [Culturally Responsive Instruction](#)

Article: [Teacher Leadership and Advocacy for our Culturally and Linguistically Diverse Students](#)

Article: [Equity Access and Excellence in Education for Immigrant Students](#)

Article: [Breaking the Cycle of Failure for Culturally and Linguistically Diverse Learners with Exceptional Needs: Recommendations for Improvement of Teacher Preparation Programs](#)

Article: [Unpacking Implicit Bias in the English Learner Classroom](#)

Article: [Who Do You Call On? Rooting Out Implicit Bias](#)

## **Resource Group 5: Communication and Professional Leadership**

Article: [4 Communication Strategies Every School Leader Should Know](#)

Article: [How can school leaders implement changes that result in inclusive school environments?](#)

Video: [How to effectively communicate with key stakeholders at your school](#)

Resource: [National Education Policy Center](#)

Resource: [How to write a policy brief](#)

Article: [Teaching English in a changing world, TESOL in the age of AI](#)

Article: [Crafting Your Advocacy Message](#)

Article: [Communication in advocacy](#)

Article: [School Leadership Transforming Schools with Linguistically Diverse Student Populations](#)

## End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

**The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.**

### **The InTASC Model Core Teaching Standards (April 2011)**

#### **The Learner and Learning**

##### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

##### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

##### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### **Content Knowledge**

##### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

##### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### **Instructional Practice**

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#### Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#### Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Professional Responsibility**

#### Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#### Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.