



Professional Development Modules and Application Tasks *for Teachers Working with Multilingual Learners*

This online Professional Development (PD) includes 8 self-paced modules (16 hours) and 4 application tasks (14 hours). The online PD is designed for teachers working with learners from diverse linguistic and cultural backgrounds.

Participants successfully completing the PD modules and application tasks may fulfill Literacy and Digital Learning Continuing Education Unit (CEU) requirements. Evidence of participation and implementation is needed in order to obtain CEUs. Participants interested in obtaining CEUs need to consult with their districts for specific requirements.

Overview of PD Modules and Application Tasks

PD Modules and Application Tasks	Estimated Time of Engagement
Module 1 – Introduction and Overview Module 2 – Culturally and Linguistically Responsive Pedagogy	4 hours
Application Task 1 – Instructional Analysis	3 hours
Module 3 – Family and Community Engagement Module 4 – Teacher Collaboration	4 hours
Application Task 2 – Family Engagement Plan	4 hours
Module 5 – Instructional Strategies for Academic Language and Disciplinary Literacy Module 6 – Instructional Technology	4 hours
Application Task 3 – Instructional Technology	3 hours
Module 7 – Dual Language Instructional Approaches Module 8 – Assessment	4 hours
Application Task 4 – Student/Family Case Study	4 hours
Total:	30 hours



Description of PD Modules

Module 1 – Introduction and Overview

This module provides an overview of demographic trends regarding English learners and emergent bilinguals in K-12 settings. An introduction of various program structures currently adopted by schools for English learners and emergent bilinguals is provided. In addition, participants are introduced to the objectives, expectations, and structure of this online professional development workshop.

Module 2 – Culturally and Linguistically Responsive Education

This module provides a summary of literature regarding culturally and linguistically responsive education and its applications in K-12 classroom settings. Guiding principles of such pedagogy in teachers' work with English learners and emergent bilinguals are highlighted. Examples are provided to illustrate culturally and linguistically responsive practices in the K-12 context.

Module 3 – Family and Community Engagement

This module provides a discussion of family and community engagement involving English learners and emergent bilinguals. Culturally and linguistically responsive components of family engagement are introduced. Strategies to enhance family and educator partnerships are explored. Examples are provided to illustrate effective family and community engagement efforts.

Module 4 – Teacher Collaboration

This module provides an overview of teacher collaboration formats including collaborative team meetings, team planning, and co-teaching. Strategies and tools for teacher collaboration involving English learners and emergent bilinguals for both classroom instruction and family and community engagement activities are explored.

Module 5 – Instructional Strategies for Academic Language and Disciplinary Literacy

This module provides an overview of instructional strategies teachers may apply in their work with English learners. Specific strategies are discussed in terms of content and language objective identification, instructional material selection, differentiated instructional activity design, and assessment integration that promote the development of academic language and disciplinary literacy. Resources and tools are introduced to assist teacher planning and instructional delivery.

Module 6 – Instructional Technology

This module provides a discussion of the integration of instructional technology in working with English learners, emergent bilinguals, and their families. Selected instructional technology tools including hardware, free web-based software, and apps are explored. Strategies to use these tools for academic language development and family engagement are discussed.

Module 7 – Dual Language Instructional Approaches

This module provides an introduction of various Dual Language (DL) instructional models in various educational settings. A summary of commonly used DL instructional approaches are discussed. Examples of DL lesson plans are provided.

Module 8 – Assessment

This module provides an overview of assessment involving English learners and emergent bilinguals. Both standardized assessments and classroom assessments are discussed. The design of an assessment framework for learning is introduced with specific considerations of learners' linguistic and cultural backgrounds. Resources and tools are introduced to assist teachers' use of standardized assessment data and development of classroom assessments.



Description of Application Tasks

Application Task 1 – Instructional Analysis

This task invites you to reflect on your instructional practices involving learners from different linguistic and cultural backgrounds. To complete this task, please:

- provide a brief description of your instructional context (e.g., student demographics, instructional models, family engagement opportunities)
- select one lesson or engagement activity that you have led involving learners (students and/or families) from different linguistic and cultural backgrounds
- reflect on ways this lesson or engagement activity may illustrate the key principles of culturally and linguistically responsive practices (including both successful implementations of intended strategies and challenges you may have encountered)
- envision how this lesson or engagement activity may be further improved to enhance the outcomes and impact (you are encouraged to work with peer, mentor, or administrator in your instructional setting to brainstorm ideas not only to enhance practices in your classrooms but also to support the implementations of culturally and linguistically responsive practices)

Please feel free to share any relevant supplementary materials including lesson plans, artifacts, assessment data, etc.

Application Task 2 – Family Engagement Plan

This task invites you to collaborate with other educators in your instructional context to develop or enhance a family engagement plan and carry out family engagement activities. To complete this task, please:

- identify educators in your instructional context who may have had experiences or interest in engaging families from diverse linguistic and cultural backgrounds
- explore the existing family engagement plan, activities, and/or the use of technology in family engagement programming in your instructional setting
- develop or provide feedback on a personal or school level family engagement plan based on the core components of family engagement
- carry out a family engagement activity (e.g., communications with families; engagement of families in school-based activities; efforts to learn from families and communities)
- reflect on the effectiveness and limitations of family engagement efforts

Please be prepared to share your family engagement plan with educators and supervisors in your instructional context and discuss the feasibility of implementation.

Application Task 3 – Technology Applications

This task invites you to apply technology tools and resources in your work with students and families from diverse linguistic and cultural backgrounds. To complete this task, please:

- explore technology tools and resources shared in the online module
- select relevant tools/resources you integrate in your educational practices
- reflect on access considerations, engagement successes and challenges, and the effectiveness of using specific technology tools
- consider revisions that may be needed regarding the integration

Please feel free to share any relevant supplementary materials including lesson plans, artifacts, assessment data, etc.

Application Task 4 – Student/Family Case Study

This task invites you to complete a case study of one selected student or family from diverse linguistic and cultural backgrounds. To complete this task, please:

- identify a student/family you would like to learn more about
- explore available background information, assessment data, and learning experiences regarding the student/family
- design and carry out a plan to collect additional information to uncover their funds of knowledge and community cultural wealth (consider aspects that may not be traditionally documented or recognized in school settings -- e.g., multilingual resources in the community; family connections and aspirations; community support for social navigation; etc.)



Alignment with North Carolina Standards

This PD workshop is designed to align with NC Professional Teaching Standards, literacy requirement as defined in GS 115C-296, and the digital learning competencies.

NC Professional Teaching Standards

1. Teachers demonstrate leadership.
2. Teachers establish a respectful environment for a diverse population of students.
3. Teachers know the content they teach.
4. Teachers facilitate learning for their students.
5. Teachers reflect on their practice.
6. Teachers contribute to the academic success of students.

Literacy renewal credits shall include evidence-based assessment, diagnosis, and intervention strategies for students not demonstrating reading proficiency. Oral language, phonemic and phonological awareness, phonics, vocabulary, fluency, and comprehension shall be addressed in literacy-related activities leading to license renewal for elementary school teachers. (GS 115C-296)

NC Digital Competencies for Classroom Teachers

1. Leadership in digital learning – Teachers will demonstrate leadership in accelerating their integration of digital teaching and learning pedagogies.
2. Digital citizenship – Teachers will model and teach digital citizenship by the ethical, respectful, and safe use of digital tools and resources that support the creation of a positive digital school culture.
3. Digital content and instruction – Teachers will know and use appropriate digital tools and resources for instruction.
4. Data and assessment – Teachers will use technology to make data more accessible, adjust instruction to better meet the needs of diverse learner population and reflect upon their practice through the consistent, effective use of assessment.



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PD Modules and Application Tasks	Professional Teaching Standards	Literacy	Digital Competencies
<i>PD Modules</i>			
Module 1 – Introduction and Overview	2		
Module 2 – Culturally and Linguistically Responsive Pedagogy	2, 3, 4	X	
Module 3 – Family and Community Engagement	1, 2		1, 2
Module 4 – Teacher Collaboration	1, 2, 4		
Module 5 – Instructional Strategies for Academic Language and Disciplinary Literacy	2, 3, 4	X	1, 2, 3
Module 6 – Instructional Technology	4		1, 3
Module 7 – Dual Language Instructional Approaches	2, 3, 4	X	1, 2, 3
Module 8 – Assessment	4	X	4
<i>Application Tasks</i>			
Application Task 1 – Instructional Analysis	3, 4, 5	X	
Application Task 2 – Family Engagement Plan	1, 2, 5		
Application Task 3 – Instructional Technology	4, 5		1, 2, 3, 4
Application Task 4 – Student/Family Case Study	2, 5		4