# Transcript Review Worksheet

**5440-40 Multilingual Learner**

The holder is authorized to provide instruction in English language development to Multilingual Learners (ML) and to support the learning of ML students in all content areas through collaboration with teachers, administrators, and parents. The holder is authorized to teach grades PK-8, 5-12, and PK-12, as specified on the endorsement.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Educator ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

[ ]  **Add Endorsement** [ ]  **Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules)

| **Content** **Topic** | **College/****University** | **Course Name/****Number** |
| --- | --- | --- |
| **Standard 1 Knowledge About Language:** Teachers demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help Multilingual Learners (ML) acquire academic language and literacy skills specific to various content areas. |  |  |
| 1.1 Teachers demonstrate knowledge of English language systems of grammar, (including phonology, morphology and syntax) in different discourse contexts (i.e. pragmatics, and semantics) to promote the development of students’ reading, writing, speaking, and listening skills across content areas. Teachers serve as language models for ML students. |  |  |
| 1.2 Teachers demonstrate knowledge of second language acquisition theory, developmental process of language learning, and common ML learning standards (e.g. WIDA English Language Development (ELD) Standards) to set appropriate expectations for and facilitate language learning. |  |  |
| 1.3 Teachers demonstrate knowledge of language processes (e.g., interlanguage and language progressions) across different developmental levels and diverse cultural groups to facilitate and monitor students’ language learning in English. |  |  |
| 1.4 Teachers apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote intellectual rigor and academic proficiency for ML students across content areas. |  |  |
| **Standard 2 Multilingual Learners in the Sociocultural Context:** Teachers demonstrate and apply knowledge of how dynamic intersectional factors of academic, personal, familial, racial, cultural, gender, sexual identity, social, socioeconomic, and sociopolitical contexts impact the education and language acquisition of Multilingual Learners as supported by research and theories. Teachers investigate the academic and personal characteristics of each student, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices. Teachers recognize the need for diversity and cultural awareness and how educator identity, role, culture, and biases impact the interpretation of ML students’ strengths and needs. |  |  |
| 2.1 Teachers demonstrate knowledge and appreciation of how dynamic intersectional factors impact the education of students and seek resources to better understand and appreciate the inherent heterogeneity within culturally and linguistically diverse groups. |  |  |
| 2.2 Teachers demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for students as well as promote critical awareness of the intersection between language, race, and identity. |  |  |
| 2.3 Teachers devise and implement methods to understand each students’ academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices. Teachers utilize current best practice to support students who have experienced trauma and/or have had limited or interrupted formal education. These instructional and assessment plans build upon the students’ strengths and provide the supports and accommodations needed for students to express their knowledge. |  |  |
| 2.4 Teachers devise and implement methods to learn about personal characteristics of the individual student (e.g., interests, motivations, aspirations, strengths, needs) and their family (e.g., language use; literacy practices; migrant, transnational, undocumented and/or refugee experiences) to develop effective and culturally responsive instructional practices to be implemented throughout the students’ academic day. Teachers also use this knowledge to support and celebrate students’ development of their own unique cultural identity and to ensure families can authentically engage in their students’ education. |  |  |
| 2.5 Teachers identify and describe the impact of their identity, role, cultural understandings, personal biases, critical knowledge of U.S. culture and hidden curriculum bias on their interpretation of the educational strengths and needs of individual students and Multilingual Learners in general. |  |  |
| **Standard 3 Planning and Implementing Instruction:** Teachers plan supportive environments for Multilingual Learners, design and implement standards-based instruction using evidence-based, student-centered, interactive approaches. Teachers make instructional decisions by reflecting on individual student outcomes and adjusting instruction. Teachers demonstrate understanding of the role of collaboration with colleagues and communication with families to support their students’ acquisition of English language and literacies in the content areas. Teachers use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for students. |  |  |
| 3.1 Teachers plan for culturally responsive, linguistically relevant, supportive, and inclusive environments that promote students’ learning. Teachers design scaffolded instruction of language and literacies to support standards and curricular objectives for ML students in the content areas. |  |  |
| 3.2 Teachers instruct students using evidence-based, student-centered, and developmentally appropriate interactive approaches, and ensure equitable access to instructional technology and materials. |  |  |
| 3.3 Teachers balance academic support and rigor by adjusting instructional performance indicators based on critical reflection of students’ learning outcomes in both language and content. Teachers distinguish between indicators of language acquisition and indicators of learning disabilities. |  |  |
| 3.4 Teachers collaborate with other educators, school personnel, community partners, ML students’ and their families to foster an equitable, and inclusive learning environment that supports rigorous learning of language and literacies in the content areas. |  |  |
| 3.5 Teachers use and adapt relevant materials and resources which facilitate a culturally responsive curriculum across content areas; make appropriate accommodations for students who lack equitable access to digital resources; support communication with other educators, school personnel, relevant community partners, interpreters, ML students’ and their families; and foster student learning of language and literacies in the content areas. |  |  |
| **Standard 4 Assessment and Evaluation:** Teachers apply assessment principles to analyze and interpret multiple and varied assessments for Multilingual Learners, including classroom-based, standardized, and language proficiency assessments. Teachers understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Teachers understand the importance of evaluating progress results in an accessible format for other educators as well as in the home language(s) of students and their families. |  |  |
| 4.1 Teachers apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Teachers make informed instructional decisions in collaboration with other school specialists (i.e., reading specialist, special educators), if applicable, that support language learning. |  |  |
| 4.2 Teachers demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Teachers understand how to approach assessments and results with a critical understanding of test-bias towards non-native speakers of English. Teachers determine language and content learning goals based on assessment data and their understanding of individual student abilities. Teachers distinguish between indicators of language acquisition and indicators of learning disabilities. |  |  |
| 4.3 Teachers demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ML students for standardized assessments. |  |  |
| 4.4 Teachers demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification of individual students and are aware of relevant local, state and federal guidelines. Teachers demonstrate knowledge in what makes data accurate, valid and reliable and critically examines student assessment data with this lens. |  |  |
| **Standard 5 Professionalism and Leadership:** Teachers demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of Multilingual Learners, advocating for students and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through collaborative teaching. |  |  |
| 5.1 Teachers demonstrate knowledge of effective collaborative strategies to establish norms and expectations of support with content area teachers, school leadership, multicultural liaisons, and other school staff; to co-design effective Tier I instruction; to serve as a resource for culturally relevant ML instruction; and to advocate for students and their families. |  |  |
| 5.2 Teachers apply knowledge of school, district, and governmental policies and legislation that impact ML students’ educational rights in order to provide adequate resources and advocate for students and their families. |  |  |
| 5.3 Teachers practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of multilingual learning and teaching. |  |  |
| 5.4 Teachers engage in supervised or collaborative teaching to apply and develop their professional practice using self-reflection and feedback from their teaching colleagues and school leadership. |  |  |

A minimum of a practicum, or the equivalent, in Multilingual Learner instruction at the PK/elementary (PK-8) or middle/secondary (5-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or equivalent, in a PK/Elementary School setting and a second practicum, or equivalent, in a separate Middle/ High School setting is required.

Required Testing: Passing Score on the PRAXIS II Content Area Test as determined by VSBPE.