This course supports the assessments for NMA1. The course covers 4 competencies and represents 2 competency units.

**Introduction**

**Overview**
This course covers issues of professionalism for the English Language Learning (ELL) teacher and leader. This includes issues of program development, ethics, engagement in professional organizations, being a resource for other teachers and paraprofessionals, and becoming an advocate for parents and ELL students.

**Getting Started**
Welcome to the Professional Role of the ELL Teacher! This six-week course covers four competencies and represents two competency units. It will introduce you to the major topics within the field of English Language Learning. You will demonstrate your competency of this subject matter by successfully completing three performance assessments. Please review the welcome video and the Statement of Teaching Dispositions below. Good luck in the course!

Watch the following video introduction for this course:

*Note: To download this video, right-click the following link and choose "Save as...": [download video](#).*

**Teaching Dispositions Statement**
Please review the [Statement of Teaching Dispositions](#).

**Preparing for Success**

The information in this section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies in order to gain competency in the indicated areas and prepare yourself to pass the final assessment.

**Learning Resources**
The learning resources listed in this section are required to complete the activities in this course. WGU has provided automatic access through the course.

In the following resources, you may read about No Child Left Behind (NCLB). Please be aware that as of December 2015, President Barack Obama replaced NCLB with the Every Student Succeeds Act (ESSA). This new act reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students. Although not required for this course, you are encouraged to familiarize yourself with the new act. For additional information, please visit the following links from the U.S. Government and the U.S. Department of Education:

- [Webinar recording](#)
- Read the ESEA now referred to as the ESSA
- Fact sheet on ESSA
- Transition Letter

Automatically Enrolled Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

**VitalSource E-Texts**
The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through VitalSource or a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition. The following sites provide instruction on how to create a VitalSource account, use features such as downloading your e-texts for offline use, and purchase a print-on-demand option, if available.*

[VitalSource Navigational Video](#)

[Print-On-Demand Option](#)

**Frontline**
You will access video modules from Frontline at the activity level within this course. The Frontline modules include video lectures, exercises, and interactive elements.

**Enroll in Learning Resources**

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the "Learning Resources" tab, click the "Sections" button, then click the "Enroll Now" button for each resource. VitalSource also offers a Print on Demand option that you can purchase. You may learn more about here: [Print on Demand Option for VitalSource Texts: Help](#)

**Pearson PDToolkit – SIOP**
The Sheltered Instruction Observation Protocol (SIOP®) Model is a scientifically validated framework for improving the academic achievement of English learners through sheltered content instruction. Developed by Dr. Jana Echevarría, Dr. MaryEllen Vogt, and Dr. Deborah Short, the SIOP® Model offers eight components and thirty features.
The PDToolkit was developed with the SIOP® author team and allows you to access a variety of information about the SIOP® Model. These video segments were filmed in classrooms with real teachers and students. They have been edited for brevity so you will not see all SIOP® features in every video. The teachers who agreed to share their SIOP lessons represent a range of teacher implementation from experienced, high implementers to teachers just learning the model. We hope you will find the videos informative and helpful as you implement the SIOP Model in your classroom.

Other Learning Resources

You will use the following learning resources for this course.

WGU Library E-Reserves
This course utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "Accessing WGU Library E-Reserves" page.

The following e-reserve materials will be used in this course:


Pacing Guide
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

Week 1

- Preparing for Success
- Legal Issues and Requirements of ELL

Week 2

- ELL Programs and Conducting Research in the ELL Classroom
- Complete Performance Task 1

Week 3

- Becoming a Resource for Other Teachers
- Complete Performance Task 2

Week 4

- Working with Research Studies and Public Issues in ELL
Week 5

- Professional Growth and Advocacy Work
- Complete Performance Task 3

Week 6

- Final Steps

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

**ELL Calendar**

[Live Events Calendar](#). All times are listed in Mountain Time.

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**Contact a Course Instructor**

As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and are fully committed to your success!

[Course Instructor Contact Information](#)

If your assigned course instructor is not available, we invite you to [click here](#) to schedule with an available course instructor.

**Competencies and Objectives**

This course provides guidance to help you demonstrate the following 4 competencies:

**Competency 620.5.1: English Language Learning Research and History**

The graduate demonstrates knowledge of history, legal decisions, research, and current practice in the field of ELL teaching and applies this knowledge to improve teaching and learning.

**Objectives:**

- Describe the impact on the history of ELL of legal decisions and their subsequent application to the instruction of ELL students.
- Investigate and compare the state and federal requirements for determining a school district's compliance with state and federal guidelines.
- Demonstrate how the ELL teacher can assist schools to design ELL instructional programs that meet and fulfill federal, state, and local guidelines, laws, and policies.

**Competency 620.5.2: Partnerships and Advocacy**

The graduate understands the importance of acting as a professional resource, advocating for
ELL students, and building partnerships with students' families.

Objectives:

- Describe state and high-stakes assessment requirements and the effects these can have on ELL students.
- Describe critical information from public issues that relate to the education of ELL students.

Competency 620.5.3: Professional Development and Collaboration

The graduate collaborates with and is prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ELL students.

Objectives:

- Describe how the new ELL teacher can take advantage of professional growth opportunities and why continued professional development is important.
- Discuss why it is important for the ELL teacher to be an active, contributing member of their professional association(s).
- Create a multimedia project for an ELL teacher to use to collaborate with other school staff about providing a wide range of educational opportunities for ELL students at all proficiencies of English and with diverse special learning needs.
- Explain why and how ELL teachers can develop instructional schedules in collaboration with guidance staff and other teachers to provide access to challenging course work in language and general education/content classrooms.
- Describe how the ELL teacher can teach and plan collaboratively with general education/content teachers.

Competency 620.5.4: Programs and Models

The graduate demonstrates knowledge of design and implementation of ELL programs and models, as well as the regulations affecting them.

Objectives:

- Describe the design of major ELL programs.
- Describe the implementation of major ELL programs.
- Describe the regulations affecting ELL programs.

Legal Issues and Requirements of ELL

In this section you will begin learning about legal processes, court cases, mandates, and policies that affect the field of ELL. The focus will be on the requirements that schools must carry out in order to identify new ELL students and work with them until they become proficient enough to stop receiving services as English language students. This section will examine the kinds of ELL programs that schools use. This includes a look at, bilingual education, and legal issues.
Legal Issues, Laws, and Court Cases Affecting ELLs

Checking Your Mental Model of Legal Issues in ELL

Think about what you may have heard or studied previously about legal processes, mandates, and policies that affect the field of ELL. For example, do you know if undocumented students (illegal aliens) have the same rights as the native-born students?

Make a concept map or matrix that includes each legal issue, what it states, who was involved, how it affects English language teaching and learning, and any other important information. Remember, these are your initial ideas. As you go along in this section's activities, continue to fill out your matrix or map as new information is provided.

Frontline: ELs & the Law

Read & Watch:

- "Module 1: ELs & the Law"
  1. Select "Principals' Corner."
  2. View the video "Hear From the Expert."
  3. Within the "Hear From the Expert" section, open the tab "Read More" and peruse the documents listed there.

Reflect:

- What was the ruling in Lau v. Nichols and why is it important for English learners?
- What is the significance of Castañeda v. Pickard to ELL programs?
- What are the three prongs of Castañeda v. Pickard? What is the fourth component implicit in the ruling, and what does it mean for ELL programs?
- What is the role of the Office of Civil Rights (OCR) in regards to EL students? What are some of their rights under the law?

Important Court Cases and Laws for ELL Education

Remember, Lau v. Nichols and Castañeda v. Pickard are two very important cases that come up on the English Language Learning and Praxis exams. Make sure you are clear on the significance of these rulings.

Read:

For more information on other court cases and laws related to ELL, visit the following web pages.

- "Elementary and Secondary Education Act"
- "Legal Provisions Affecting ELLs" Share your findings with others in the message board.
- "Policy: Linking Language Policy to Practice for English Language Learners"
Reflect:

As you take notes, return to your original concept map or matrix you made in a previous activity and add new information on court cases and rulings. Continue to look up some more information on court cases and laws passed at the federal and state levels.

The Requirements in Your District

If you are already working in a school, contact a representative from your school district to find out what your district and state requirements are regarding ELLs and EL education.

Reflect:

Do these requirements differ in some ways from federal guidelines? If so, how?

For more details on requirements and on how well your district complies with Office for Civil Rights (OCR) requirements, there are a few areas to be aware of related to the federal civil rights laws.

Read:

- "Developing Programs for English Language Learners: Table of Contents"

Note that you can scroll down and find information on "Identification of Potential ELL Students" and "Assessment of ELL Status."

Reflect:

- What happens to ELL students who are not offered services to help them overcome language barriers?
- What is the federal authority that requires districts to address the needs of ELLs?
- What does Title VI of the Civil Rights Act of 1964 require for ELLs?
- What if parents do not want their child enrolled in an ELL program to address the child's English needs?
- How long does a district have to provide special services to ELL students?
- What are the requirements in your state or district for ELL education?

Immigrant Students' Rights

Read:

View the one-page flyer from the National Coalition of Advocates for Students (NCAS):

- "Immigrant Students' Rights to Attend Public School"

You can reproduce this for your school staff or parents of your immigrant students. It is available
in more languages. This alert is to confirm the legal rights of all children who reside in the United States to attend public school, regardless of immigration status.

This summary of the law is a result of the 1982 Supreme Court decision of *Plyler v. Doe*. This flyer gives bullet points of what schools may not do. It states the standing of F-1 student visa students and prohibitions under the FERPA law. Your State Office of Education has an assigned person to give more information about this or to receive reports of incidents of school exclusion or delay. In Utah, for example, the phone number to contact this person is 801-538-7640.

Reflect:

Now that you know more about the legal issues surrounding ELL education, brainstorm a list of questions that a school or school district would need to take into consideration when developing a K–12 ELL program. What kinds of information would a school need to know about its ELL students and their families, about the ELL teachers, and about federal and state laws?

**ELL Programs and Conducting Research in the ELL Classroom**

In this section you will learn about a variety of ELL program and instruction models such as bilingual education, dual language, content-based, and sheltered instruction. You will explore details of these programs in websites and in textbook readings. You will explore the process of identification and placement of students into these ELL programs in your state.

Additionally, you will learn some basics of conducting research in language classrooms.

**Introduction to ELL Programs**

By law, students are to be identified as to whether they will be placed into an ELL program. Your state or district has processes in place regarding what schools do and what you as a teacher will do with ELL students who are placed into the designated programs for your state.

Reflect:

Check Your Knowledge of How Students Are Placed Into ELL Programs

In your notebook, answer the following questions:

- What do you currently know about the regulations regarding placement of students in ELL programs?
- Are all students automatically placed in ELL programs if they are new to this country?
What rights do parents have concerning placement?

You will begin collecting information on ELL program models. Organize this information in a chart in your notebook. Remember to do the following:

- List names of the most common ELL program models.
- Describe their most salient features and how they differ from other program models.
- Use this table to help you complete the first task of the performance assessment.

There are many kinds of models for developing ELL programs—early exit, total immersion, pull-out programs—the list goes on.

Read:

Visit the following web page to explore the many models that exist, such as the heritage language programs:

- Center for Applied Linguistics Resource Center

The Center for Applied Linguistics offers information to compare the models.

**ELL Programs: Heritage Language, Newcomers, Content-Based Immersion, and Bilingual Approaches**

Now that you have begun adding program models to your chart, you can add some additional models and/or additional features of the models you have chosen.

Read:

Read the following section within *An Introduction to Language*.

- "Language and Education" (pp. 463–469) in Chapter 10 ("Language in Society")

Read the following section in *Adding English*.

This chapter discusses bilingual education, ESL programs, heritage, and content-based language instruction.

- Chapter 9 ("Organizing Language Instruction")

For more information, read the following document in the WGU Library E-Reserves:


To access this document, follow these steps:

1. Access the [WGU Library home page](#).
2. Select "E-Reserves" from the left-hand navigation menu.
3. Select "Teacher Education" from the drop-down menu and click "Search."
4. Click on "TE_EnglishLanguageLearning" from the list of options.
5. Click the file name from the list to open a PDF copy.

**Reflect:**

Are you familiar with any of these models personally (as a teacher, or even as an ELL yourself)? Share what you know with others in the course chatter.

**Introduction to Classroom Research**

Your study of classroom research addresses what constitutes teacher research and at considerations for applying second-language acquisition research and ELL theory to current practices in the classroom.

**Learning About Classroom Research**

**Read:**

- "[English Language Learners: A Policy Research Brief Produced by the National Council of Teachers of English](#)" pages 489–498
- [NCTE Position Paper on the Role of English Teachers in Educating English Language Learners (ELLS)](#)
- [Embrace Action Research](#)
- [Action Research in Language Teaching](#)

**Reflect:**

- What is language classroom research?
- What is teacher research?
- What is action research?
- What is an example of an action research project?
- Why is classroom research important—what has been learned from it?
- What are the advantages and disadvantages of language teachers conducting research in their own classrooms?

**Complete:**

Complete the following task in Taskstream:

**NMA1: TheProf.RoleoftheELLTeacher: Task 620.5.1-02-03, 06, 5.4-01-03**

For details about this performance assessment, see the "Assessment" tab in this course.
The point of this task is to help you become more familiar with the legislation surrounding language policy in the United States, and to become more familiar with types of ELL programs. If you have been following the material in this course up to this point, you should be well prepared for task 620.5.1-02-03, 06, 5.4-01-03. The task is called a report, but it can be written much like an essay.

Note that when choosing state laws and cases, you can use laws and cases that pertain to any state. If your state does not have enough information for you to complete this task, then use national requirements or those from another state. Some states use the federal law as a guide, and comply with that. To date, there is no national list or main website available to find the laws and court cases for every state.

Before you submit your task, self-score your submission using the rubric available in TaskStream. Make sure that your work meets the minimum requirements before submitting it.

**Becoming a Resource for Other Teachers**

In this section, you will learn about ways to be a resource for other non-ELL teachers and staff, showing them some strategies to use with their ELL students, such as SDAIE (specially designed academic instruction in English), in their lesson planning and teaching. You will gather tips of all sorts to share so that everyone, including the families of ELL students, may benefit from your expertise in the long run. In particular, this section will focus on ways to improve your school's ELL program and outreach for assisting the families of ELL students. This section gives you instructions for completing the second task of the performance assessment.

**Serving as a Resource for Non-ELL Trained Teachers and Staff**

As an ELL professional, you may discover that some content-area teachers and staff have misunderstandings about what to do with the ELL students in their classrooms or how to adapt their lessons for them. They may not even realize some of their students are ELLs who require certain accommodations. They may not know what to expect of the ELLs during the silent period of language development, for example.

This section's activities and readings will prepare you to take advantage of opportunities to work with other teachers to create instructions for ELL students in all classrooms.

**Reflect:**

In your notebook, brainstorm some initial ideas about the following questions:

- How can an ELL teacher be a resource for mainstream teachers?
- Why might this be important?
- In what ways can the ELL teacher support other teachers and paraprofessionals?
- What can ELL teachers tell them or show them that they are missing in teaching ELLs because they have not had the ELL endorsement training and experiences that ELL teachers have?

**Collecting Ideas on How to Be a Resource**

**Read:**
Visit the following web pages for ideas on resources and tips that you can share with other teachers who are not familiar with ELL pedagogy:

- Supporting ELLs in the Mainstream Classroom: Language Tips
- "Teaching Tips"

Assisting Non-ELL Teachers

Read:

Read the following in *Making Content Comprehensible for English Learners*:

- Chapter 6 ("Interaction")
- Chapter 11 ("Effective Use of the SIOP Protocol")
- Appendix B ("Lesson Plans")

This textbook is full of examples and ideas you can borrow to show content and general education teachers how to work with ELL students. These particular pages with templates are helpful for some of the lesson plan differences between your classes with SDAIE and SIOP strategies and non-ELL teachers' content-area classes.

Using some of the new vocabulary as a starting place in working with the mainstream teachers will help develop a better community of practice. For example, adding vocabulary objectives to the usual content objectives may be new for many teachers, but once they add this to their lesson plans, they will begin to notice a helpful difference.

**Synthesizing Activity: Making Lists of Ideas**

Reflect:

Now that you have looked over some informative web pages, create a list of ways that you have helped or could help other teachers and school staff members meet the needs of ELLs. This can include, for example, ways of helping the content teacher with SDAIE lessons for the students they have.

For example, how could you work with other teachers on the development of instructional schedules (i.e., doing curriculum and lesson planning) so that you could offer ideas to support their content and they could support ELL material? How often could you meet with other teachers? What could you do for special-areas teachers such as the music teacher, physical education coach, social studies teacher, or art teacher?

*Tip: The older CALLA book has specific instructional ideas and charts for each content area. Anna Chamot has a new 2009 version for this also, The CALLA Handbook, ISBN-13: 9780132040341 through Pearson Longman. These guides are easy to follow for mainstream teachers, too.*

What tips or assistance could you share with school counselors, administration, and other staff
that would help them to better meet the needs of ELL students and their families? Complete:

Complete the following task in Taskstream:

- **NMA1 TheProf.RoleoftheELLTeacher: Task 620.5.3-03-05**

For details about this performance assessment, see the "Assessment" tab in this course.

Follow the rubric and use the rubric sections as headings in your multimedia slide presentation. Remember to add a reference list and to cite all of the sources that you use in APA format.

Many parts of this multimedia slide presentation will act as a kind of review for you, and you will notice sections that will relate back to course work. These include the Culture, Language Production Theory and Acquisition, and Planning, Managing, and Implementing Instruction courses of study.

For example, you can recycle some of the material you collected regarding the stages of language development in the Language Production Theory and Acquisition Course. You can also prepare a section about culture shock or adapting classroom routines. For the most part, this task should be a very useful one for you, and this will help you to brush up on the terms and concepts of past courses to prepare for the English Language Learning exam, which is covered in another course.

The one area in this task that confuses people is the term **instructional schedules**. **Instructional schedules** refers to lesson planning. Basically, this area requires you to explain how and when ELL teachers can work with other teachers to create effective instruction for ELL students in all classrooms.

This task aspect also deals with setting up meetings to arrange schedules, IEPs, etc. Here you could create a slide to discuss why and how you will work with other teachers to do this, perhaps by adding ways to collaborate. Such collaboration can include working with another teacher to plan lessons more effectively, team teaching with another teacher, or planning ways to support the content teacher. Thus, you are adding strategies to help all teachers make content accessible.

Add examples of how students can benefit when the ELL teacher and the general mainstream teachers collaborate in planning a student's classes. Consider how students benefit from instructional schedules that let the ELL students participate in both the mainstream and ELL classrooms, perhaps in some similar themes, activities, objectives, etc.

**Public Issues of Concern to ELL Professionals**

Most of your study in this section is on raising your awareness of these issues. This section offers encouragement for you to continue to investigate more about current issues, as well as new ones that will arise as time goes on.
What issues in ELL have you recently read about in the press (for example, "English only" policies, immigration policies, response to intervention, ways to close the achievement gap, etc.)?

**Public Issues Affecting ELL**

Busy teachers may not even be sure where to go to learn more about current issues and debates in education. The websites in this section are listed as a small sample of where to go for current information on trends and issues in ELL education.

**Read:**

Skim the following web pages and look for topics that are most meaningful to you.

- TESOL's page
- Center for Applied Linguistics (CAL)

**Reflect:**

Which issues are most important to you?

Conduct your own search on public issues that interest you and impact you the most. Make a list of those issues. Why are they significant to you?

Re-evaluate your ideas on public issues. Now that you have examined some of the kinds of issues that exist today, look over your original ideas about public issues.

- Have you found new categories of issues?
- Were there issues or policies that surprised you, or that you had not been aware of?
- How might you keep up with the issues that interest you the most?

**Professional Growth and Advocacy Work**

In this section you will review a variety of ways to grow professionally through participating in professional organizations, keeping up-to-date with developments in your field, practicing reflective teaching, avoiding teacher burnout, and taking advantage of professional development opportunities.

As you increase your skills in intercultural communication, you can gain skills as an advocate. Advocating for ELL students can take many forms, and you will learn ways to act as a go-between or mediator and to more effectively assist other teachers in working with ELL students. Advocacy work is an important aspect of being an ELL professional.

**Professional Organizations and Professional Development**

**Reflect:**

This topic is an introspective one, so give yourself some time to reflect on what matters to you and where you are going professionally.

- How are you going to get there?
• Which ways will you seek to grow professionally?
• What will you choose to take advantage of as you go along in your career?

What Do You Do for Professional Development?

You will be asked to write an essay dealing with your professional development. Ask yourself these questions:

• When you think of professional development, what activities or practices come to mind?
• What kinds of professional development activities do you engage in?
• Are you a member of any professional organizations for educators? If so, which ones?
  How do you participate in these organizations?
• Why is professional development important for teachers—both professionally and personally?
• How can professional development help decrease burnout?

Keeping Up to Date as a Professional

Read:

• "Professional Development for Language Teachers"

Are you a member of TESOL? Remember that many of the national organizations also have state-level organizations. For example, TESOL for the state of Florida is known as Sunshine State TESOL. You might find it even more useful to belong to the state-level version of an organization. Regional memberships and travel to the activities and conferences take less time and money. This is a good place to get started.

Remember that some organizations publish both scholarly and practitioner journals. TESOL has TESOL Quarterly, which presents scholarly research, and Essential Teacher, a journal written by teachers for teachers. Have you read articles from either of these sources? Have you ever considered publishing an article in either one?

Read:

Access the following web pages to find TESOL affiliates for your region or state:

• Worldwide Affiliate Directory
• Worldwide Affiliate Directory—U.S. Affiliates
• International Association of Teachers of English as a Foreign Language (IATEFL)
• National Association for Bilingual Education (NABE)
• International Reading Association (IRA)

Reflect:

Which ones appeal the most to you? Can you find others?

Think about the content areas that you teach. For example, if you are a math educator, search for math education organizations. Some of the organizations will also have special interest
groups (SIGs) that deal with ELL issues for that content area.

**Joining TESOL**

Students pay a reasonable, reduced rate to join TESOL. Join thousands of teachers from all over the world. In the membership application process you will be asked to provide a transcript to show you are a full-time graduate student. Your Degree Plan is your transcript. Highlight it, copy and paste it into a word processing document, and attach that document in an e-mail to TESOL as proof. You can review the TESOL membership benefits at the following site:

- "Membership Benefits"

**Doing Your Best as a Professional**

Keep doing your best! There are opportunities all around you for keeping up with developments in your field. If you are in a graduate program for education, then you are already working on your professional development by adding to your knowledge base of teaching and learning practices. The following web page provides more information on the need for professional development for teachers:

Read:

- "Professional Development for Experienced Teachers"

**Long-Term Professional Growth Through Reflective Teaching**

Read:

Read these following articles on reflective practice:

- "Reflective Practice and Professional Development"
- "Reflective Teaching Practice in Adult ESL Settings"
- "Video: Shaping the Way We Teach English: Module 14, Reflective Teaching"
- "Reflective Teaching: Situating Our Stories"
- "Towards Reflective Teaching"

Reflective teaching strategies can assist you with learning from your successes and mistakes. These strategies are useful in helping you digest and integrate what you learn about your teaching practice every day.

Reflect:

- What are the purposes of reflective teaching?
- Why reflect on your teaching practice? Do you ever do this? How do you do this? (e.g. having a conversation with yourself at the end of the day, keeping a journal, discussing with other teachers, etc.) and do these practices help you to improve your teaching? Share your ideas on this in the message board.
- What are some of the issues in your practice that you have questions about (e.g., communication patterns with learners, time management, your reactions to specific
Some strategies for reflective teaching include work—five minute papers, formative teacher assessment surveys, student focus groups, field notes, feedback from peers. How does each of these work? Would you be willing to try any of these? Why or why not? How might you use these strategies?

What is your opinion of the value of multiple perspectives and learner involvement in reflective practice?

Dealing with Teacher Burnout

Teaching is a demanding job, and one that is not always well-supported or well-compensated. Although many teachers derive a great deal of satisfaction from their work, they are often isolated in what they do. Teachers spend time with their students, but not necessarily much time with colleagues—this can present professional challenges.

Reflect:

- In your opinion, what are the signs of burnout?
- How can burnout be avoided?
- If burnout has already developed, how can it be treated?

Share your thoughts regarding these questions with others in the course chatter. Then visit some or all of the following links for more information about decreasing burnout:

Read:

- "Understanding and Preventing Teacher Burnout"
- "Catching Up With Our Bodies: Reflections on Teacher Burnout"
- Compassion Fatigue Awareness Project

Reflect:

Are you suffering from compassion fatigue? This term describes a state of chronic exhaustion that includes burnout symptoms. Many people in helping professions experience compassion fatigue because they tend to direct their caring to others and rarely to themselves.

Being an Advocate for ELL Families and Students

Most of your study on this topic is found in your reflection of previous readings in the ELL endorsement program courses and your personal experiences, along with visits to some websites.

The Why's and What's of Advocacy

Reflect:

Make a graphic organizer in your notebook with the highlights of what you know, think, or believe about ELL advocacy. Add more to it as you reflect and learn more on this topic.
Why might ELL students and their families need an advocate?
What is an advocate?
For what issues would ELL students benefit from having an advocate?

How to Advocate for ELLs and Their Families or Other Teachers

Advocating for ELL students can take place in many forms. As an ELL teacher, you may be called upon to act, or may simply find yourself in a position to act, as a go-between or mediator for ELL students and other teachers, staff, and administration. You may also need to advocate on behalf of ELL families.

Often, ELL families do not understand the expectations of US schools; likewise, content teachers, support staff, and school administrators may not know how to meet the needs of ELLs and their families. In the worst case scenarios, ELL students may face varying degrees of discrimination that may even require that legal action be taken.

You can be an advocate in ways you may not have considered before, as was the case with one TESOL member Debra Hadas. She found herself advocating for having more trained ELL teachers when she stood before her state legislature in 2009.

Read:

- "Advocacy Case Study Debbie Does St. Paul"

Reflect:

How you would respond in situations like this one? Share your thoughts with others in the course chatter.

Learning More about ELL Families

Imagine that you have been asked to help create or improve your school's ELL program. You are tasked with gathering information from ELL families to learn more about their backgrounds and needs. Think of 10 possible questions you could ask that would provide you with information on home language, culture, and specific kinds of resource needs (translation, EL courses for parents, etc.).

Read:

- "Families and Communities"

Here is a partial list of resources that immigrant parents might need when settling into a new community:

- assistance with learning English
- educational assistance or job training
- visa and immigration policy help
- child care
- translation services
- moral and emotional support

Reflect:

Add a few more items to this list and then go online or take out your local phone book to find out where and how parents can find these resources. Create a handout of resources and services that you could give to the parents of your ELL students, or to your adult ELL students.

Additional Sources of Inspiration on How to Assist ELLs and Their Families

Read:

Visit the following web pages for information on how ELL teachers can advocate for their students and students’ families:

- "How to Reach Out to Parents of ELLs"
- What's my role? Advocating ELLs

The web pages in this activity have information on how ELL teachers can advocate for their students and students’ families.

Reflect:

Write a list of two or three ways that you can advocate for or assist ELL families in your school.

Awareness of Nonnative Speakers of English as ELL Teachers

Read:

- "When the Teacher is a Non-Native Speaker"

This chapter examines the differences in teaching behaviors between native and non-native English-speaking teachers. The aim of the chapter is to make both groups of teachers aware of their respective strengths and weaknesses.

As an ELL teacher, whether you are a native or non-native speaker of English, it is important for you to recognize the cultural and linguistic diversity of your students-and of your colleagues. Native and nonnative English-speaking teachers both have valuable insights into teaching and learning.

Reflect:

- When you think of English, which English are you thinking of?
- What are some of the strengths and advantages that nonnative English-speaking teachers bring with them to the classroom?

Share your thoughts with others in the course chatter.
Complete:

Complete the following task in TaskStream:

- **NMA1 TheProf.RoleoftheELLTeacher: Task 620.5.3-01-02**

For details about this performance assessment, see the "Assessment" tab in this course.

**Final Steps**

Congratulations on completing the activities in this course! The content of this course has prepared you to complete the course's assessment. If you have not already been directed to complete the assessment, schedule and complete your assessment now.