

GATEWAYS TO OPPORTUNITY ®

ESL & Bilingual Credential

CONTENT AREA: *OBSERVATION AND ASSESSMENT*

| Competency | Descriptor(s) | Videos | Modules/Webinars | Tip Sheets/ Blog Posts/How Tos | Papers |
|--|--|---------------|---|---|--|
| OA5 Identifies evidence-based instruments and practices for assessing multilingual children with special needs. | <p>Utilizes knowledge of federal and state laws related to the identification of multilingual children.</p> <p>Differentiates and explains evidence-based practices for assessing multilingual children with special needs.</p> <p>Identifies external factors that may impact the accuracy of assessment results (policies, classroom language models, personnel, resources).</p> | | <p><u>University of Wisconsin-Madison School of Education</u> WIDA Module 3 Topic 3 <i>Ensuring Access and Opportunity by examining eligibility.</i> (&) https://uonline.education.wisc.edu/mod/scorm/view.php?id=29661</p> | <p><u>New America:</u> <i>English Learners with Disabilities: Shining a Light on Dual-Identified Students</i> https://www.newamerica.org/education-policy/reports/english-learners-disabilities-shining-light-dual-identified-students/</p> | <p><u>West Ed Brief:</u> <i>Strategies to identify and support English Learners with learning disabilities.</i> Includes links to manuals from multiple states which are not exclusively related to EC. https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL_West_EL_SWD_brief-2020-revised.pdf</p> |
| OA6 Selects and implements ethical, valid, and reliable tools and techniques for assessing multilingual development and learning to inform group and individual planning and instruction according to | <p>Selects developmentally appropriate types of assessment according to considerations about all languages relevant to the child.</p> <p>Evaluates assessment results using ethical, developmentally,</p> | | | <p><u>New America</u> <i>New Study Examines the Impact of Different Language Models on DLLs' Language Development</i> Describes use of CLASS and CASEBA to measure impact of dual language model on child outcomes. https://www.newamerica.org/ed</p> | <p><u>Research paper</u> <i>Examining linguistic interactions of dual language learners using the Language Interaction Snapshot (LISn)</i> (2019) https://www.sciencedirect.com/science/article/pii/S0885200619300195</p> |

(*)Indicates resource that can be used for more than one competency or competency areas.

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| the classroom language model. | <p>linguistically and culturally responsive principles.</p> <p>Identifies ways to consistently include culturally and linguistically knowledgeable informants in the multi-disciplinary team.</p> | | | <p>ucation-policy/edcentral/new-study-examines-impact-different-language-models-dlls-language-development/</p> <p><u>Center for Early Care and Education CECER</u> <i>Approaches to assessing the language and literacy skills of young dual language learners: A review of the research</i> https://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/documents/ResBrief%2310.pdf</p> <p><u>Illinois State Board of Education</u> <i>Providing Preschool Services to Culturally and Linguistically Diverse Students with Disabilities</i> <u>In Serving English Language Learners with Disabilities:</u> https://www.isbe.net/Documents/bilingual_manual2002.pdf</p> | |
| OA7 Incorporates family goals regarding children's multilingual development in assessment and individual planning. | <p>Utilizes screening information that reveals children's use all of their linguistic assets.</p> <p>Collects ongoing assessment information in all languages</p> | <p><u>Colorin Colorado</u> Cristina Sanchez-Lopez <i>Under and over identification of ELL's in special education</i></p> | <p><u>University of Wisconsin-Madison School of Education</u> WIDA Module 3 Topic 3</p> | | |

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| | <p>relevant to the child and uses it to adjust instructional supports in accordance with classroom language model. Utilizes language assessment information to inform the planning, instruction and development of IFSP/IEP goals in all languages relevant to the child.</p> | <p>https://www.youtube.com/watch?v=AFxDsAtnxx4</p> <p>Colorin Colorado Alba Ortiz <i>Over-identification: Why ELLs may be referred to special education.</i> https://www.youtube.com/watch?v=fPIMGtcrq38(&t=2s</p> | <p><i>DLL's with disabilities and the family's role in assessment. (*)(&)</i> https://uonline.education.wisc.edu/mod/scorm/view.php?id=29661</p> | | |
| | <p>Assesses the effectiveness and appropriateness of linguistic and culturally responsive strategies designed to meet the individual needs of a child and to facilitate inclusion in learning experiences.</p> | <p>Colorin Colorado Alba Ortiz <i>Under identification: Why ELLs may not get the special education services they need.</i> https://www.youtube.com/watch?v=dYEQtvd4ZLo</p> <p>Colorin Colorado <i>Student scenario for overidentification: Li</i> https://www.youtube.com/watch?v=WTaJu-5PHTk(&)list=PLoU659hwTdDZ-</p> | | | |

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| | | zwuicEyBQ0TV0x7Q-Kfk(&)index=4 | | | |
| OA8 Adapts observation, screening, and assessment strategies for multilingual children for all languages relevant to the child to inform individual planning and instruction. | <p>Uses all languages relevant to the child to understand child's linguistic assets.</p> <p>Advocates for appropriate adaptations in formal and informal assessment contexts.</p> | <p><u>Sobrato Early Academic Language (SEAL)</u> <i>Oral Language Analysis-</i> Demonstrates an approach to formative assessment based upon oral language and how it is used to plan for ELD. 11:33 https://www.youtube.com/watch?v=RklALjntX_Y</p> | | <p><u>Head Start: Early Childhood Learning and Knowledge Center [ECLKC]-</u> <i>Same, Different, and Diverse Understanding Children Who Are Dual Language Learners(DLLs) (*)</i></p> <p>https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/research-same-different-diverse-eng.pdf Also available in Spanish https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/research-same-different-diverse-esp.pdf</p> | |

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