

GATEWAYS TO OPPORTUNITY ®

ESL & Bilingual Credential

CONTENT AREA: *OBSERVATION AND ASSESSMENT*

Competency	Descriptor(s)	Videos	Modules/Webinars	Tip Sheets/ Blog Posts/How Tos	Papers
OA1 Outlines the importance of collecting of observational data related to language use.	<p>Identifies methods to collect language use data by writing anecdotes or using technology-based formats.</p> <p>Identifies cultural and linguistic factors that impact assessment results. (#)</p>			<p>NAEYC <i>Position Statement for Screening and Assessment of Young English-Language Learners</i> https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ELL_Supplement_Shorter_Version.pdf</p> <p>New America-Blogpost Dual Language Learners Reader Post (#)6: <i>Tests for DLL/ELLs</i> - https://www.newamerica.org/education-policy/edcentral/dllreader6/</p> <p>New America Blog Post <i>Assessing the Kindergarten Readiness of Dual Language Learners</i></p>	<p>Chalkbeat <i>Assessing English Learners in Kindergarten</i></p> <p>https://chicago.chalkbeat.org/2019/7/9/21108516/how-to-get-more-english-learners-prepared-to-enter-kindergarten-illinois-wrestles-with-answer</p>

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

(#) Indicates new descriptor, not found in prior versions of the Gateways Bilingual/ESL Competencies or an edition to an existing descriptor.

(&)This resource is currently free to Illinois residents, but requires that users register on the UOnline University of Wisconsin-Madison Website.

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				https://www.newamerica.org/education-policy/edcentral/dll-data-gaps-4/	
OA2 Describes legal and ethical practices for identifying multilingual children and children with special needs.	Identifies similarities and differences in assessment practices for multilingual children and those with suspected disability.		<p><u>Early Childhood Learning and Knowledge Center</u> <i>Disabilities Dialogue</i> Three different webinars that discuss facts about and ways to support children with disabilities who are also dual language learners (DLLs). Listen as presenters share high-quality screening practices to determine if a child who is a DLL needs further evaluation.</p> <p>1. <i>Supporting children with disabilities that are also dual language learners</i> (1:08)</p> <p>Discover myths and facts about and ways to support children with disabilities who are also dual language learners (DLLs). Listen as presenters share high-quality screening practices to determine if a child who is a DLL needs further evaluation. Explore teaching practices for promoting</p>		<p><u>New America:</u> <i>Dual Language Learner Data Gaps and recommendations for policy change</i> https://www.newamerica.org/education-policy/reports/dual-language-learner-data-gaps/</p>

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			<p>engagement once a child has been identified as having a disability. https://view.vzaar.com/5154134/player?apiOn=true(&)GAOn=true</p> <p>2. <i>Effective instruction: Ongoing Assessment</i> Learn how to plan for and use ongoing child assessment to provide quality teaching and learning for children with disabilities. Walk through the process of understanding the annual Individualized Education Program (IEP). Disabilities coordinators and staff will learn how to use data to determine teaching effectiveness. (55:36) https://view.vzaar.com/5154151/player?apiOn=true(&)GAOn=true</p> <p>3. <i>Effective Instruction: Embedding IEP Goals</i> In this webinar, listen as presenters talk about</p>		

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			<p>embedding instruction. Find out how to incorporate children’s specific Individualized Education Program (IEP) goals into daily instruction without taking more time and resources.</p> <p>https://eclkc.ohs.acf.hhs.gov/video/effective-instruction-embedding-iep-goals</p> <p>All three webinars are also available at:</p> <p>https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/disabilities-dialogue</p>		

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