Teaching English Learners Certification Program

An On-the-Job, Cost-Effective EL Certification Program

BloomBoard's EL Program is a flexible, portfolio-based professional learning program designed for educators to become proficient in teaching English learners and to earn their EL certification. Participants must complete the six courses (18 credit hours) listed below, made up of 18 skill-based units. This learn-by-doing program is designed for current teachers with regular access to students.

Courses

- Foundations of Supporting English Learners
- Applied Linguistics for Teaching English Learners
- Effective Practices for Teaching EL: Assessment
- Effective Practices for Teaching EL: Discourse
- Effective Practices for Teaching EL: Targeted Instruction
- Professionalism in a Culturally and Linguistically Diverse Environment

TOTAL CREDIT HOURS = 18

Our Unique Learning Model

- On the job application
- Portfolio-based assessment
- Communities of practice
- Personalized supports

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Course Title:

EL I: Foundations of Supporting English Learners

This course focuses on the foundational laws, policies, and practices that allow teachers to begin to positively impact English Learners in their classes and schools. Educators research the characteristics of and diversity within the English Learner population and communicate information about cultural and linguistic diversity in their school contexts to colleagues. Educators then communicate foundational laws and policies to colleagues and develop resources for families of English Learners to better understand these policies. Finally, educators reflect on the impact of identity and biases on teaching and develop an understanding of the lived experiences of students and families to deliver culturally responsive instruction.

Exploring Cultural and Linguistic Diversity in Schools

Participants research the characteristics of and diversity within the English Learner population and communicate information about cultural and linguistic diversity in their school contexts to colleagues.

Communicating Policies and Laws Regarding English Learners to Stakeholders

Participants communicate foundational laws and policies to colleagues and develop resources for families of English Learners to better understand these policies.

Delivering Culturally Responsive Instruction to English Learners

Participants reflect on the impact of identity and biases on teaching and develop an understanding of the lived experiences of students and families to deliver culturally responsive instruction.

Course Title:

EL II: Applied Linguistics for Teaching English Learners

This course provides a theoretical and practical knowledge base in linguistics for teachers of English Learners, including linguistic analysis, theories of second language acquisition, assessment of English language proficiency, and support of academic language. Educators identify the linguistic features of Standard American English, analyze how similarities and differences between English and home languages impact students' English language development, and use this knowledge to build students' metalinguistic awareness. Next, educators develop linguistic awareness and apply theories of second language acquisition to support accurate observation of language skills,analyzing student language samples to identify English Language Proficiency (ELP) levels. Educators then determine content and academic language objectives for learning, explicitly teaching academic language and affording students regular opportunities to apply academic language and receive feedback on the use of language.

⬡ **Incorporating Linguistic Analysis into Teaching English**

Participants identify the linguistic features of Standard American English. Participants then analyze how similarities and differences between English and home languages impact students' English language development in order to plan to build students' metalinguistic awareness.

⬡ **Recognizing the Stages of Second Language Acquisition**

Participants develop linguistic awareness that supports accurate observation of language skills to apply theories of second language acquisition and the trajectory of second language development. Participants then analyze student language samples to identify English Language Proficiency (ELP) levels and explain what students can do with language.

⬡ **Supporting Academic Language Development**

Participants determine content and academic language objectives for learning. Participants then explicitly teach academic language relevant to content and appropriate to ELP level in order to afford students regular opportunities to apply academic language and receive feedback on the use of language.

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Course Title:

EL III: Effective Practices for Teaching English Learners: Assessment

This course requires educators to deploy best practices for supporting English Learners through assessment and instruction. Educators build understanding of the essential components of effective instruction and assessments for English Learners and audit current classroom practices for these components. Next, educators plan scaffolds appropriate to students' ELP levels that support student mastery of rigorous content and language objectives, adjusting the level of support based on information gathered through formative assessment. Educators then examine equitable assessment practices, identifying the purpose and type of assessments needed to assess learning goals. They then revise assessments and provide accommodations to remove language barriers impeding students from demonstrating content knowledge, reflecting on a series of assessments to adjust assessment strategy.

Elevating Effective Assessment and Instructional Practices for English Learners

Participants audit current classroom practices for the essential components of effective instruction and assessment for English Learners.

Leveraging Formative Assessment and Scaffolding for English Learners

Participants plan scaffolds appropriate to students' ELP levels and implement formative assessment to support student mastery of rigorous content and language objectives.

Implementing Equitable Assessment Practices for English Learners

Participants identify the purpose and type of assessments needed to assess learning goals. Participants then revise assessments and provide accommodations to remove language barriers impeding students from demonstrating content knowledge. Then, participants reflect on a series of assessments to adjust assessment strategy.

Course Title:

EL III: Effective Practices for Teaching English Learners: Discourse

This course requires educators to deploy advanced strategies to support English Learners through student discourse by promoting student interaction and cooperative learning, facilitating inclusive discussions, and leveraging classroom conversation. Educators identify opportunities for interaction within a lesson and strategically group students to support and monitor language and affective needs. Educators then establish an environment that promotes productive and inclusive discussions, with opportunities for varied engagement, and evaluate the effectiveness of discussions against planned outcomes. Educators also use wait time, open-ended prompts, and careful listening to elicit evidence of student understanding and language ability in order to stretch English Learners' language skills through prompting, providing language models, and responding to meaning.

Promoting Student Interaction Through Cooperative Learning

Participants identify opportunities for interaction within a lesson and strategically group students to support and monitor language and affective needs.

Facilitating Classroom Discussions to Support English Learners

Participants establish an environment that promotes productive and inclusive discussions, with opportunities for varied engagement, and evaluate the effectiveness of discussions against planned outcomes.

Leveraging Classroom Conversation to Support English Learners

Participants use wait time, open-ended prompts, and careful listening to elicit evidence of student understanding and language ability. Participants then stretch English Learners' language skills through prompting, providing language models, and responding to meaning.

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Course Title:

EL IV: Effective Practices for Teaching English Learners: Targeted Instruction

This course requires educators to deploy advanced strategies to support English Learners, such as promoting literacy development, evaluating intervention approaches, and researching and implementing appropriate supports for individual students. Educators apply knowledge of the science of reading and develop an understanding of how literacy instruction for English Learners compares to literacy instruction for all students. Educators then plan and implement instruction that supports students in acquiring English literacy skills. Educators then articulate the issues related to intervention for English Learners, evaluate current intervention practices, and make recommendations to improve interventions for English Learners. Educators also research the needs of special populations of English Learners, such as newcomers, students with limited or interrupted formal schooling, and gifted and talented English Learners, and implement appropriate supports for individual students.

Promoting Literacy Development for English Learners

Participants apply knowledge of the science of reading and develop an understanding of how literacy instruction for English Learners compares to literacy instruction for all students. Participants then plan and implement instruction that supports students in acquiring literacy skills in English.

Evaluating Approaches to Intervention for English Learners

Participants articulate the issues related to intervention for English Learners, evaluate current intervention practices, and make recommendations to improve interventions for English Learners.

Supporting Special Populations of English Learners

Participants research the needs of special populations of English Learners and implement appropriate supports for individual students.

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Course Title:

EL V: Professionalism in a Culturally and Linguistically Diverse Environment

This course requires educators to deploy advanced strategies to support English Learners, such as promoting literacy development, evaluating intervention approaches, and researching and implementing appropriate supports for individual students. Educators apply knowledge of the science of reading and develop an understanding of how literacy instruction for English Learners compares to literacy instruction for all students. Educators then plan and implement instruction that supports students in acquiring English literacy skills. Educators then articulate the issues related to intervention for English Learners, evaluate current intervention practices, and make recommendations to improve interventions for English Learners. Educators also research the needs of special populations of English Learners, such as newcomers, students with limited or interrupted formal schooling, and gifted and talented English Learners, and implement appropriate supports for individual students.

- ### Collaborating with Multilingual Families

  Participants gather information about the needs, strengths, and preferences of families, and they use this knowledge to communicate in ways that meet the needs of culturally and linguistically diverse families. Participants also create opportunities for asset-based collaboration with families.

- ### Collaborating with Peers for the Success of English Learners

  Participants identify opportunities to collaborate with colleagues and build relationships to support English Learners.

- ### Advocating for English Learners

  Participants collect and analyze data to determine the needs and strengths of at least one English Learner. They then identify resources and plan proactive strategies to support student needs and leverage strengths. Participants execute an advocacy plan and analyze its effectiveness.