



University of Colorado  
Denver

## School of Education & Human Development

Culturally and Linguistically Diverse Education  
Culminating Experience: Final Reflection

Dear Candidate:

The Culminating Experience for the M.A. in Culturally & Linguistically Diverse Education is a final project that helps you synthesize your learning and speak to your academic and professional development in the Master's program. Your Culminating Experience should let your CLDE faculty readers know who you are, where you have been, how you have developed as an educator of Culturally and Linguistically Diverse learners and where you are aiming to go. Thus, while the Culminating Experience: Final Reflection is a formal academic product, think of it as very personal and "first-person." The Culminating Experience will be completed during the capstone class of the MA program, CLDE 5035 Connecting Multilingual Theories to Practice.

There are three sections to the Culminating Experience:

- I. A 3-5 minute video in which you succinctly express what you have learned in the CLDE program.
- II. A selection of artifacts and reflections that correspond to the TESOL and CDE teacher preparation standards.
- III. Your responses to a short program feedback questionnaire and a copy of your most recent transcript.

### Section I: Three–five minute Video

You will create a 3-5 minute video that explains what you have learned in the CLDE program. This type of video could be useful to you in future job searches and interviews. Choose one of the following prompts to create your video:

Prompt #1: Imagine that you are talking to your colleagues or school administrators, and you must distill your thoughts about how you have developed as a Master Teacher / Educator /Specialist to teach culturally and linguistically diverse students. Consider how your practice has or will change as a result of completing the CLDE program.

Prompt #2: Imagine you are in charge of designing an instructional program for emergent bilingual students in your school. What components would you include? What supports would you ensure? How would you use your Master's expertise in CLDE in your program design?

### Section II: Artifacts and Reflections

You will select a set of artifacts that demonstrates how you have met each of the six domains in the TESOL and Colorado Department of Education teacher preparation standards. For the full set of standards that comprise each domain, please see Appendix A of this document. Brief descriptions of the six domains are listed below.

**\*If you are also a candidate for a Bilingual Specialist Endorsement, you will complete your Culminating Experience in Spanish and/or bilingually, and complete an additional section targeting the CDE standards for bilingual specialists. You can discuss details and format with your CLDE 5035 instructor. Please see Appendix C for details.**

#### Domain 1: Knowledge About Language

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help multilingual learners acquire academic language and literacies specific to various content areas.

#### Domain 2: Literacy for Multilingual Learners

Candidates demonstrate and apply knowledge of language and literacy development for multilingual learners, including the basic elements of literacy and the ability to provide effective instruction that is systematic, comprehensive and effective; Candidates show how to incorporate the contribution of native language to acquisition of English as an additional language; and the distinction between language differences and learning

disabilities.

### Domain 3: Culture, Equity and Diversity (or Multilinguals in the sociocultural context)

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of multilingual students as supported by research and theories. Candidates investigate the academic and personal characteristics of each multilingual student, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their multilingual students. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of multilingual students' strengths and needs.

### Domain 4: Planning and Implementing Instruction

Candidates plan supportive environments for multilingual students, design and implement standards-based instruction using evidence-based, multilingual-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support the acquisition of English language and literacies in the content area as well as to sustain the cultural and linguistic repertoires that students bring to school. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for multilinguals.

### Domain 5: Assessment and Evaluation

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for multilingual learners, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning and sustain home language and cultural practices. Candidates understand the importance of communicating results to other educators, students, and families.

### Domain 6: Professionalism and Leadership

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of multilingual students and families, advocating for multilingual students and their families, engaging in self-assessment and reflection, and pursuing continuous professional development.

You will include at least one artifact for each of the six domains, but it is more likely that you will need to include more than one artifact to address the complexity of each domain. Possible artifacts include, but are not limited to:

- graduate class PBAs/ papers/case studies
- lesson and/or curriculum plans and/or classroom materials
- assessment instruments
- student work that reveals changes in your practice
- presentation handouts
- agendas from meetings you led or initiatives you led at the school/in the community
- letters to parents
- photos of classrooms, bulletin boards, field trips
- articles you have authored
- letters to the editor

Please consider the following points as you select your artifacts:

- Of particular relevance are projects that link theory and practice. The TESOL/CDE standards explicitly state that candidates know, understand and use the major concepts, theories, and research related to the field. Your artifacts should reflect this depth of knowledge and application.
- You may use a single artifact to demonstrate more than one domain, but you need to specify how the artifact illustrates each domain in a unique way. It is more likely that you will include more than one artifact for each particular domain to make your case.

- Artifacts do not need to be exemplary pieces of work. Sometimes our best learning comes from our less-than-perfect work. A paper or project that you developed in the beginning of your program may not adequately reflect your understanding by the end of the program. In the artifact reflection section you can explain why you chose this particular artifact, exemplary or not, to illustrate your understanding of the domain.

In addition to submitting artifacts for each of the six domains, you will also write a reflection that addresses your learning in the program and your development as an educator of multilingual learners. For each of the six domains, you will write a brief reflection that synthesizes several points:

1. Why you selected this/these particular artifact(s).  
Was it an *AHA* moment? A particularly challenging situation? An assignment that stretched you beyond your comfort zone? Something completely new?
2. How the artifact(s) demonstrate(s) your understanding of the TESOL/CDE domains  
What is the explicit connection between the assignment and the domain?
3. How the artifact/learning applies to your future as a teacher.  
How will I apply theory to classroom? Is this a weak/strong area for me? Do I need to devote more time to this area? Do I need to take a leadership role in this area?

### **Section III : Program Feedback / Uploaded Transcript**

We value your feedback. Please respond to the four questions in the Program Feedback section. Your evaluation will be used to improve the program for future graduate students. Finally, upload a UCD transcript (unofficial is fine) to your Culminating Experience. You can download an unofficial transcript through the UCD student portal.

### **Additional Details**

#### *Assessment of the Culminating Experience*

Your instructor for CLDE 5035 Connecting Multilingual Theory to Practice will be the primary assessor for your Culminating Experience. Please see Appendix B for the CLDE Master's Culminating Experience Rubric. An additional CLDE faculty member will be an outside reader for your Culminating Experience and will provide a general comment on your work.

#### *LiveText Information*

All parts of the CLDE Culminating Experience are submitted via LiveText, an online assessment tool. You will receive support on accessing and completing the Culminating Experience during the capstone class of the MA program, CLDE 5035 Connecting Multilingual Theories to Practice.

#### *Appendices*

In the appendix of this document you will find:

- Appendix A: TESOL and CDE Teacher Preparation Standards
- Appendix B: CLDE Master's Culminating Experience Rubric
- Appendix C: Bilingual Education Specialist Endorsement

**Appendix A****TESOL and CDE Teacher Preparation Standards**

*Please note: The six domains synthesize the the TESOL and CDE standards, so the standard numbers (ie. TESOL Standard 2, 8.22 (3)) do not always correspond with the numbering system for the six domains (Domain 1,2,3, etc.).*

<b>Domain 1: Knowledge about Language</b>	
TESOL STANDARD 1: KNOWLEDGE ABOUT LANGUAGE	Colorado Department of Education 8.22 (1) Language acquisition and language development for CLD students
<p>Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help Multilingual Language Learners (MLLs) acquire academic language and literacies specific to various content areas.</p> <p>1a Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for MLLs.</p> <p>1b Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.</p> <p>1c Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor MLLs' language learning in English.</p> <p>1d Candidates apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote MLLs' academic achievement across content areas.</p>	<p>The educator of CLD student populations must be knowledgeable, understand and be able to use the major theories, concepts and research related to language acquisition and language development for CLD students. In support of student learning, the candidate must demonstrate understanding and ability to implement research-based knowledge about:</p> <p>8.22(1)(a) Linguistics that include orthography, phonology, morphology, vocabulary, syntax, semantics, and pragmatics applied to English language development for linguistically and culturally diverse students;</p> <p>8.22(1)(b) Instructional practices that support acquisition of English language as an additional language for CLD students</p> <p>8.22(1)(c) Written and oral discourse that includes intention and functions of speech, genres, and organizational features and patterns; and,</p> <p>8.22(1)(d) Sociolinguistics that include cultural references, register, varieties of dialects and accents, and nonverbal communication.</p>
<b>Domain 2: Literacy for Multilingual Learners</b>	
TESOL	Colorado Department of Education 8.22(2) Literacy development for CLD students
No specific literacy standard	<p>The educator of CLD student populations must be knowledgeable, understand, and be able to apply the major theories, concepts and research related to literacy development for CLD students. In support of student learning, the CLD educator must demonstrate understanding and ability to implement research-based knowledge about:</p> <p>8.22(2)(a) Literacy instruction, including the identification and use of linguistic interdependence, to support development of the four components of language development (listening, speaking, reading, writing and critical thinking) in English for CLD students;</p> <p>8.22(2)(b) The basic elements of literacy and the ability to provide effective instruction that is systematic, comprehensive and effective in support of the English language developmental needs of CLD students;</p> <p>8.22(2)(c) Language and literacy development for CLD students for social and instructional purposes in the school</p>

	<p>setting, with an emphasis on communication of information, ideas, and concepts necessary for academic success, particularly in Language Arts, Mathematics, Science and Social Studies;</p> <p>8.22(2)(d) The contribution of native language to acquisition of English as an additional language; and</p> <p>8.22(2)(e) The distinction between language differences and learning disabilities.</p>
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<b>Domain 3: Culture, Equity and Diversity</b>	
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<p>TESOL STANDARD 2: MLLS IN THE SOCIOCULTURAL CONTEXT</p>	<p>Colorado Department of Education 8. 22 (4) Culture, diversity and equity</p>
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<p>Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of MLLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each MLL, as wMLL as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their MLLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of MLLs’ strengths and needs.</p> <p>2a Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of MLLs.</p> <p>2b Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for MLLs.</p> <p>2c Candidates devise and implement methods to understand each MLL’s academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their MLLs.</p> <p>2d Candidates devise and implement methods to learn about personal characteristics of the individual MLL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.</p> <p>2e Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual MLLs and MLLs in general.</p>	<p>The educator of CLD student populations must be knowledgeable, understand, and be able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations. In support of student learning, the CLD educator must be able to demonstrate knowledge and understanding of:</p> <p>8.22 (4)(a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education and bilingual education.</p> <p>8.22(4)(b) The role of culture in language development and academic success;</p> <p>8.22(4)(c) The relation of cultural identity and heritage language to English language learning and academic success;</p> <p>8.22(4)(d) The contribution of heritage language maintenance to the development of English language literacy; and</p> <p>8.22(4)(e) The relationship of culture to family and community involvement in schools in order to communicate, collaborate, and enhance involvement</p>
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<b>Domain 4: Planning and Implementing Instruction</b>	
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<p>TESOL STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION</p>	<p>Colorado Department of Education 8.22(3) Instruction</p>
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<p>Candidates plan supportive environments for MLLs, design and implement standards-based instruction using evidence-based, MLL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual MLL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their MLLs’ acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for MLLs.</p> <p>3a Candidates plan for culturally and linguistically relevant, supportive environments that promote MLLs’ learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for MLLs’ in the content areas.</p> <p>3b Candidates instruct MLLs using evidence-based, student-centered, developmentally appropriate interactive approaches.</p> <p>3c Candidates adjust instructional decisions after critical reflection on individual MLLs’ learning outcomes in both language and content.</p> <p>3d Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their MLLs’ learning of language and literacies in the content areas.</p> <p>3e Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for MLLs, support communication with other educators, school personnel, and MLLs and to foster student learning of language and literacies in the content areas.</p>	<p>The educator of CLD student populations must understand and implement strategies and select materials to aid in English language and content learning. In support of student learning, the CLD educator must demonstrate understanding and ability to implement research-based knowledge about:</p> <p>8.22(3)(a) The functions of the English language to second language learners to support their development of both social and academic language skills;</p> <p>8.22(3)(b) Effective instructional techniques, methodologies, and strategies to develop English language literacy and to meet the diverse needs of second language learners, including those students with learning disorders;</p> <p>8.22(3)(c) Effective instruction and instructional planning that is systemic, sequential, wMLL-articulated, and delivered in an engaging environment;</p> <p>8.22(3)(d) Selection and utilization of instructional materials and resources that are age, grade level, and language-proficiency appropriate, that are aligned with the curriculum, English language proficiency standards, and English language arts content standards, and that maintain and/or improve student achievement;</p> <p>8.22(3)(e) Maintenance and support of high academic performance standards and expectations for CLD student populations; and,</p> <p>8.22(3)(f) Providing content instructional strategies that integrate the development of English language literacy and content literacy to improve student access to content curricula, particularly in Language Arts, Mathematics, Science and Social Studies.</p>
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<p><b>Domain 5 Assessment and Evaluation</b></p>	
<p>TESOL STANDARD 4: ASSESSMENT AND EVALUATION</p>	<p>Colorado Department of Education 8.22(5) Assessment</p>
<p>Candidates apply assessment principles to analyze and interpret multiple and varied assessments for MLLs, including classroom-based, standardized, and language proficiency assessments.</p> <p>Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, MLLs, and MLLs’ families.</p> <p>4a Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.</p>	<p>The educator of CLD student populations must be knowledgeable, understands, and be able to use progress monitoring in conjunction with formative and summative assessments to support student learning. In support of student learning, the candidate must demonstrate knowledge and ability to:</p> <p>8.22(5)(a) Assist content teachers in the interpretation of summative assessments of content knowledge, including national content assessments and Colorado-approved content assessments, for the purpose of guiding instruction and learning for CLD students;</p> <p>8.22(5)(b) Administer and interpret the results of summative assessments of English language proficiency, including national and Colorado-approved content assessments for the</p>

<p>4b Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.</p> <p>4c Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to MLLs for standardized assessments.</p> <p>4d Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.</p>	<p>purpose of assessing English proficiency and guiding instruction;</p> <p>8.22(5)(c) Develop, administer and interpret the results of formative assessments and progress monitoring of English language proficiency that are appropriate for the language proficiency level of the student for the purpose of guiding instruction; and</p> <p>8.22(5)(d) Demonstrate knowledge and ability to communicate and collaborate with other educators, service providers, and student population family members to identify and assist in the implementation of a comprehensive instructional plan that responds to the socio- economic, academic, and linguistic needs of CLD students.</p>
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<b>Domain 6: Professionalism and leadership</b>		
<p>TESOL STANDARD 5: PROFESSIONALISM AND LEADERSHIP</p>	<p>Colorado Department of Education 8.22 (6) Self-assessment and PD</p>	<p>Bilingual Education Specialist Colorado Department of Education</p>
<p>Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of MLLs, advocating for MLLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.</p> <p>5a Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for MLL instruction, support educators and school staff, and advocate for MLLs.</p> <p>5b Candidates apply knowledge of school, district, and governmental policies and legislation that impact MLLs’ educational rights in order to advocate for MLLs.</p> <p>5c Candidates practice self-assessment and reflection, make adjustments for self- improvement, and plan for continuous professional development in the field of English language learning and teaching.</p>	<p>The culturally and linguistically diverse education educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.</p> <p><i>Note: The official version of the TESOL standards used the term English Language Learners and ELLs. We changed the terminology to Multilingual Learner and MLLs to resist the hegemony of English and to highlight the linguistic and cultural assets that multilingual students bring to our schools. The Colorado Department of Education uses the term Culturally and Linguistically Diverse (CLD).</i></p>	<p>4.23 (2)The culturally and linguistically diverse education bilingual specialist shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.</p>

<b>Appendix B: Rubric for CLDE MA Culminating Experience</b>				
<b>Artifacts and Reflection</b>	<b>No Evidence</b>	<b>Developing</b> Indicates Awareness	<b>Proficient</b> Indicates Integration & Application of Ideas	<b>Exceeds Expectations</b> Indicates Critical Reflection, Innovation & Creativity
<b>Completion of Final Reflection Video</b>		Video addresses and provides some evidence of reflection and synthesis of learning throughout CLDE program.	Video addresses and provides clear evidence of reflection and synthesis of learning throughout CLDE program and application of that learning to schools..	Video addresses and provides clear evidence of reflection and synthesis of learning throughout CLDE program and integration of that learning in classroom practice and the school community in critical and creative ways.
<b>Domain 1: Language</b>		Artifact & reflection address and provide some evidence of candidate's ability to describe and analyze language.	Artifact & reflection address the domain and provide clear evidence of candidate's ability to understand language acquisition and describe language based on sound theory.	Artifact & reflection address the domain and provide clear evidence of candidate's ability to understand language acquisition and describe language based on sound theory and integration of that knowledge in critical & creative ways that benefit CLD students.
<b>Domain 2: Literacy for Multilingual Learners</b>		Artifact & reflection address the domain and provide some evidence of candidate's ability to understand the complexity of literacy for bilinguals and to plan meaningful, effective instruction.	Artifact & reflection address the domain and provide clear evidence of candidate's ability to understand the complexity of literacy for bilinguals and to plan meaningful, effective instruction.	Artifact & reflection address the domain and provide clear evidence of candidate's ability to understand the complexity of literacy for bilinguals and to plan meaningful, effective instruction that intentionally elevates the status of bilingualism and biliteracy.



<p><b>Domain 3: Culture, Equity and Diversity</b></p>		<p>Artifact &amp; reflection address and provide some evidence of candidate's understanding of the nature and role of culture, cultural groups and identity.</p>	<p>Artifact &amp; reflection address the domain and provide clear evidence of candidate's understanding of the nature and role of culture, cultural groups and identity.</p>	<p>Artifact &amp; reflection address the domain and provide clear evidence of candidate's understanding of the nature and role of culture, cultural groups and identity and the integration of culture, equity and diversity in creative ways that benefit CLD students.</p>
<p><b>Domain 4: Planning and Implementing Instruction</b></p>		<p>Artifact &amp; reflection address and provide some evidence of candidate's ability to plan, implement, reflect upon standards-based language and content instruction.</p>	<p>Artifact &amp; reflection address the domain and provide clear evidence of candidate's ability to plan, implement and reflect upon standards-based language and content instruction.</p>	<p>Artifact &amp; reflection address the domain and provide clear evidence of candidate's ability to plan, implement and reflect upon standards-based language and content instruction in critical, innovative and creative ways.</p>
<p><b>Domain 5: Assessment and Evaluation</b></p>		<p>Artifact &amp; reflection address and provide some evidence of candidate's understanding of language and classroom-based assessment and issues of assessment for bilinguals.</p>	<p>Artifact &amp; reflection address the domain and provide clear evidence of candidate's understanding of language and classroom-based assessment and issues of assessment for bilinguals.</p>	<p>Artifact &amp; reflection address the domain and provide clear evidence of candidate's understanding of language and classroom-based assessment and issues of assessment for bilinguals and shows integration of that knowledge in critical and creative ways.</p>
<p><b>Domain 6 Professionalism and Leadership</b></p>		<p>Artifact &amp; reflection address and provide some evidence of candidate's participation in partnerships, advocacy, and leadership on behalf of bilingual learners.</p>	<p>Artifact &amp; reflection address the domain and provide clear evidence of candidate's participation in partnerships, advocacy, and leadership on behalf of bilingual learners.</p>	<p>Artifact &amp; reflection address the domain and provide clear evidence of candidate's participation in regular and ongoing partnerships, advocacy, and leadership on behalf of bilingual learners, their families and the larger community.</p>

**Appendix C: Bilingual Education Specialist Endorsement Standards and Rubric**

Please complete your Culminating Experience in Spanish and/or bilingually.

<p><b>Domain 7: Bilingual Education Specialist</b></p> <p>4.23(1)(b) ability to implement research-based knowledge to effectively deliver literacy and content instruction in a heritage language of a current Colorado student population.</p> <p>4.23(1)(c) research-based knowledge and ability to utilize students’ heritage language to help them transition skills and strategies learned in the heritage language to literacy and content areas in English.</p> <p>4.23(1)(d) demonstrate the research-based knowledge and ability to plan and implement lessons to help students make cross-language connections.</p> <p>4.23(1)(e) a high level of biliteracy and academic language proficiency in English and in one other heritage language used by Colorado students – as determined by the Department -- including, but not limited to, reading, writing, listening, oral communication and critical thinking. (Please include admission criteria and measures to determine language proficiency.)</p> <p>4.23(1)(f) understanding and ability to implement research-based knowledge to discriminate between effective and ineffective bilingual programs in order to develop and deliver effective research-informed structures and programs that support bilingual development.</p> <p>4.23(1)(g) proficiency and ability to teach in a non-English language. (Please include admission criteria and measures to determine language proficiency.)</p> <p>4.23(1)(h) understanding of research-based knowledge of the culture and history of a heritage language community of Colorado students.</p>
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The following Bilingual Education Specialist standard is addressed with Domain 6 Professionalism and Leadership:  
 4.23 (2)The culturally and linguistically diverse education bilingual specialist shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

<b>Artifacts and Reflection</b>	<b>No Evidence</b>	<b>Developing</b> Indicates Awareness	<b>Proficient</b> Indicates Integration & Application of Ideas	<b>Exceeds Expectations</b> Indicates Critical Reflection, Innovation & Creativity
<b>Domain 7: Bilingual Education Specialist</b>		Artifact & reflection address and provide some evidence of candidate’s ability to support bilingual language and identity development and to enact effective bilingual instruction /programming for Spanish English bilingual students.	Artifact & reflection address and provide clear evidence of candidate’s ability to support bilingual language and identity development and to enact effective bilingual instruction /programming for Spanish English bilingual students.	Artifact & reflection address and provide clear evidence of candidate’s ability to support bilingual language and identity development and to enact effective bilingual instruction /programming for Spanish English bilingual students in critical, innovative and creative ways.