For Special Education and Reading/Writing MA Students seeking the endorsement in Culturally and Linguistically Diverse Education (CLDE)

Students who are completing or have completed the Special Education MA or the Reading/Writing MA with the School of Education and Human Development at UCD and who wish to add the CLDE endorsement must A) Complete the required coursework and B) Submit a modified CLDE Culminating Experience Reflection in order to satisfy state endorsement requirements. Please be aware that to receive the added CLDE endorsement all masters and endorsement credits must have been completed within the prior ten years.

A) Special Education students must complete the full CLDE endorsement course plan (24 credits) Reading & Writing students must complete the following additional CLDE courses:
   a. CLDE 5160 History & Law of Bilingual & Immigrant Education
   b. CLDE 5050 Assessment & Advocacy for Multilingual Learners
   c. CLDE 5030 Language Development of Multilingual Learners: Advanced
   d. CLDE 5820 Teaching Multilingual Learners, Advanced OR
      CLDE 5825 Methods of Content Teaching for Bilingual Learners

B) Special Education and Reading/Writing MA Students must complete the modified CLDE Culminating Experience which is described on the following pages.
Dear Candidate:

The intent of this Culminating Experience is to help you synthesize your learning through a final project that speaks to your academic and professional development in the CLDE endorsement program. Your Final Reflection 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.”

There are three sections to the modified 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 which correspond to the five TESOL domains.
III. Your responses to a short program feedback questionnaire and your uploaded most recent transcript.

**Section I: Three–five minute Video**
You will create a 3-5 minute video which 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 five TESOL domains throughout your time in the CLDE program. You will also reflect on your learning in the program and your development as an educator of children and/or adults who are learning English as an additional language.

The artifacts that you include in your reflection demonstrate ways in which you met each of the five TESOL domains (Language, Culture, Instruction, Assessment, Professional Development). You will include at least one artifact for each of the five TESOL domains. Possible artifacts could include, but are not limited to:

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

For each TESOL domain, you will write a brief reflection that addresses three points:

1. Why you selected this 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 demonstrates your understanding of the TESOL domain/standards. What is the explicit connection between the assignment and the domain/standard?

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 a take leadership role in this area?
Please consider the following points as you select your artifacts:

- Of particular relevance are projects that link theory and practice. For Domain 1, Language, and Domain 2, Culture, the TESOL 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 connections between the standard and the artifacts are different for each one. You will likely need to include more than one artifact for a 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 the appendix of this document you will find:

- Appendix A: TESOL Domains and Standards/ Possible Artifacts
- Appendix B: Rubric for Modified CLDE Culminating Experience

**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 reflection. You can download an unofficial transcript through the UCD student portal.

**LiveText Information:**

All parts of the Culminating Experience: Final Reflection are submitted via LiveText, an online assessment tool. For information about LiveText, visit [https://sehd.ucdenver.edu/assessment/](https://sehd.ucdenver.edu/assessment/). Consult the Student Resources drop down menu on the top tool bar. You will receive further instruction on how to access the template for the final reflection at CLDE Culminating Experience workshops, which are held at the beginning of each semester. Formatting notes for Section I & II:

- Please upload your video directly to LiveText. Be sure that the file is formatted as mov, .avi, .mo4, .flv, or .wmv. If your video is too large, you must compress it before uploading. Consult the Student Resources section of [https://sehd.ucdenver.edu/assessment/](https://sehd.ucdenver.edu/assessment/)

- Section II Artifacts & Reflection: Please upload each artifact as an attachment to the TESOL domain text box. DO NOT cut and paste your artifact into the text box. Use the text box to write your reflection paragraph on the artifact. Type your reflection directly into the text box.

If you have questions, please contact:

SEHDHelp@ucdenver.edu

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Appendix A: TESOL Domains and Standards/ Possible Artifacts

Below is a table which shows possible artifacts for each TESOL domain. Do not be limited by this list of suggestions. You may have other artifacts from your teaching or your life that would demonstrate a domain perfectly well. You may use artifacts from district classes, as well as from elective courses outside of CLDE, such as RSEM or EPSY classes.

<table>
<thead>
<tr>
<th>TESOL Domains and Standards</th>
<th>Possible Artifacts</th>
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</table>
| **Domain 1 – Language.** Candidates know, understand and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students’ language and literacy development and content area achievement | • CLDE 5070 PBA Text Analysis Assignments  
• CLDE 5030 PBA Case Study  
• CLDE 5035 PBA Rationale  
• CLDE 5035 Matrix of Theorists  
• Learner profiles from various PBAs |
| 1a. Describing Language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes. | |
| 1b. Language Acquisition and Development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. | |
| **Domain 2 – Culture.** Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students’ cultural identities, language and literacy development, and content-area achievement. | • CLDE 5010 Reading Responses  
• CLDE 5010 Language, literacy and culture biography  
• CLDE 5030 PBA Case Study  
• CLDE 5035 Educational Journey Map  
• CLDE 5160 Class Reading Responses/Discussion Postings  
• Classroom lesson plans/ Curriculum units  
School profiles/analyses |
| 2a. Nature and Role of Culture. Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning. | |
| 2b. Cultural Groups and Identity. Candidates know, understand and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement. | |
### TESOL Domains and Standards

You will upload artifacts for each of the 5 TESOL Domains.

#### Domain 3 – Planning, Implementing and Managing Instruction.
Candidates know, understand and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing, and integrating language skills, and choosing and adapting classroom resources.

3a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand and apply concepts, research, and best practices to plan classroom instruction in a supporting learning environment for ESL students. Candidates serve as effective English-language models, as they plan for multilevel class rooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

3b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

3c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

#### Possible Artifacts
- CLDE 5820 Teach/reflect/respond assignments
- CLDE 5820 Research presentations
- CLDE 5825 PBA Standards Based Thematic Content Area Unit
- CLDE 5035 Lesson video and reflection
- CLDE 5050 Formative Language Assessment Cycle
- CLDE 6912 Inquiry Research Project
- Classroom Lesson plans & instructional units

#### Domain 4 – Assessment.
Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

4a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education.

- CLDE 5050 Standardized assessment critique
- CLDE 5050 Learner profile
- CLDE 5050 Formative Language Assessment Cycle
- CLDE 5070 PBA Text Analysis
- CLDE 5030 PBA Case Study
- CLDE 5030 Reading responses/Discussion posts
## TESOL Domains and Standards

**You will upload artifacts for each of the 5 TESOL Domains.**

<table>
<thead>
<tr>
<th>Testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4b. Language Proficiency Assessment.</strong> Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.</td>
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<tr>
<td><strong>4c. Classroom-Based Assessment for ESL.</strong> Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction</td>
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### Domain 5 – Professionalism

Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

<table>
<thead>
<tr>
<th><strong>5a. ESL Research and History.</strong> Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.</th>
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<tr>
<td><strong>5b. Partnerships and Advocacy.</strong> Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students’ families.</td>
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<tr>
<td><strong>5c. Professional Development and Collaboration.</strong> Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.</td>
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### Possible Artifacts

- Learner Profiles from various PBAs
- Classroom lesson plans/ Curriculum units with assessment section
- Classroom-based assessments
- Classroom or school-based data collection sheets and analysis
- CLDE 5160 PBA: Language Policy Analysis and School Improvement Plan
- CLDE 5160 Reading Responses/ Discussion Postings
- CLDE 5035 Matrix of Theorist
- CLDE 5035 Advocacy Letter
- CLDE 5035 Professional Identity Event
- 6912 PBA Inquiry Research Project
- Letters to parents
- Agendas from meetings
- Articles you have written
- Letters to the editor
- Initiatives you led at your school and/or in the community
<table>
<thead>
<tr>
<th>Artifacts and Reflection</th>
<th>No Evidence</th>
<th>Developing – Indicates Awareness</th>
<th>Proficient – Indicates Integration and Application of Ideas</th>
<th>Exceeds Expectations – Indicates Critical Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Final Reflection Video</td>
<td>Video addresses and provides some evidence of reflection and synthesis of learning throughout CLDE program.</td>
<td>Video addresses and provides clear evidence of reflection and synthesis of learning throughout CLDE program.</td>
<td>Video addresses and provides clear evidence of reflection and synthesis of learning throughout CLDE program and integration of that learning in practice.</td>
<td></td>
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</table>

**Domain 1: Language**

Artifact & reflection address and provide some evidence of candidate’s ability to describe 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 creative ways that benefit CLD students.

**Domain 2: Culture**

Artifact & reflection address and provide some evidence of candidate’s understanding of the nature and role of culture, cultural groups and identity.

Artifact & reflection address the domain and provide clear evidence of candidate’s understanding of the nature and role of culture, cultural groups and identity.

Artifact & reflection address the domain and provide clear evidence of candidate’s understanding of the nature and role of culture, cultural groups and identity and application of that integration in creative ways that benefit CLD students.

**Domain 3: Instruction**

Artifact & reflection address and provide some evidence of candidate’s ability to plan, implement, reflect upon standards-based ESL and content instruction.

Artifact & reflection address the domain and provide clear evidence of candidate’s ability to plan, implement and reflect upon standards-based ESL and content instruction.

Artifact & reflection address the domain and provide clear evidence of candidate’s ability to plan, implement and reflect upon standards-based ESL and content instruction in innovative and creative ways.

**Domain 4: Assessment**

Artifact & reflection address and provide some evidence of candidate’s understanding of language and classroom-based assessment and issues of assessment for bilinguals.

Artifact & reflection address the domain and provide clear evidence of candidate’s understanding of language and classroom-based assessment and issues of assessment for bilinguals.

Artifact & 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 creative ways.

**Domain 5: Professional Development**

Artifact & reflection address and provide some evidence of candidate’s participation in partnerships, advocacy, and leadership on behalf of bilingual learners.

Artifact & reflection address the domain and provide clear evidence of candidate’s participation in partnerships, advocacy, and leadership on behalf of bilingual learners.

Artifact & 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.