ELL Highly Qualified Academy
(Universal Design for Learning)

All teachers are encouraged to pursue board-recognized, highly qualified status as teachers of English Language Learners.

It is the goal of the Curriculum and Instruction Department for every educator to engage in effective professional learning every day to ensure that every student achieves. The Wausau School District is pleased to support your work with ELL students through this career development academy.

The ELL Highly Qualified Teacher Academy is specifically designed to increase your instructional capacity to meet the needs of English language learners (ELLs). The ELL Highly Qualified Teacher Academy provides knowledge and skills in both content and pedagogy related to providing for the needs of English language learners. This academy introduces you to ELL standards, best practices, vocabulary development strategies, engaging cooperative learning techniques, and instructional and classroom management strategies to facilitate teaching content to ELLs. Together, the components of the ELL Highly Qualified Teacher Academy prepare you, as the classroom teacher, to build academic experiences and foundations for each student’s success in the Wausau School District.

What are the steps to become an ELL HQ Teacher?

Times and dates for courses are listed in the Professional Learning Catalog.

WIDA Standards (previous credentialing class 2015-16) (3 Points/Hours - F)

In addition to the CCSS, every teacher is responsible for knowing and teaching to the WIDA English Language Development Standards. In this learning experience you will be introduced to the WIDA Standards, and recognize when and how to accommodate for students with varying levels of English language proficiency.

Differentiation for EL's (3 Points/Hours - Sp)

English language learners need instruction that is differentiated for their diverse proficiency levels. Participants will collaborate on how to customize instruction for ELLs using WIDA tools while taking academic language into consideration.

Building Academic Vocabulary (3 Points/Hours - F)

Building Academic Vocabulary will enable you to design and implement a comprehensive approach to teaching academic vocabulary as an individual classroom teacher. Teaching specific terms in multi-modal and engaging ways is the strongest action a teacher can take to ensure that students have the academic background knowledge necessary to understand the content they will be instructed in.

Cooperative Learning I & II (6 Points/Hours – 1 F/S; II Sp/S)

Through this learning experience, teachers will recognize how students learn with and through each other; how intentional use of cooperative learning groups supports classroom management and climate; and how students will find the variety of roles in cooperative groups to be engaging. Teachers will determine the best group work and cooperative learning. You will recognize the variety of roles students may assume in cooperative work. You will recognize the value of content interdependence. You will understand the role of group and individual accountability, as well as the value of explicitly engaging students in social skills development.

Questioning Strategies I (6 Points/Hours - F)

Teachers’ questioning of students must be intentional in design and application. Questioning must be varied to be appropriate to the needs of each student and each situation. While every teacher uses questions during instruction, few have thought through the nuances of questioning. This learning experience will bridge from what you already know about the questions in the classroom to questioning expectations. Teachers will be introduced to, and apply the skills and strategies needed to preparing the questions that engage students in questioning, prompting students to respond, and reflecting on questioning practices.

Checking for Understanding (3 Points/Hours – F/Sp)

Teachers have the ability to seamlessly differentiate instruction to meet the unique needs of individual students while skillfully using checking for understanding strategies to formatively assess student understanding. Participants in this session will experience fifteen checking for understanding strategies, and will be provided twenty additional strategies they may use to further vary their instruction.

ACCESS for ELLs - Score Reports (2 Points/Hours - Sp)

This learning experience will introduce you to each of the five ACCESS for ELLs Score Reports and their interpretation. Additionally, connections will be made between Score Report data, the WIDA English Language Development Standards Framework, and implications for instructional accommodations.

Capstone Experience (3 Points/Hours)

Prior to the Capstone Experience, each participant in the English Language Learner Highly Qualified Teacher Academy will have progressed through eight learning experiences with as many as eight different learning facilitators. This capstone experience will be a culminating synthesis of the eight courses. The Academy participant may choose any of the learning facilitators to work with through the design and execution of the capstone experience. Some examples of capstone experiences include a series of walkthrough observations of the participant’s classroom, a videotape showing proficiency, or co-teaching future Academy courses and bringing personal classroom experiences into that process.

Ultimately, the design and execution of this experience will ensure evidence, not of the individual proficiencies, but of the synthesis of the proficiencies. At the conclusion of this capstone experience, the evidence will show you to be highly qualified in supporting English language learners.

WSID Board Recognition

Upon the completion of the components within the academy, participants will be recognized by the Wausau School District School Board as an ELL Highly Qualified Teacher. Individuals already ELL certified may be board recognized upon completion of components 1-5. Components may be completed in any order. Once complete, contact the Director of Curriculum and Instruction to obtain a board recognition review form. Component certificates must be submitted with the review form to be eligible for board recognition.
Why is this Academy Important?

This Academy directly supports Educator Effectiveness Components including:

- **DOMAIN 1: PLANNING AND PREPARATION**
  1a - Demonstrating Knowledge of Content and Pedagogy
  1b - Demonstrating Knowledge of Students
  1c - Setting Instructional Outcomes
  1d - Demonstrating Knowledge of Resources
  1e - Designing Coherent Instruction
  1f - Designing Student Assessment

- **DOMAIN 2: THE CLASSROOM ENVIRONMENT**
  2a – Creating an Environment of Respect and Rapport
  2b – Establishing a Culture for Learning

- **DOMAIN 3: INSTRUCTION**
  3a – Communicating with Students
  3b – Using Questioning and Discussion Techniques
  3c – Engaging Students in Learning
  3d – Using Assessment in Instruction
  3e – Demonstrating Flexibility and Responsiveness

- **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**
  4d – Participating in a Professional Community
  4e – Growing and Developing Professionally

Academy Learning Experiences Include:

- WIDA Standards (previously Credentialing Course 2015-16)
- Differentiation for EL's
- ACCESS for ELLs – Score Reports
- Building Academic Vocabulary
- Cooperative Learning I & II
- Questioning Strategies (Parts 1&2)
- Checking for Understanding
- Capstone Experience

(28 POINTS)