

**MOLLOY UNIVERSITY
GRADUATE EDUCATION**

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Asynchronous Online

Summer 2025

(July 7 - 10)

EDU 5900.35 - Learning Mosaic: Embracing Linguistic Diversity (3 Credit)

Catalogue Description

This course explores the intricate relationship between learning differences and linguistic diversity in today's classrooms. Educators will develop expertise in distinguishing between language acquisition needs and learning differences, while building an asset-based approach to student diversity. Through evidence-based frameworks, participants will learn to identify authentic learning trajectories, implement targeted support strategies, and make informed decisions about intervention and collaboration.

Key focus areas include identifying markers of typical second language acquisition versus learning differences, culturally responsive assessment practices, and building effective support systems through collegiate collaboration. Participants will master strategies for differentiated instruction, appropriate accommodations, and preventing misidentification of learning disabilities in multilingual learners. Special attention is given to developing inclusive classroom practices that celebrate students' linguistic and cultural resources while supporting their academic growth.

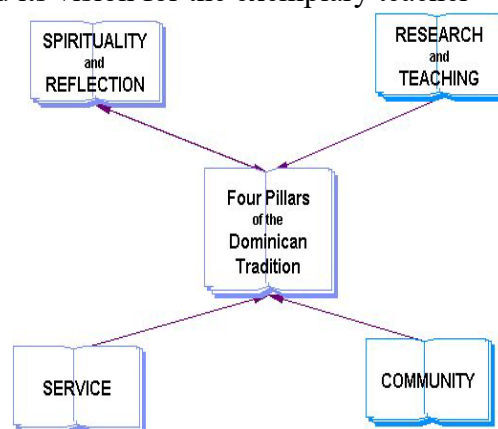
Shared Vision

The Molloy University Teacher Education faculty has derived its vision for the exemplary teacher from the University's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree participants as well as numerous faculty discussions rooted in the department's knowledge base which undergirds the initial and advanced programs' curriculum, pedagogy, and values

The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching.

These values include:

- Belief that all children can learn
- Learner centered and value-centered curriculum and pedagogy
- Ethics and spirituality
- Intellectual curiosity
- Independence and risk taking, while promoting collective identity and responsibility
- Diversity, multiculturalism and pluralism, including divergent thinking
- Passion for teaching
- Commitment to students and their communities
- Civic responsibility through the promotion of social justice and interdependence
- Commitment to democracy



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Course Reading

Supplemental readings and videos to be provided by the instructor in the course.

Course Objectives

Teacher's will:

1. explain and apply theoretical knowledge of language acquisition theories of learning and intellectual development as they pertain to language learning in the K-12 classroom, and use the stages and key factors of language acquisition to support linguistically diverse learners;
2. explain critical concepts related to culture and multilingualism;
3. identify, analyze, and evaluate strategies and methods of teaching ELs/ MLs;
4. develop culturally relevant materials to adapt content area instruction to respond to the multiple language ability levels and special needs of ELs/ MLs;
5. plan, analyze, adapt, and design activities (within the curriculum) for teaching ELs/ MLs to address their needs; and
6. construct a proposal and presentation to provide colleagues with strategies to support linguistically diverse students.

Course Requirements and Evaluation

The following assignments are required:

1. *Online Discussions, Assignments, and Participation (50%)*

Participants will respond to articles/ text excerpts and posted questions by briefly summarizing their learning from each assigned reading and reflect on information and ideas presented. Participants are also expected to comment on the posts of at least 2 other participants. **FAILURE TO RESPOND TO AN ONLINE DISCUSSION OR ASSIGNMENT BY THE SPECIFIED DUE DATE WILL COUNT AS AN ABSENCE.** Work may be submitted late for grading but absence will stand. Due to the nature of the online assignments, please be courteous to your colleagues, they are only able to collaborate after others have posted. All assignments within the modules are expected to be completed by the due date. As an asynchronous online course, assignments and discussions are your class sessions.

2. *Analysis and Adaptation of Texts (25%)*

Create a set of multi-level*, differentiated texts that support your content area instruction. (This should be something you use with your students).

In this project, two texts should be adapted for three levels (Text 1 – adapted for three language levels (entering, emerging, transitioning) and Text 2 – adapted for 3 language levels (entering, emerging, transitioning). What should be included:

- a. Cover page and brief overview of your project
- b. Text 1:
 - Include original text
 - Create a list of tier 2 and tier 3 vocabulary words
 - Differentiate the text for 3 levels and include:
 - One differentiated activity to support language and content development
 - 3 strategies that support students' language acquisition to help them build language in addition to content knowledge.
- c. Text 2:
 - Include original text
 - Create a list of tier 2 and tier 3 vocabulary words
 - Differentiate the text for 3 levels and include:
 - One differentiated activity to support language and content development

- 3 strategies that support students' language acquisition to help them build language in addition to content knowledge.
 - The deadline for submission is **Wednesday July 9, 2025**.
3. *Superintendent's Conference Day Proposal Outline and Presentation (25%)*
 Create a Superintendent's Conference Day proposal outline and presentation with the following information:
- a. The Theme of this conference day is: **Learning Mosaic: Embracing Linguistic Diversity**
 - b. The deadline for submission is **Thursday July 10, 2025**.
 - c. The session will be a presentation for teachers, administrators, classroom staff, and building personnel.
 - d. In your proposal outline, please include:
 - i. Title of your sessions (150-characters maximum) Please follow standard title conventions and capitalize each word (other than 2- and 3-letter pronouns and articles)
 - ii. Abstract (50–75-word limit) This will be included in the conference program
 - iii. The completed presentation you would share with colleagues the day of the Superintendent's conference.
 1. Your presentation should address the following information for the participants. The goal will be to provide turn-key strategies your colleagues are able to use.
 - a. Objectives or purpose of the session
 - b. Perspective(s), research, or theoretical framework (this explains why this is helpful)
 - c. Methods, techniques, or classroom strategies (turn-key ideas)
 - d. Data sources, evidence, objects, or materials (How do we know it works? Why should they try this?)
 - e. Results and/or substantiated conclusions or warrants for arguments/point of view (What have you seen implementing this work?)
 - f. Conclusions and impact on learning in K-12 classrooms

Recommended Resources

Websites

Website Name	URL
Language Magazine	https://www.languagemagazine.com
Educational Leadership	http://www.ascd.org/publications/educational-leadership.aspx
Language Learning	https://onlinelibrary.wiley.com/journal/14679922
Colorin Colorado	http://www.colorincolorado.org/educators/
National Association for Bilingual Education	http://www.nabe.org
National Center for ENL Literacy Education	http://www.cal.org/nclle
National Clearinghouse for Bilingual Education	http://www.ncbe.gwu.edu
National Council of Teachers of English	http://www.ncte.org
TESOL	http://www.tesol.org http://www.tesol.org/

Website Name	URL
NYS TESOL	https://nystesol.org

Select Bibliography

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Policies and Statements

Health and Wellness

Molloy Health Services is committed to the health and wellbeing of the students. Therefore, students are urged to monitor the website and all health and safety updates for any health-related changes in campus procedures. See [Student Health Services](#) or email healthservices@molloy.edu or by phone at 516-323-3467. The [Student Personal Counseling Center \(SPCC\)](#) is a confidential and free service available to all currently enrolled Molloy University students. If you are interested in scheduling an appointment with SPCC, please call 516-323-3484 (Monday-Friday), scan the QR code, or walk in to request a time and day to meet.

To schedule an appointment with the **Student Personal Counseling Center (SPCC)** scan QR Code:



Attendance Policy

It is the accepted practice at Molloy University that faculty take attendance in all courses. Students should notify **faculty** if an absence is necessary as the result of a serious situation. Failure to attend class for seven (7) consecutive days at any point in the semester for 7 week/ ½ semester courses and two consecutive (2) weeks for full semester classes, without notification of extenuating circumstances, will result in an administrative withdrawal from the course. In the case of an online or hybrid course, attendance is considered similarly important. Therefore, failure to participate in academic activities in any given week is considered an absence. Examples of participation in academic activities representing attendance would be participation in a class chat or discussion board on an academic topic, submissions of a required assignment, digital interaction with the professor on an academic topic, and completion of a quiz or exam. Administrative withdrawal results in removal from the course.

Course Withdrawal Policy

Withdrawal from a course after the Add/Drop period ends can be administrative, voluntary, or non-voluntary. (See [Withdrawal Policy](#) for potential financial implications; the [Academic Calendar](#) and/or the course syllabus for the last day to withdraw dates.)

Administrative withdrawal can occur from a course if a student is absent from class for two (2) consecutive weeks at any point in the semester without providing notification to their faculty of extenuating circumstances.

Voluntary Withdrawals from a course may be requested by the student from the faculty before the end of the 10th week of the semester (prorated for shorter sessions and terms). After the end of the 10th week, the student may complete the course for a grade or receive a grade of WF.

Non-Voluntary Withdrawal may be assigned by the faculty with a grade of "WF" when the student's work is failing after the 10th week of the semester and if the student did not complete the course (prorated for shorter sessions and terms). "WF" is not computed as a failure in quality points/GPA, but a course failure for some program progression requirements.

Students should consult the University catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

Incompletes

A grade of incomplete or “I” will be granted only in cases of hardship (circumstances which, in the judgment of the faculty, warrant special consideration), when all coursework is not completed by the last day of class, and when the student contacts the faculty within 24 hours of the final examination. Students have until the last day of the following semester to submit their completed assignments to the faculty. (See [Incompletes Policy](#).)

Expectations of Academic Integrity for All Students

Engaging in any form of academic dishonesty is an academic infraction subject to referral to the student conduct process. Students will be held accountable for infractions regarding cheating, plagiarism, facilitating academic dishonesty, falsifying documents, and fabrication.

Use of Generative Artificial Intelligence (AI) To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless a faculty member for a given course specifically authorizes their use. Faculty use Turnitin.com to monitor unauthorized use of AI tools.

The consequences for academic infractions include but are not limited to, participating in an interactive online academic integrity course with a written final paper, suspension, or dismissal. (See [Honor Pledge and Academic Honesty Policy](#).)

Email Accounts

Students are to utilize their Molloy e-mail account or via Canvas when communicating throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication in a timely fashion relating to this course.

Center for Access and Disability (ACCESS)

Molloy University provides reasonable accommodation for any student with a documented disability or chronic illness. Students requiring accommodations are urged to contact the at access@molloy.edu. See [ACCESS](#) for more information.

Disabilities Statement

Candidates with documented disabilities who believe they may need accommodations in this class are encouraged to contact the Director of the Disabilities Support Service Office, Casey Building, Room 11. The telephone number is 516-323-3315/6.

Diversity Statement

Diversity will be highlighted in this course in the following ways:

1. The course is designed to prepare teacher candidates to respond to the literacy needs of diverse English as a New Language students in the inclusive classroom.
2. Multicultural literature will be explored and included in the completion of lesson plans and Learning Experience projects by each course participant.

Ally for Canvas

Students are able to download course materials in different formats that fit your device, need, and learning preference. For more information see [Supportive Tools and Resources/ Ally](#) or contact CourseDesign@molloy.edu.

Online & Hybrid Class Attendance Policy

Since the online experience consists of an exchange of ideas and discussion which cannot be repeated, students are expected to participate in all online assignments and discussions punctually and regularly. The completion of online assignments/discussions will contribute to your attendance grade. By thoroughly reading the text and completing the assignments each week, you will be more prepared to participate in weekly discussions and activities. Attendance and participation represent 10% of a student's final grade in all graduate education courses. It is the student's responsibility to contact the professor if there are special circumstances relating to the lack of participation/ absence. Failure to participate in online assignments and discussions, at any point in the semester, for two consecutive weeks in a full semester course or one week in five to seven-week semester, will result in an administrative withdrawal from class. Administrative withdrawal results in removal from the course with a grade of "WA" or "WI" determined by the point in the term and the academic performance. Students should consult the university catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

Technology Statement

Technology will be highlighted in this course in the following ways:

1. Websites related to cultural and linguistic diversity will be accessed as sources of information for lesson plans, teaching strategies, and curricular material development.
2. Translation websites will be utilized in the preparation of materials adapted to the first languages of ELs/ MLs.
3. Electronic journal articles may be used for various assignments.
4. Computer software and websites adapted to the special academic needs of ELs/ MLs will be presented and evaluated in class.
5. An online discussion board will be used for the discussion of readings and videos.

Computer Specifications for Use of Canvas

Canvas will work properly on most modern (5 years old or newer) computers and the mobile application will run on iOS and Android devices. In order to ensure the best experience using Canvas, please use the latest version of any popular web browser in conjunction with the latest versions of Flash and Java. Please note that "Internet Explorer" may conflict with some content in Canvas. Firefox, Chrome or Safari are more reliable options. A webcam is needed to participate in Conferences and for online proctoring. Please make sure that you have access to a computer that is compatible with Canvas. Please remember that there are several computer labs on campus that you can use. It is your responsibility to ensure access to adequate equipment. For more information about supported browsers and software, please visit: <https://community.canvaslms.com/docs/DOC-1284>

Molloy Student Tour

The Molloy Student Tour (MST) helps students locate appropriate student resources and contact information, navigate Canvas effectively, and identify ways to be successful during your time at Molloy University. Students can access MST by selecting "Courses" from the left navigation in Canvas and then selecting "All Courses." Select the star next to its name to turn it orange and include it on your Canvas dashboard for easy access.

Technical Support at Molloy

Canvas Support is accessed through the HELP feature in the lower left-hand corner of Canvas. You can also call 844-408-6455 or use the online chat feature 24 hours 7 days a week. *Technology Support Services* and *The Information Commons* are available to support students' technology needs.

Technology Support Services is located in Kellenberg 022 and can be reached via phone: 516.323.4800 or email: helpdesk@molloy.edu. *The Information Commons* is located on the second floor of Public Square and can be reached at 516.323.4817 or email: slewis2@molloy.edu. For more information see [Student Account, Technology and Canvas](#).

Rubrics for Online Discussions and Major Project Assignments

Guidelines and Rubric for Online Discussions (50%)

Online Discussion Guidelines

The purpose of the discussion board is to frame and promote collaborative learning. Active and regular participation is not only important for me to see, but also important for you in learning the course content and in developing your thoughts and positions on various topics.

The three cardinal rules for Discussion and Assignment Posts on Canvas:

- Please remember that the culture of mutual respect that is part of this course extends into the virtual classroom environment.
- Participation in these discussion posts and assignments are required.
- Participation alone is not enough; a thoughtful and meaningful approach in your posts is required (Quality counts!)

Protocol for posting and contributing to an online discussion:

- a) You are expected to participate on at least 3 different days each week.
- b) You should begin at least one thread and provide at least two posts in response to other participants' threads.
- c) Posting should be a minimum of one short paragraph and a maximum of two paragraphs (unless specifically stated). Word totals for each post should be in the 100-200 words range. Whether you agree or disagree explain why with supporting evidence and concepts from the readings or a related experience. Include a reference, link, or citation when appropriate.
- d) Be organized in your thoughts and ideas.
- e) Incorporate correlations with the assigned readings or topics.
- f) Stay on topic.
- g) Provide evidence of critical, university-level thinking and thoughtfulness in your responses or interactions. Avoid summarizing.
- h) Contribute to the learning community by being creative in your approaches to topics, being relevant in the presented viewpoints, and attempting to motivate the discussion.
- i) Be aware of grammar and sentence mechanics.
- j) Use proper etiquette. Remember that being respectful is critical

Discussion Rubric (50%)

Elements	LEVEL 1 Emerging	LEVEL 2 Developing	LEVEL 3 Meeting Expectations	LEVEL 4 Exceeding Expectations
Content/ Knowledge/ Understanding/ applicability to professional practice	Participant demonstrates a rudimentary knowledge of content. The use of concepts and terminology is limited and not clear. Examples and references depict minimal understanding of concepts, critical thinking, and applicability to professional practice. Participant makes minimal connections to resources.	Participant demonstrates a basic understanding of content knowledge. The use of concepts and terminology is limited in most threads. Examples and references depict some understanding of concepts, critical thinking, and applicability to professional practice. Participant makes few connections to resources.	Participant consistently meets expectations and demonstrates knowledge of content. This is evidenced by use of concepts and terminology in most threads. Examples and references depict clear understanding of concepts, critical thinking, and applicability to professional practice. Participant makes connections to a variety of resources.	Participant consistently exceeds expectations and articulates mastery of content knowledge. This is evidenced by extensive use of concepts and terminology in all threads. Examples and references depict clear and articulate understanding of concepts, critical thinking, and applicability to professional practice. Participant includes a variety of resources to extend learning.
Connection	Participant demonstrates a rudimentary knowledge by addressing only part of the task and making minimal connections to previous and/or current learning. Posts draw almost no links between course content and professional practice with limited or no direct connections to the participant's professional practice and experience.	Participant demonstrates a basic understanding by addressing some of the task and making some connections to previous and current learning. Posts draw minimal links between course content and professional practice with limited direct connections to the participant's professional practice and experience.	Participant consistently meet expectations by addressing the components of the task and connecting them to previous and current learning. Posts draw insightful links between course content and professional practice with direct connections to the participant's professional practice and experience.	Participant consistently exceeds expectations by addressing all of the components of the task and making clear connections to previous and current learning. Posts draw insightful links between course content and professional practice with direct connections to the participant's professional practice and experience.
Professional communication/ Etiquette	Participant demonstrates rudimentary understanding of expectations in written interactions with peers. Participant correspondence is minimally sensitive to peers' gender, culture, linguistic background, sexual orientation, political, and religious views. Discussion posts minimally add to discussion of peer's responses and are not supported by personal experience or related research.	Participant demonstrates a basic understanding of expectations in written interactions with peers. Participant correspondence is somewhat sensitive to peers' gender, culture, linguistic background, sexual orientation, political, and religious views. Discussion posts stimulate some discussion to build on peer's responses. Participant attempts to make a specific point, ask a new related question, or make an oppositional statement supported by personal experience or related research.	Participant meets expectations in written interactions with peers. Participant correspondence is sensitive to peers' gender, culture, linguistic background, sexual orientation, political, and religious views. Discussion posts stimulate further discussion by building on peer's responses to make a specific point, ask a new related question, or make an oppositional statement supported by personal experience or related research.	Participant consistently exceeds expectations in written interactions with peers. Participant correspondence is sensitive to peers' gender, culture, linguistic background, sexual orientation, political, and religious views. Discussion posts actively stimulate and sustain further discussion by building on peer's responses to make a specific point, ask a new related question, or make an oppositional statement supported by personal experience or related research.
Assignment submission	Participant does not meet expectations. Assignments and discussions are posted after the scheduled due date and somewhat if at all adhere to the length appropriate to fulfil the requirements.	Participant meets basic expectations by posting assignments and discussions after the scheduled due date and mostly adhering to the length appropriate to fulfil the requirements.	Participant meets expectations by successfully posting assignments and discussions on the scheduled due date and adhering to the length appropriate to fulfil the requirements.	Participant exceeds expectations by successfully posting assignments and discussions before or on the scheduled due date and adhering to the length appropriate to fulfil the requirements.
Writing quality	Participant's posts are written using a casual writing style which lacks clarity and is difficult to read. Posts contain frequent errors in grammar, punctuation, usage, and spelling.	Participant's posts are written using a casual writing style which is generally clear standardized English, with some errors in grammar, punctuation, usage, and spelling.	Participant's posts are clear and well-written using standardized English, characterized by elements of strong writing style, correct grammar, punctuation, usage, and spelling.	Participant's posts are consistently clear and well-written using standardized English, characterized by elements of strong writing style, correct grammar, punctuation, usage, and spelling.

Analysis and Adaptation of Two Content-Area Texts (25%)

Elements	LEVEL 1 Emerging	LEVEL 2 Developing	LEVEL 3 Meeting Expectations	LEVEL 4 Exceeding Expectations
Analysis of two texts for challenging vocabulary, grammar, and sentence structure	Candidate has a superficial understanding of the difficulties that the texts present with regard to vocabulary, grammar, and sentence structure.	Candidate shows growing confidence but does not yet consistently demonstrate an understanding of the difficulties that the texts present with regard to vocabulary, grammar, and sentence structure	Candidate consistently and independently demonstrates an understanding of the difficulties that the texts present with regard to vocabulary, grammar, and sentence structure	Candidate consistently exceeds expectations in demonstrating an understanding of the difficulties that the texts present with regard to vocabulary, grammar, and sentence structure
Adaptation of two texts to three levels of proficiency (entering, emerging, and transitioning*)	Candidate has a superficial understanding of text adaptation with regard to vocabulary, grammar, and sentence structure	Candidate shows growing confidence but does not yet consistently demonstrate an understanding of text adaptation with regard to vocabulary, grammar, and sentence structure.	Candidate consistently and independently demonstrates an understanding of text adaptation with regard to vocabulary, grammar, and sentence structure.	Candidate consistently exceeds expectations in demonstrating an understanding of text adaptation with regard to vocabulary, grammar, and sentence structure.
Strategies supporting vocabulary development, language and content learning	Candidate does not include strategies supporting vocabulary development, language and content learning with the texts.	Candidate includes insufficient strategies supporting vocabulary development, language and content learning with the texts.	Candidate consistently and independently includes sufficient strategies for supporting vocabulary development, language and content learning with the texts.	Candidate consistently exceeds expectations in including strategies for supporting vocabulary development, language and content learning with the texts.
Language use and conventions: spelling, grammar, punctuation, sentence structure, and organization	Candidate demonstrates rudimentary organization and minimal control of conventions, with occasional errors, while using acceptable language	Candidate demonstrates partial control of conventions with few errors while using professional language	Candidate consistently demonstrates control of conventions with essentially no errors while using professional language	Candidate demonstrates complete control of conventions with no errors while using professional and pedagogical language

Superintendent’s Conference Day Proposal Outline and Presentation (25%)

Elements	LEVEL 1 Emerging	LEVEL 2 Developing	LEVEL 3 Meeting Expectations	LEVEL 4 Exceeding Expectations
Interest	This session would not be of interest to the audience. The session lacks connection to the current educational issues.	Although this session has a clearly defined audience, it is not clear why attendees would select this session. The session makes limited connections to current educational issues.	This session identifies and clearly defines the audience and how it would be of interest to participants. Solid connections are made between the material, audience, and current issues. There is a direct correlation	This session identifies and clearly defines the audience and how it would be of high interest to participants. There are strong connections are made between the material, audience, and current issues. There is a direct correlation
Application	The framework and information for this session has no viability. It would be difficult for teachers, staff, and administrators to turn-key the information, strategies, and knowledge.	The framework and information for this session has limited viability. It would be difficult for teachers, staff, and administrators to turn-key the information, strategies, and knowledge.	The framework and information for this session is clear and viable. It will be applicable for teachers, staff, and administrators to us the information, strategies, and knowledge in the classroom(s)/ school building(s).	The framework and information for this session is supported, clear and viable. It will be applicable for teachers, staff, and administrators to us the information, strategies, and knowledge in the classroom(s)/ school building(s). It will also be structured for turn-key application.
Clarity	The goals and objectives of the session are not clearly articulated.	The goals of the session are clear but it is not clear how objectives will be met throughout the session.	The goals and objectives of the session are stated, defined, and explained.	The goals and objectives of the session are clearly stated, defined, and explained.
Creativity	The session presents limited new ideas that are repetitive and unclear. The presentation lacks creativity.	The session presents some new ideas beneficial to the audience. Some ideas have limited clarity. The presentation is somewhat creative.	The session offers a new perspective along with new ideas, approaches, and concepts. The presentation is clear and creative.	The session offers several new perspectives along with new ideas, approaches, and concepts. The presentation is clear, creative and transformative.
Relevance	The information in the proposal and presentation are outdated and not relevant to current circumstances.	The information in the proposal and presentation give the participants a few relevant ideas for participants.	The information in the proposal and presentation is timely and included several relevant ideas for participants.	The information in the proposal and presentation is timely and offers advancement of ideas for participants.
Research & Theory	Limited or no references are included for research and theoretical ideas.	Some reference to research and theory are included in the proposal and presentation to ground ideas, strategies, and opportunities for growth.	Research and theory are referred to and quoted throughout the proposal and presentation.	Significant research and theory are referred to and quoted throughout the proposal and presentation which gives the participant more insight into the process and topic.
Presentation	Participant demonstrates rudimentary use of effective verbal, nonverbal, and media communication techniques in their presentation. Delivers a presentation that is NOT clear and understandable.	Participant demonstrates some evidence of using effective verbal, nonverbal, and media communication techniques in their presentation. Participant inconsistently delivers information	Participant demonstrates sufficient evidence of using effective verbal, nonverbal, and media communication techniques. Participant delivers clear and consistent information.	Participant excels in using effective verbal, nonverbal, and media communication techniques. Candidate’s delivery is clear, concise and consistent.
Language and Conventions	Participant demonstrates a rudimentary knowledge base and use of English language conventions and tools and presents multiple errors in mechanics, usage, spelling, grammar, punctuation, capitalization, and sentence structure.	Participant demonstrates a basic understanding of English language conventions and tools and presents minimal errors in mechanics, usage, spelling, grammar, punctuation, capitalization, and sentence structure.	Participant consistently demonstrates knowledge and use of English language conventions and tools in mechanics, usage, spelling, grammar, punctuation, capitalization, and sentence structure.	Participant consistently exceeds expectations and use of English language conventions and tools and presents full control of inherent skills in mechanics, usage, spelling, grammar, punctuation, capitalization, and sentence structure.
Diversity	This session mentions issues in the areas of diversity and meeting the needs of all students, but does not explain the relevance.	This session covers and explains limited relevant ideas of diversity and meeting the needs of all students.	This session provides well-articulated insights and new ideas, approaches, concepts having to do with equity, inclusion, and diversity for all students.	This session provides a significant addition to the field in the areas of equity, inclusion, and diversity for all students.