



EDUC 655
Applications of Bilingual and Second Language Acquisition Theories and Principles:
Practicum of Instruction in Bilingual Settings
CRN #27725
Days: Arranged
Time: Arranged
Course Location: Arranged
Spring 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
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Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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COURSE DESCRIPTION

An examination and application of the theoretical and methodological issues in designing instruction for English learners in bilingual classroom settings through reflective, critical analysis of practice. Aspects of second language development will be covered, including curriculum planning and development. Focuses on various curricular and instructional programs designed for English Learner students in bilingual settings, methods of language and content assessment, role and utilization of primary language in English Language Development content instruction, grouping configurations, and application to classroom. *May not be taken for credit by students who have received credit for EDML 563.*

Course Objectives

Students completing EDUC 655 will be able to:

- understand theoretical foundations of second language learning and apply them to practice;
- use methods that incorporate language and content objectives into lessons;
- critically examine practice to continually improve upon pedagogy;
- design comprehensive curriculum for English learners in bilingual settings.

Required Texts

Readings from the content courses, EDUC 653 and EDUC 654 will be used as a basis for critically examining practice in this course:

Diaz-Rico, L. (2014). *The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide* (5th Edition). Boston, MA: Pearson.

Gregory, G. H. & Burkman, A. (2012). *Differentiated Literacy Strategies For English Language Learners*. Thousand Oaks, CA: Corwin.

Montrul, S. (2013). *El bilingüismo en el mundo hispanohablante*. Malden, MA: Wiley-Blackwell.

EDUC 653 and EDUC 654 Course Readers

STUDENT LEARNING OUTCOMES AND STANDARDS

The context for, and scope of this course is aligned with standards for the Bilingual Authorization Teacher Preparation Program, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS).

TPE 16: Biliteracy

Candidates for the teaching credential who desire advanced certification in the area of biliteracy will be able to pursue *A Bilingual Authorization in Spanish* entailing preparation on addressing the needs of English learners while demonstrating proficiency in English and Spanish. Candidates, upon completion of the program, will be able to know and apply first and second language pedagogical theories, principles, and instructional practices for biliteracy programs. It is expected that candidates will become experts in program design, curriculum development, implementation, and evaluation of program effectiveness. Candidates will also become knowledgeable in assessing and addressing the needs of biliterate students, to include cognition, cultural differences, and language development. It is the expectation of this Certification that the primary languages will be maintained and enhanced as a second language is added in an effort to create students who are proficient in two languages.

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Manuel Vargas, Director of the School of Education.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS

Description of Assignments

1. Attendance, Disposition, and Class Participation

This course is the application of the content you learned in EDUC 653 and EDUC 654. During each class session, all candidates are expected to engage in a critical examination of their practice to continually improve their instruction in bilingual educational settings. Given the applied nature of the course, missing more than one class session will result in a "No Credit."

2. Field Observation

Candidates must be observed teaching in a bilingual setting by a qualified field-based individual (as determined by the Multicultural/Multilingual faculty) using the Field Experience Observation Form for the Bilingual Authorization Program. During the field observation, candidates must demonstrate that they have met TPE 16: Biliteracy using the following criteria:

- *Applies pedagogy, theories, and principles for biliteracy programs*
- *Assesses and addressing the needs of biliterate students*
- *Designs biliteracy curriculum utilizing developmentally appropriate instructional approaches for biliterate students*

3. TPA – Culminating Experience (Task 4)

Candidates will videotape themselves teaching in a bilingual setting (20 minutes), and review the video to analyze their teaching. Collaboratively, candidates will review the TPA – Culminating Experience Task to fully comprehend the expectations for submitting their work for review. Each candidate will complete his/her TPA – Culminating Experience Task individually and submit it to Taskstream for review and scoring by a qualified TPA assessor. Candidates must receive a score of "3" or higher in order to "pass" this assignment.

Complete submission guidelines and forms can be found on the TPA website:
<http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook-Ch6.pdf>

Your submission must include the following:

- Information on a class and two focus students
- Information on the classroom environment
- Information on the instructional plan
- A floor plan of your classroom
- Adaptations to the plan for the two focus students
- A 20 minute unedited video of teaching the lesson
- An assessment related to the learning goals of the lesson and sample student responses to the assessment
- An analysis of the lesson, of your teaching, and of student learning based on the lesson
- A reflection on the lesson and on your effectiveness as a teacher

4. Critical Examination of Work / Reflection

Candidates will write a one page reflection describing how they have applied what they learned in the Bilingual Authorization Program to their teaching of English learners in a bilingual setting.

Grading Standards

This practicum is graded as Credit or No Credit.

All assignments must be completed, assessed and submitted to the candidate's Bilingual Authorization Portfolio (on TaskStream) in order to receive a "Credit" for this practicum.

COURSE OUTLINE

Date	Topic	Assignment
Session 1	Discussion of coursework – EDUC 653 and EDUC 654 and application to candidates' practice	DUE Session 1: Review of the readings from EDUC 653 and EDUC 654
Session 2	Lesson planning Language and content standards and objectives Peer feedback and analysis of work	DUE Session 2: Draft lesson(s) for Field Observation
Session 3	Lesson Planning Instructional strategies and assessment Peer feedback and analysis of work	DUE Session 3: Draat lesson(s) for Field Observation
Session 4	Examination of Field Observations Effective practice for English learners in bilingual settings	DUE Session 4: Completed Field Observation; Submit a pdf of your TPE 16 observation with signatures to the Bilingual Authorization TaskStream – Standard 2.
Session 5	TPA – Culminating Experience Task Gathering information on students, classroom environment and your instructional plan	DUE Session 5: Download TPA – Culminating Experience Task
Session 6	TPA – Culminating Experience Task Discussion of differentiating for two focus students – strategies and assessments	DUE Session 6: Download TPA – Culminating Experience Task
Session 7	TPA – Culminating Experience Task Critical analysis of teaching Peer feedback and analysis of videotapes	DUE Session 7: 20 minute videotape of teaching in a bilingual setting
Session 8	TPA – Culminating Experience Task Critical analysis of teaching Peer feedback and analysis of videotapes	DUE Session 8: 20 minute videotape of teaching in a bilingual setting
Session 9	TPA – Culminating Experience Task Critical discussion of practice – how can we become more effective teachers of English learners in bilingual settings?	DUE Session 9: Submit TPA – Culminating Experience Task to TaskStream
Session 10	Critical Examination of Work / Reflection Next steps? Being a change agent	DUE Session 10: Critical Examination of Work / Reflection

<u>Questions</u>	<u>Kudos</u>
<u>Suggestions</u>	<u>Concerns</u>
<u>Candidate's goal for next observation:</u>	

TPE 16: Biliteracy (Criteria for meeting the TPE)

- Applies pedagogy, theories and principles for biliteracy programs
- Assesses and addresses the needs of biliteracy students
- Designs biliteracy curriculum utilizing developmentally appropriate instructional approaches for biliterate students

Candidate met TPE 16: Biliteracy _____ **YES** _____ **NO**

Candidate Signature _____ Date _____

Observer Signature _____ Date _____