

**CALIFORNIA STATE UNIVERSITY SAN MARCOS  
SPRING 2003  
EDMS 555: ELEMENTARY MULTILINGUAL EDUCATION  
UNIV 439  
Monday & Wednesday  
January 22- March 12  
12:00-2:45 p.m.**



**PROFESSOR: Lorri J. Santamaría, Ph.D.  
PHONE: 760-750-8520  
E-MAIL: lsantama@csusm.edu  
OFFICE HOURS: By appointment and drop in  
LOCATION: UH 415**

---

## **COLLEGE OF EDUCATION MISSION STATEMENT**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by COE Governance Community, October, 1997).

---

## **COURSE DESCRIPTION**

This course addresses the needs of school teachers faced with the growing diversity that exists in today's classrooms. As such, it will focus on bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners, as well as effective and appropriate English language development (ELD) techniques and successful bilingual, multilingual education for language minority students.

In this class prospective teachers gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and the varying perspectives of the populations referenced in the *Non-Discrimination Policy of the State of California*.

## **AUTHORIZATION TO TEACH ENGLISH LEARNERS**

Beginning fall of 2002, CSUSM an early adopter of the new AB 2042 program standards, intends to prepare new teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach English learners (*note: formerly called CLAD*).

## STANDARD ALIGNMENT

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

**Standard 3:** Relationship between Theory and Practice

**Standard 4:** Pedagogical Thought and Reflective Practice

**Standard 5:** Equity, Diversity, and Access to the Core Curriculum

**Standard 7.a.b:** Preparation to Teach Reading-Language Arts

**Standard 8:** Pedagogical Preparation for Subject-Specific Content Instruction

**Standard 11.c :** Preparation to use Educational Ideas and Research

**Standard 13:** Preparation to Teach English Learners

## TEACHER PERFORMANCE EXPECTATION (TPE) COMPETENCIES

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

### Primary Emphasis

**TPE 1:** Specific Pedagogical Skills for Subject Matter Instruction

**TPE 4:** Making Content Accessible

**TPE 5:** Student engagement

**TPE 7:** Teaching English Learners

### Secondary Emphasis:

**TPE 3:** Interpretation and Use of Assessments

**TPE 6:** Developmentally Appropriate Teaching Practices

**TPE 11:** Social Environment

**TPE 14:** Educational Technology

**TPE 15:** Social Justice and Equity

## COLLEGE OF EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 Professor. Individual Professors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the Professor as soon as possible. (adopted by the COE Governance Community, December, 1997). **NOTE:** *This means that if you miss three (3) classes you cannot receive a passing grade for the class!*

## GENERAL CONSIDERATIONS

***NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY AND ALL MATERIAL FROM THE COURSE.***

### **Academic Honesty**

I expect that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. If there are questions about academic honesty, 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. E. Oliver, Associate Dean.

### **Ability**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students who require reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, Room 5025a, and can be reached at (760) 750-4905 or (760) 750-4909 (TDD users).

## COURSE OBJECTIVES

- 1) Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.
- 2) Demonstrate understanding of the most important goals of bilingual/multicultural education.
- 3) Explain the theoretical framework upon which bilingual education is founded.
- 4) Demonstrate understanding of existing student identification, assessment, and language redesignation requirements for the state of California.
- 5) Explain the connections between bilingual education, English as a second language, and SDAIE methodologies.
- 6) Demonstrate understanding of the five models of multicultural education and their implications for curriculum, instruction, and educational policy.
- 7) Explain the meaning of culture, differentiated index, and the necessity for cultural convergence in schools.
- 8) Use confluent education techniques to develop understand of each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.

## COURSE REQUIREMENTS

### REQUIRED TEXTS

Crawford, J. (1999). *Bilingual education: History, politics, theory and practice (4<sup>th</sup> Edition)*. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA

Echevarria, J. & Graves, A. (1998). *Sheltered content instruction: Teaching English-language learners with diverse abilities*. Boston: Allyn and Bacon.

Peregoy, S. F. & Owen, F. B. (1997) *Reading, Writing, & Learning in ESL (2<sup>nd</sup> Edition)*. Longman.

Course Reader (price & pick-up information forthcoming)

### COURSE REQUIREMENTS

In this class, all students begin with 100 points. Points will be deducted from your total, based on the quality of the work you turn in for each assignment.

In addition, all students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced (including the class journal).

The following grading scale will be used with the points students have remaining at the end of class:

93-100%.....	A
90-92%.....	A-
88-89%.....	B+
83-87%.....	B
80-82%.....	B-
<u>75-79%.....</u>	<u>C+</u>
72-75.....	C
70-71.....	C-
60-69%.....	D
59% and below.....	F

**Note:** *Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the College requires completion of this course with a C+ or higher.*

All assignments are due on the dates indicated below (also indicated on the course weekly activity listing). Please manage your time and plan accordingly. Assignments must be **word processed/ typewritten, double-spaced, with standard margins, unless completed in class.** It is expected that all assignments will reflect university level composition.

## ASSIGNMENTS, DUE DATES, AND BEGINNING POINT VALUES

### 1. Attendance and class participation 20 points

First is the expectation that you will attend all class sessions and participate actively in class activities, group and individual sharing, and discussions. Remember, if you miss three class sessions (or more), you will automatically lose between 30 and 40 points, dropping your grade to the C range, based on the COE attendance policy.

### 2. Interactive Journal (4 @ 5 points each) (***Due: 1/29, 2/5, 2/19, 3/5***) 20 points

Interactive journals are a way for the professor to respond to your questions, reflections, insights, or concerns regarding course content. They also facilitate relationship between the student and professor. The professor will respond to your entry with a question to further your thinking. Begin your next entry, by answering this question.

This two page journal will be maintained every other week and needs to include the following:

- A written summary and/or description of the topics discussed in class that reflects understanding of the key concepts. Both comments from professor and other students may be reflected in the journal.
- Meta-reflections and/or analysis of key concepts, particularly in terms of the connections that can be made between class discussions and teaching English language learners, with specific examples from student teaching experiences, school observations, or other personal experiences in diverse settings. It is critical that direct connections are made with teaching experiences in the form of anecdotes, case studies, or narratives.
  - The journal will be graded according to its comprehensiveness, insightful connections, and “deep understanding” of the issues. The class journal should address instructional concerns, school structures, teaching strategies, and school environments related to social justice and equity in diverse settings.

One point will be deducted for each paragraph over the two page limit.

### 3. Lesson Observation (***DUE: 2/12***) 10 points

- For this assignment you will follow an English learner or group of students at your student teaching/ convenient school site (if you are student teaching, this must be done at your school site).
- You will collect and document evidence of any instructional modifications made to provide comprehensible academic input for the student(s).

- As part of your write-up, you are to discuss how you would change the lesson/activity in light of the information and knowledge gained in the course. (Please note: If applicable, this lesson observation can be connected to the lesson observations that are being conducted for 521/522 classes.)

#### 4. Multicultural Literature Activity (Due: 2/26) (15 paper/ 5 poster) 20 points

##### **Critical Assessment Task (CATs)**

- With another person (NO EXCEPTIONS), you will have the opportunity to develop a multicultural literacy unit that will address appropriate literature selections reflecting multicultural perspectives for students in grades K-2 or 3-6. **USE THIS ASSIGNMENT AS A STEPPING STONE FOR YOUR FINAL UNIT.**
- Choose six powerful children's multicultural selections that should be the center of the curriculum for different times throughout the year.
- This plan should include an **outline of how the multicultural books will be used throughout the year** and a justification (explanation) of the selections made.
- At least three of the books must be bilingual (English and another language) with a brief discussion of how "primary language support" will be incorporated into the literacy unit.
- Write **one** detailed reading and writing lesson plan that will clearly delineate how every child will be successful by providing universal access to diverse students (e.g., gifted, English learners, special needs, non-readers, poor).

##### **The format of the multicultural literature activity should include:**

1. Focus of the unit and brief summary of each book
2. Grade level this unit is appropriate for
3. Outline/plan of how the books will be used throughout the year.
4. Reading and writing lesson plan that will identify standards being covered.
5. Identify Assessment strategies: How you will determine students learned what you intended (how you will assess them)?
6. Primary language support component of the unit plan

##### **Poster Sessions (20 minutes each)**

Tables will be set up to provide space for half the groups to present/display their Multicultural Literature Selection. Other class members will walk around and listen to the discussions on the different books selected.

Note: Dr. Alice Quiocho has developed an excellent website with a bibliography of children's literature and multicultural books that could be a great resource for you (<http://www.csusm.edu/Quiocho>).

#### 5. SDAIE UNIT PLAN (Due: 3/15) 20 points

##### **Critical Assessment Task (CATs)**

Applying the SDAIE criteria discussed, include SDAIE activities in an integrated comprehensive unit of study (which may have some components of your MC Literature Activity).

- Does the lesson use visuals, manipulatives, realia, drama, or other techniques that would facilitate understanding?

- Does the lesson take into consideration the varying English proficiencies of language minority students?
- Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work-group techniques?
- Does the lesson incorporate the language and culture of language minority students?
- Is the curriculum reflected in the lesson challenging and not watered-down?
- Does the lesson include the 7-Intelligences and/or multiple modalities?
- Are the community/parents of English learners included in the unit of study?

You may work in a group of 2-4 students for this assignment.

6. SDAIE POWER POINT PRESENTATION (Due: 3/10 & 3/12) 10 points

**Critical Assessment Task (CATs)**

- Using Power Point, present a SDAIE component of your Unit Plan to the class.
  - Each group will have 20 minutes to present.
- 

100 points

## TEACHER PERFORMANCE EXPECTATIONS (TEP)

### Interactive Journal (20 points) – Scoring Rubric

Criteria	Developing 6 pts Deducted	Nearly Meets 4 pts Deducted	Meets 2 pts Deducted	Exceeds No pts Deducted
<b>TPE 4- Making Content Accessible</b>	Although there is some understanding of theory and practice, candidates are unable to demonstrate in their written reflections access to content for ELLs.	Candidates apply some theories and practice in writing that likely will provide access to content for Els.	Candidates apply theories and practice to demonstrate how Els will have access to content as they reflect in writing on the major ideas, concepts, and topics discussed in class and readings.	Candidates application of theory and practice demonstrate in the reflective writing access to content for <b>all</b> students
<b>TPE-7 Teaching English Learners</b>	Candidates demonstrate in their interactive journals that they know and can apply <b>few</b> pedagogical theories, principles, and instructional practices for comprehensive instruction of English	Candidates demonstrate in their interactive journals that they know and can apply <b>some</b> pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of <b>ALL</b> English learners.

### Lesson Observation (10 points) – Scoring Rubric

Criteria	Developing 3 pts Deducted	Nearly Meets 2 pts Deducted	Meets 1 pt Deducted	Exceeds No pts Deducted
<b>TPE 4- Making Content Accessible</b>	Teacher candidate is unable to determine if lesson observed is consistent with pedagogical theories, principles, and instructional practices for making content accessible to English learners.	Candidates can partially determine if lesson observed is consistent with pedagogical theories, principles, and instructional practices for making content accessible to English learners.	Candidates are able to determine if lesson observed makes content accessible to students with different levels of proficiency in English and primary language.	Candidates can apply pedagogical theories, principles, and instructional practices for making content accessible to <b>all</b> English learners by offering appropriate suggestions.
<b>TPE 5- Student Engagement</b>	Candidates of English learners are unaware if lesson observed engages students or is appropriate for the levels of English proficiency and primary language.	Candidates of English learners are not always certain if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.	Candidates of English learners are able to determine if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.	Teachers candidates can confirm that the lesson observed engages <b>ALL</b> English learners in the academic program; and students know objectives, understand key concepts, are aware of their progress, and their home language and culture are part of the classroom environment.

### Multicultural Literacy Unit (20 points) – Scoring Rubric

Criteria	Developing 6 pts Deducted	Nearly Meets 4 pts Deducted	Meets 2 pts Deducted	Exceeds No pts Deducted
<b>TPE 4-Making Content Accessible</b>	Candidates use mostly traditional instructional practices that deny access to the content to non-readers and English learners.	Candidates use some instructional practices to make multicultural literature books accessible, but few non-readers and English learners have access to content.	Candidates use a variety of instructional practices to make multicultural literature selections accessible to diverse students.	<b>All</b> students have access to the content of multicultural literature books, including non-readers and students with varying levels of English proficiency
<b>TPE-7 Teaching English Learners</b>	Multicultural literature books are not authentic, do not reflect the diversity in schools, and the primary language of students is not considered.	Candidates select some authentic multicultural books, primary language is not included or not well translated, reading and writing activities are inappropriate for levels of proficiency in English and primary language, and assessments are non-existent or inappropriate.	Candidates select authentic multicultural literature books that reflect diversity of the classroom, to include the primary language of English learners, develop reading and writing instructional activities appropriate for levels of proficiency in English and primary language, and create relevant assessments.	Teaching candidates include justification for the selection and purpose of each book, taking into account the varying learning and social needs of individual students or groups in their own classroom. Writing and reading activities meet the academic and social needs of <b>all</b> students.

## SDAIE Unit Plan (20 points) – Scoring Rubric

Criteria	Developing 6 pts Deducted	Nearly Meets 4 pts Deducted	Meets 2 pts Deducted	Exceeds No pts Deducted
<b>TPE 1- Specific pedagogical skills for subject matter instruction</b>	Candidates use very traditional and limited (e.g., lecture only) pedagogical skills for subject matter instruction that prevent understanding of information to English learners	Candidates use some specific pedagogical skills for subject matter instruction, but many English learners do not have access to the content.	Candidates use a variety of specific pedagogical skills for subject matter instruction to English learners.	The specific pedagogical skills for subject matter instruction will incorporate the level of proficiency in English and the primary language.
<b>TPE 3- Interpretation and use of assessments</b>	Candidates understand and use primarily traditional assessments strategies with English learners.	Candidates understand and use some informal and formal assessments to determine progress and plan instruction for English learners.	Candidates understand and use a variety of informal and formal assessments to determine progress and plan instruction for English learners.	Assessments will also incorporate English learners' levels of proficiency in English and the primary language to develop and modify instruction accordingly.
<b>TPE-4 Making content accessible</b>	Candidates use mostly traditional instructional practices that do not provide English learners access to content.	Candidates use some instructional practices, but few English learners have access to content.	Candidates use a variety of instructional practices to make content accessible to English learners.	<b>All</b> students have access to content, including non-readers and students with varying levels of English proficiency.
<b>TPE-5 Student Engagement</b>	Candidates are mostly concerned about covering content to English-only speakers, makes little effort to communicate objectives to EL, understanding is unlikely, instruction does not consider student level of English proficiency and primary language	Candidates of English learners communicate some objectives clearly, understanding is partial, progress is undetermined, instruction is sometimes adjusted, and community resources are untapped.	Candidates of English learners clearly communicate objectives, ensure understanding, monitors progress, adjust instruction according to level of English proficiency and primary language, and use community resources..	<b>All</b> students are engaged in the academic program, know objectives of lessons, understand key concepts, are aware of their progress, and their home language and culture are part of the classroom environment.
<b>TPE-7 Teaching English learners</b>	Candidates know and can apply few of the pedagogical theories, principles, and instructional practices for English learners. English learners do not comprehend key academic concepts and ideas.	Candidates know many pedagogical theories, principles, and instructional practices for English learners, but cannot apply them in a comprehensive manner.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of <b>ALL</b> English learners.

## SESSION ACTIVITY LISTING

Date	Topic	Assignment
<b>Session 1</b>	Reintroducing Diversity-Bilingual Theories	
<b>Session 2</b>	Who are English Language Learners? 1 <sup>st</sup> and 2 <sup>nd</sup> Language Acquisition-Theory of Bilingual Education	Peregoy & Boyle Chapter 1 & 2
<b>Session 3</b>	History and Politics of Bilingual Education/Legal Mandates/Prop 227	Crawford 1, 2, & Appendix E Social Justice Timeline <b>DUE: JOURNAL #1</b>
<b>Session 4</b>	Theory and Practice of Bilingual education. What can the classroom teacher do?	Crawford-3-12 Jigsaw Santamaría et al. Chapter Discussion
<b>Session 5</b>	Oral Language Development-The Foundation of the Oral Tradition-A Bilingual Theoretical Model-ELD	Peregoy & Boyle Chapter 3 & 4 <b>DUE: JOURNAL #2</b>
<b>Session 6</b>	Emergent Literacy-My Mother Never Read to Me-ELD Standards	Peregoy & Boyle -Chapter 5 Crawford-Appendix A-ELD Standards
<b>Session 7</b>	<ul style="list-style-type: none"> <li>• SDAIE Workshop and Processing (45 minutes)</li> <li>• Intro to OLE and Oral Language Development Discussion (1 hour)</li> <li>• Review Readings (45 minutes)</li> </ul>	Peregoy & Boyle Chapter 6 Everything ESL.net Reader Sensitize Mainstream Students & Creating an atmosphere of Acceptance <b>DUE: LESSON OBSERVATION</b>
<b>Session 8</b>	<ul style="list-style-type: none"> <li>• SDAIE Workshop and Processing (45 min)</li> <li>• Strategy: Writer's Workshop V (1 hr)</li> <li>• 2 minute Lesson Observation Roundtable (45 min)</li> </ul>	<b><u>HAVE ECHEVARRIA &amp; GRAVES READ BY THIS TIME.</u></b>
<b>Session 9</b>	<ul style="list-style-type: none"> <li>• SDAIE Workshop and Processing (45 min)</li> <li>• Sharing WW experience &amp; School Writing Curriculum (1 hr)</li> <li>• Strategy: Interactive Journals V (45 min)</li> </ul>	Peregoy & Boyle Chapter 7 Bring school Writing Curriculum or ideas to class.  <b>DUE: JOURNAL #3</b>
<b>Session 10</b>	<ul style="list-style-type: none"> <li>• Poster Sessions (20 min, 20 min &lt;45 min&gt;)</li> <li>• Strategy: Shared Reading with Predictable Text V (1 hr)</li> <li>• How will you incorporate this strategy? QW &amp; Process (45 min)</li> </ul>	Bring a text set of primary predictable texts (5) from your school site.
<b>Session 11</b>	<ul style="list-style-type: none"> <li>• 2 min Sharing Shared Reading Experience (45 min)</li> <li>• Strategy: Literature Study V (1 hr)</li> <li>• Chapter 7 (45 min)</li> </ul>	Peregoy & Boyle Chapters 8 & 9  <b>DUE: MC LITERATURE ACTIVITY</b>
<b>Session 12</b>	<ul style="list-style-type: none"> <li>• Sharing Literature Study Experience (45 min)</li> <li>• Strategy: Spelling &amp; Study Skills Workshop (1 hr)</li> <li>• Chapter 8 (45 min)</li> </ul>	Peregoy & Boyle Chapter 10 Bring some sample spelling lists or programs

<b>Session 13</b>	<ul style="list-style-type: none"> <li>• Sharing Spelling Stories (45 min)</li> <li>• Strategy: Developing a Balanced Language Arts Program (1 hr 30 min)</li> <li>• Chapter 9 questions (15 min)</li> </ul>	Bring sample lesson plan scaffolds to class.  <b>DUE: WRITTEN UNIT PLANS</b>
<b>Session 14</b>	<ul style="list-style-type: none"> <li>• Special Education and Assessment (1hr)</li> <li>• 4 Presentations</li> </ul>	Bring your idea of a whole day overview/schedule for a 3 <sup>rd</sup> grade classroom of diverse learners and turn it in to me at KOZOL'S talk. I will give individual feedback to each one.  <b>DUE: SDAIE PRESENTATIONS</b>
<b>Session 15</b>	<ul style="list-style-type: none"> <li>• 4 Presentations</li> </ul>	<b>DUE: SDAIE PRESENTATIONS</b>
<b>Session 16</b>	<ul style="list-style-type: none"> <li>• Closure</li> </ul>	