EDMS 555 Elementary Multilingual Education

(Formerly EDML 552 Theory and Methods of Bilingual Education)
Spring 2004

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Office / Hours: 428 University Hall / make an appointment for Tuesday afternoons
Sections: EDMS 555-3 # 21821 (15 weeks 1/20 - 5/14)
  Tuesday 5:30 – 8:15 / PT Cohort 47 / UH440. Some sessions will be held in a computer lab, TBA.
  **This course will be partially on-line and will involve use of WebCT (6 sessions: 2, 4, 7, 10, 12, 13)

MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing 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 teachers faced with the growing diversity that exists in today's classrooms. As such it will focus on the following topics:
*educational history, theory and policy related to successful bilingual / multilingual education for language minority students;
*cultural aspects of English learners, and implications for pedagogy (i.e., taking student backgrounds into consideration);
*bilingual sociolinguistic/sociocultural competence and implications for learning and instruction (e.g., levels of English proficiency and appropriate instruction for each level);
*application of effective instructional practices, i.e., English language development (ELD) techniques, and some exposure to primary language support and instructional considerations,

Strong oral and written communication skills, information literacy, and technology are required of professional educators; therefore, these components are emphasized as methods to be used in completing course requirements.

COURSE OBJECTIVES

Students completing EDMS 555 will be able to demonstrate the following:
- Explain the basic terms, philosophies, problems, issues, history, politics, and practices related to the education of language minority persons in California and in the US.
- Explain the existing pupil identification, assessment, and language reclassification or re-designation requirements for the state of California (e.g., LAS, CELDT, etc.).
- Explain how the current laws (Prop. 227, ELD standards, CELDT, redesignation procedures, etc.) affect the education of English language learners.
- Explain the theoretical bases upon which bilingual education is founded, and explain the most important goals and instructional components of bilingual education.
- Explain the various models of English language development (English-only and bilingual education models), and the interrelationships between them (e.g., the different and coordinated roles of bilingual education and English as a second language in English language development).
- Explain the major research outcomes of bilingual education and other programs.
- Explain and demonstrate various English Language Development methods and strategies.
- Explain the basic competencies related to language acquisition and language development that are necessary for educators to be authorized to teach English Learners.

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

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted. As of 2002, the CLAD competencies are collectively referred to as an <u>authorization to teach English Learners</u>.

GRADING

<u>Participation:</u> You are expected to read course materials prior to class meetings and participate in group and class discussions. For each class session, students will be responsible for: (1) leading class discussions on readings online on WebCT, AND (2) preparing and demonstrating an activity related to the topic of the week either in class or via WebCT, depending on the designated format of that week's session. Further, close analysis and active engagement and participation of all course readings, activities, and assignments are required on a sustained basis.

<u>College of Education Attendance Policy</u> (Adopted by the Governance Community of the College of Education on 12/19/97.)**:** 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.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Given the fast-paced and highly interactive nature of the course, and given that teaching and learning is difficult (if not impossible) without regular attendance and full engagement in class, the above College Policy is amplified as follows:

Your attendance and participation are basic to your learning and my evaluation of your learning in this class. You are expected to establish appropriate personal, academic and career priorities to facilitate said attendance and participation in this class.

*Your grade will be negatively affected by absences and positively affected by regular attendance. You will lose 1 point for each tardy or early departure, and 50 points for each absence, explained or unexplained.

**Illness and emergency circumstances will be negotiated on a case-by-case basis.

These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

Communication: You are expected to use WebCT and its modules including coursemail on a regular basis. Essential and time-sensitive information may be conveyed via coursemail, and you are responsible for obtaining this information from each other or from the professor.

Submission Procedures: ALL work needs to be submitted via WebCT electronically. ***In addition, assignments that are due on non-WebCT sessions must be submitted in paper format as well.*** Thematic units need to be submitted in paper format to UH428 in both draft AND revised formats on the respective due dates.

Submission Schedule: Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit (Any and all exceptions due to emergencies will be negotiated on an individual basis).

Grading Emphasis: Each written assignment will be graded approximately 80% on content and writing (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations need to use APA format (which you can access via the web).

Professional Disposition: All students are expected to behave in a professional manner at all times. Professional manner is defined herein as behavior that *consistently* demonstrates integrity, responsibility, tolerance, and respect for self and others. All students are expected to listen to different opinions, consider and reflect in depth on other points of view, and deal proactively with constructive criticism. Students are reminded that all instruction and behavior in this class are to be aligned with the College of Education mission statement. Any unprofessional behavior is grounds for process and review of the candidate's continued participation in this course.

Grading Scale: A=93+, A- =92-90, B+=89-88, B = 87-83, B- = 82 – 80, C+=79-78, C=77-73, C-=72-70, D+=69-68, D=67-63, D-=62-60, F=59 or lower. Students must receive a C+ or higher in all coursework in order to be eligible for (e.g., Educ 364) or remain in Education programs.

GENERAL CONSIDERATIONS

Outcomes and Standards: This course is aligned with the standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing, and as approved by the faculty of the College of Education. 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). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in "seat time", meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

Academic Honesty: It is expected that each student will do his or her own work, and contribute equitably to group processes and projects. If there is any question 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 course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. E. Oliver, Associate Dean.

Ability: Every student has the right to an equitable education and appropriate accommodations. 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 appropriate accommodations for special needs students. Students may be required to use the Writing Center or similar resource for all written assignments, based on performance on the first writing assignment.

REQUIRED TEXTS

[Choate, J. (2000). *Successful Inclusive Teaching*. Allyn and Bacon (3ʳᵈ edition) *This book is used in the program, especially in the Learning & Instruction and Special Ed. courses, and is cross-referenced in this syllabus for your convenience.]

Krashen, S. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann.

Lessow-Hurley, J. *(2000). The foundations of dual language instruction.* New York, NY: Longman.

Peregoy, S. F. & Owen, F. B. (1997) *Reading, Writing, & Learning in ESL (2ⁿᵈ Edition)*. Longman. [You can either buy this entire book or just the chapters we will be using from CopyServe.]

Walter, T. (1996). *Amazing English*. USA: Addison Wesley

WestEd. (1998). *English Language Arts and English Language Development Standards.*

Course Reference Sheets: A reference sheet packet needs to be purchased at CopyServe.

Recommended/Optional Texts:

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

Peréz, B. & Torres-Guzmán, M. (2002). *Learning in Two Worlds*. Allyn & Bacon.

NOTE: All texts/readings MUST be brought to each appropriate class session.

COURSE REQUIREMENTS

Assignments:

All assignments are due on the dates indicated. Assignments must be typewritten or wordprocessed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. *Students are responsible for keeping electronic backup copies of all submitted work.*

A.	**Attendance & <u>Participation</u>**	**100 points**	**Ongoing**
B.	**Quizzes** **(10 X 5 = 50 points)**	**50 points**	**On WebCT dates: Sessions 2, 4, 7, 10, 12 (13 = bonus)**
C.	**Interactive Journal 5 entries x 40 pts ea =**	**200 points**	**Due Sessions 4, 5, 7, 11, 14**
D.	**EL Informal Assessment**	**100 points**	**Due Session 6**
E.	**EL Lesson Observation & Analysis**	**100 points**	**Due Session 9**
F.	**Integrated Thematic SDAIE Unit (FINAL)**	**350 points total**	**Due Session 15**
	1. **Multicultural Literature Lesson Plans**(100 points)		**Draft Due Session 8 / Revised Due Session10**
	2. **Draft of SDAIE Unit Plan (200 points)**		**Due Session 13**
	3. **Group Presentation (50 points)**		**Due Session 14 OR 15 (Depends on signups)**
G.	**2 Mini-Exams (50 x 2 = 100 points)**	**100 points**	**In Class / Sessions 6 and 14**

         TOTAL   **1000 POINTS**

A.   **A.**   **Attendance & <u>Participation</u> (100 points)** Attendance; preparedness with readings and assignments; active, engaged discussions and participation in class (Note: class also refers to WebCT sessions). **For each class session, 1. two students will be responsible for preparing and demonstrating an activity related to the topic of the week; 2. you need to check the outline for material you need to BRING IN for discussion. You will lose 10 points for each tardy or early departure, and 50 points for each absence, explained or unexplained. See above sections on Participation and College of Education Attendance Policy under GRADING for complete details.**

B.   **B.**   **Quizzes (10 X 5 = 50 points)** You will have 5 quizzes on basic information in your readings. They are worth 10 points each, and cannot be made up if you are absent, or late to class or in accessing WebCT.

    C.   **Interactive Journal (5 entries x 40 points each = 200 points total)**
       1.   **Any 4 entries x 40 pts each = 160 points; no more than 1 entry per session**
      For this assignment you will need to choose a class journal partner. Partner selection and signups will be done the first week of class. **Two students per week will be responsible for sharing their interactive journal and beginning a class discussion**.
      Before each journal due date, write 1. a journal entry and 2. a *response* to your partner's entry. For each of the 4 entries, then, you will also have a response, for a total of 8 separate entries you will turn in together over the course of the semester. These papers will reflect on the past week's class activities and readings, and their application in the classroom (and to your student observations or student teaching, as applicable). As you reflect on or apply concepts, you may want to collect artifacts from your student teaching such as samples of student writing, tests, etc. as applicable. A matrix format is highly recommended, and will be modeled in class.
      Interactive journals will be turned in during the final week we meet <u>and will not be returned</u>, so do keep copies of all your work.
      2. 1 entry X 40 points = 40 points: For the 5th entry, you will write a response to **TPE's 1, 4, 6, 7, and 15 (1 paragraph on each TPE). What have you learned about these TPE's?**

    D.   **EL Informal Assessment (100 points)**

      EL Informal Assessment (100 points)
A. ADMINISTRATION OF THE INFORMAL ASSESSMENT: For this assignment, you may choose any informal assessment to conduct with an English Learner (see your packets and SOLOM for options). Note that for Beginning and Early Intermediate level students, you will have to rely primarily on the SOLOM, since their production / response levels will be very limited. You may or may not be able to assess on some of these assessment tools; try to match the rubric judiciously with the EL student, or adapt the assessment tool as necessary. See Peregoy Ch. 10 for examples of the echo reading, retelling, and informal reading inventory assessments. See your handout packet for other informal assessment tools you can use.
Option 1: SOLOM: As you observe the student in the classroom either during direct instruction and guided / independent followup, interactions with peers, etc., use the SOLOM matrix to rate the EL's <u>oral language proficiency</u>. It may be helpful if during your observation, you first take field notes of what is happening during the lesson or class activity, and how your EL student is attending to the lesson/activity and demonstrating oral language proficiency. Then, you can use those notes to help you rate your EL student's oral language proficiency.

Be sure to discuss the observation with the teacher to fill in any gaps, since your observation time / opportunities may have been limited.

*Option 2: Any other informal assessment from Peregoy Ch. 10, your reading packet, or your school, modified as necessary.

B. WRITEUP: Write up your paper in descriptive and analytical ways. Your paper should have the following sections. Label each section as follows:

Administration of Informal Assessment.
Describe how / where you conducted the assessment as appropriate (e.g., Did you administer the assessment orally or did the student read and fill out the sheet on his/her own? Was the assessment conducted during lesson followup time, at recess, etc.). Describe your directions and prompts and interactions in detail. You may use a matrix. Describe any modifications made to the assessment tool or procedure in order to adapt to the EL level.

Summary and Analysis.
Describe in detail the student's performance on the assessment, making sure to cite data from your assessment instrument. The data on the assessment tool DOES NOT speak for itself; you need to write up the information appropriately and quote the data (i.e., examples of student responses). Use the data from your notes and the informal assessment tool to…
a. summarize the different aspects of language development the EL demonstrated (e.g., vocabulary vs. sociolinguistic development – see Lessow's chapter on language aspects); and
b. analyze these findings, using the theoretical frameworks in Walter (pp. 26, 34) and the ELD standards levels. For instance, you can cite examples of student utterances or responses, then tie it in to the frameworks in Walter and the ELD standards levels.
Notice that there is a critical difference between a. summarizing / describing and b. analyzing. Be sure to include both of these sections in your writeup. The type of analysis that is expected in this section matches the type of analyses you have been writing for the short journal papers.

E. EL Lesson Observation & Analysis (100 points)

In this assignment you will select an ELD student to observe during your fieldwork or student teaching. (If you are currently not working in a bilingual or English language development class you will need to make arrangements to observe a lesson in another class.) This assignment is two-fold. The first portion involves researching a select EL student's a. background and b. instructional needs. The second portion involves an observation of one lesson for your EL student. Your paper should have the following sections. Clearly label each section as follows:

1. **Pre-Observation Task**: Know the Learner exercise, Walter, pp. 4, 10.
2. **EL Student's Background & Instructional Needs**: Interview the teacher, language resource teacher / specialist, or student as appropriate to determine the EL student's sociocultural and linguistic background. You also need to investigate the student's LEP level, program placement, length of attendance at the school site or in the district, and special needs if any, etc.
3. **Observation of Lesson**: This section is your field notes as you observe the lesson, with attention to the following:
*During your observation of the lesson, take field notes of what is happening during the lesson, with attention to instructional modifications (or lack thereof) made to accommodate the English Learner.
*After the lesson, discuss the lesson with the student or students to find out their impressions of the lesson.
*Discuss the lesson with the teacher. You will want to ask such questions as, What was the objective/purpose of the lesson? How did this lesson meet the needs of the EL, given the student's English language proficiency level? How was instruction modified for the EL? What did you learn during the lesson about the EL? Feel free to ask any additional questions that seem appropriate to the lesson you observe.
4. **Analysis**: In this section, you are to present a cogent analysis and interpretation of all information in sections 1 – 3, above. Your analysis section is the heart of your paper. *It goes beyond describing, to analyzing and interpreting what you observed.* Accordingly, **this section needs to explicitly relate your observation to the theories and methods of multilingual education discussed in readings and in class discussions**. What worked well and why? What needed improvement, and how can instruction better meet the needs of the EL? In your interpretations, you may also compare and contrast your observations, opinions, and feelings with those of a. the student(s) and b. the teacher.

F.   Integrated Thematic SDAIE Unit – FINAL VERSION   350 points total
   1. **Multicultural Literature Lesson Plans** (100 points)
   2. **Draft and Final Versions of Integrated Thematic Unit** (200 points)
   3. **Group Presentation of SDAIE Unit** (50 points)

1. Multicultural Literature Lesson Plans (100 points)
With another person, you will have the opportunity to develop two lesson plans (one reading, one writing) as part of a multicultural literature unit that will address appropriate literature selections reflecting multicultural perspectives for students in grades K-2 or 3-6. Choose powerful selections with themes of multiculturalism or social justice and equity. These selections that will be the center of the curriculum for the unit. This plan should include an **outline of how the books will be used across various content areas (an outline or grid of the academic year is suggested),** and a **justification** (an explanatory narrative) of the selections made. At least one of the books must be bilingual (English and another language) with a brief discussion of how "primary language support" will be

incorporated into the literature unit. Write **two** detailed reading and writing lesson plans with clear components on providing universal access to diverse students (e.g., gifted, English learners, special needs, non-readers, poor), in order to guide every child toward success.

The **format of the two reading and writing lesson plans** should include the following sections, clearly labeled:
with the following components (also refer to the template in Walter)
> ***Lesson Topic/Title**
> ***Learning Objectives**
> ***EL Level**
> ***Content Area Standards**
> ***ELD Standards**
> ***Materials & Preparation**
> ***Introduce, Explore, Extend**: In these three separate sections, describe in detail the instructional sequence and instructional language to be used, with special attention to adjusted oral language appropriate to the EL level of the student. Write down actual questions and sentences the teacher will use.
> ***Primary language support**: describe how the primary language and English language will be used jointly to support student engagement and learning.
> ***Assessment**: describe how you will informally and/or formally determine that students learned the objectives using specific strategies or tools.

Poster Sessions (20 minutes each)
Tables will be set up to provide space for students to present/display their Multicultural Lesson Plans. Class members will walk around and listen to the presentation of lessons on the different multicultural books.

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).
Also, the Barahona Center for the Study of Books in Spanish for Children and Adolescents is a wonderful resource right here on campus in the main library.

2.Integrated Thematic SDAIE Unit Plan (Draft and Final versions) **-** Providing rigorous academic instruction that also facilitates English language acquisition is critical to the academic achievement of English learners. This assignment will provide you with an opportunity to demonstrate ways in which curriculum and instruction, while remaining grade level appropriate, can be modified so that it is comprehensible to English Learners. Some of this assignment will be done in class. You will, in groups of 4 or 5 (maximum) design or adapt a unit of at least three sequential lessons (# of lessons depends on # of persons in your group – a minimum of 1 lesson plan per person is required) that employ SDAIE methodology. Lesson plans (see above for lesson plan format) should be designed to meet the needs of English Learners. The draft version will be due first; then, the final draft of the group project will be due the day your group presents your interactive lesson to the class. **Thematic units need to be submitted in paper format to UH428 in both draft AND revised formats on the respective due dates**. Sample units from past semesters will be available for your perusal in class.

The basic format for this assignment is as follows. <u>Clearly label each section (A, B, and C below) and each item under these sections, as follows:</u>

> **A. THEMATIC UNIT OVERVIEW**:
> 1. **Overview:** A <u>narrative or outline</u> that discusses the focus of the unit and a brief summary of each book (1 – 2 paragraphs) **.** In this section, you will identify what you will do to get students into the unit (Preparation). You will then identify what you will do to get students through the unit (Practice). Next, you will write a briefly summarize of what you will do to assess that students have learned the major concepts (Evaluation). Finally, describe what students will do beyond the unit to extend their understanding.
> 2. **Web:** <u>Web</u> of integrated thematic instruction. (1 page)
> 3. **Sample Week's Plan:** Chart of at least one week's instructional planning. (1 page)
> For the remaining items 3 - 6, use an outline + narrative format (1 – 2 pages)
> Optional: You may include an outline/plan/grid of how the books will be used over weeks or months.
> 4. **Student Background:** In a <u>narrative or outline</u>, describe the target students' grade level(s), language level(s), program placement information.
> 5. **Major Concepts:** Identify the **major concepts** that you want children to learn in the unit. Identify the areas of curriculum **(literature, mathematics, science, etc.)** you will use. You do not need to cite specific standards here. They will be cited in the individual lesson plans. However, you do need to explicitly state how the unit addresses themes of **social justice and equity or multiculturalism**. Describe how you will prepare students for the unit.
> 6. **Objectives**: What **objectives** in various content areas will students have to meet in order to learn the major concepts? What activities and main strategies will you use to get students through the unit?

7. **Unit Assessment**: Be sure to include an **authentic assessment** in your <u>unit</u>. *The unit assessment is in addition to assessments for each individual lesson*. How will you assess that ELD students have met the objectives of the <u>unit</u>? That is, how will students demonstrate understanding and how will you know they have understood? Have you developed a **rubric** with a clear set of criteria that describes each level of competency (see journal rubric as a sample)?

8. **Extension Activities:** List some activities that will extend what students learned in this unit. Example: simulation event.

B. SAMPLE LESSON PLANS: Develop a unit comprised of lessons across the content areas (1 per person in your group) that will teach the critical concepts in your thematic unit. What are the objectives of your lessons, and how are those tied into the major concepts and objectives (content as well as language) that you have set for the entire unit? Be clear and specific enough so that someone will be able to take your lessons and replicate them. For each lesson plan, include the following components (also refer to the template in Walter):

*Lesson Topic/Title
*Learning Objectives
*EL Level
*Content Area standards (ELA, Math, etc. standards)
*ELD standards: Identify the **language objectives**, using the appropriate English Language Development standards. What language will the students use to learn the major concepts? What language objectives are your unit and lessons are targeting? State these clearly.
*Materials & Preparation
*Introduce, Explore, Extend: In these <u>three separate sections</u> of each lesson plan, describe in detail the instructional sequence and instructional language to be used. <u>Write down actual questions and sentences you will use in instruction</u>. Identify the **scaffolding strategies** you have chosen to help students learn the major concepts. Be aware that students must also learn the strategies and be able to make them a part of their learning repertoire. Give **specific reasons** for choosing the scaffolding strategies you are using, that is, how these strategies build scaffolds to learning. Remember that English Only students will usually need only **one** scaffold, whereas English learners may need **more than one scaffold** depending on their schemata and level of language development in both languages. Use content learned in your other courses or your classroom practice to support your **rationale.**
*Primary language support: describe how the primary language and English language will be used jointly to support student engagement and learning.
*Assessment: describe how you will informally and/or formally determine that students learned the objectives <u>of each lesson</u> using specific strategies or tools.

C. APPENDICES:
1. **Resources List: Include a bibliography of all materials used,** such as books, art prints, CD's, computer software, videos, etc.
2. **Reflection (1 page):** What has your group learned from the development of these lessons and the integrated thematic unit? If you have had the opportunity to implement any part of your unit, be sure to include *reflections on the implementation as well as *student samples, if available.

The following are questions that will help you plan the unit, and also complete the reflective section of the unit:
♦   Does the unit address the theme of social justice and equity or multiculturalism?
♦   Does the unit and each lesson take into consideration the various English proficiency levels of language minority students?
♦   Are the objectives conceptually clear and tied to your instructional and learning strategies?
♦   Does instruction in each lesson use visuals, manipulatives, realia, drama and scaffolding techniques that would facilitate understanding?
♦   Do the learning strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work group techniques?
♦   Is the content or subject matter in the lesson challenging and not watered down?
♦   Does the lesson incorporate the culture, lived experiences, and if possible, the language of the students?
♦   How are the parents and community integrated into the unit?
♦   How does the lesson try to incorporate the 7 Intelligences and/or multiple modalities of learning/learning styles?
♦   Does your assessment directly measure your objectives in a conceptually clear manner?

3. **Group Presentation of SDAIE Unit** - Your group will choose <u>one lesson</u> from your instructional unit to present to the class. For the purpose of this presentation lesson, the class will become your students so be sure to let them know what grade level and other characteristics they have for the duration of the lesson (e.g., native language, length of time in the country). Be sure that all members have a role during the lesson, and that the lesson is interactive. This means that the class (your "students") needs to actively participate in your presentation. You will have approximately one-half hour (this <u>includes</u> time for questions and comments). If any group member has had

the opportunity to implement the unit, you may discuss the process and outcomes. Presentations will be done during the final two weeks of class.

VIDEO TECHNOLOGY INTEGRATION OPTION: You / your group may opt to integrate video technology into your lesson observation, assessment event, or thematic unit project. Example A: <u>Instead of writing a traditional paper on your lesson observation or assessment event assignments</u>, you may present a video of the observed lesson or assessment event. The video would have subtitles of instructional or assessment components. Example B: <u>Instead of writing a lesson plan and participating otherwise in the presentation of the group thematic unit</u>, one or two persons from your group can either a) videotape a lesson from the thematic unit in a local classroom, or b) videotape the class presentation itself on presentation day in class.

***The person(s) opting to do this in your group will need to obtain waivers from all students (either students @ the local school or in our own class) being filmed (see me for waiver forms), and be responsible for any editing using e.g., imovie in the lab, if necessary, and providing me with a digital copy of the film. Digital videocameras are available for checkout in the media library, and I can provide you with an overview of imovie editing. This is an easy, fun program to learn, and will be invaluable for instructional use with your own students in the future!!!

G.   **2 Mini-Exams (50 x 2 = 100 points)**
       You will have two exams on the following:
       1. Models of English language development, including various English Only and Bilingual Education Models, with attention to the instructional components of each.
       2. Critical analysis of Proposition 227.

DATE	EDMS 555 Tentative Course Outline **The professor reserves the rights to modify the schedule below when deemed appropriate.** **TOPIC / ANTICIPATED CLASS ACTIVITIES**	**ASSIGNMENTS – POST ON WEBCT B4 OR BE READY TO DISCUSS IN CLASS:**
Session 1 1/20/04	**TOPIC 1: Intro & Course Overview** *Needs Assessment – What do you know / need to know? *Sample work for you to peruse. *Signups for 1. journal partners and 2. WebCT discussion leaders / class presentation dates **TOPIC: 364 Review, The Role of Culture in Academic Success (Ogbu, race relations models)** **TOPIC 2: A. WebCT overview/tutorial – LAB SCIENCE2 – 206; B. go over journal rubric and matriax format / start Word file for JOURNAL #1.**	*[Choate*, p. 19, "Culture and Language Differences"] *Lessow*, Ch. 9, "Culture and Academic Success" *Walter*, Ch. 1, "Culture and Cultural Diversity"
Session 2 1/27/04 WebCT Session	**TOPIC 1: Historical overview of BE in the U.S. and International perspectives**	**Media Library: View "The Lemon Grove Incident" OR "White Man's Image"** *Lessow*, Ch. 1, "Historical and Inter'l Perspectives" *Krashen*, Ch. 3, "Bogus Argument #3, The U.S. is the Only Country that Promotes BE" **For next week: choose an observation student; identify or locate your school demographics and district/site master plans.**
	TOPIC 2: Federal Policy on Dual Language Instruction	*Lessow*, Ch. 10, "Legal Foundatns of Dual Language Instruction"
Session 3 2/3	**TOPIC 1: Language Assessment** In class: *Bring in demonstration language assessments (CELDT, SOLOM, LAS, etc.) and student samples **TOPIC 2: CELDT Assessment and Identification Overview** In class: Try a CELDT or SOLOM assessment, go over sample lesson observation.	*[Choate*, p. 39 -40, "Teach Diagnostically"] *Lessow*, Ch. 5, "Language Ability" *Walter*, Ch. 5, "Assessment and Evaluation" Reading Packet/Handouts: CELDT
Session 4 2/10 WebCT Session	**TOPIC 1: Aspects of Language**	**Library/On Reserve - View Stages Of Language Development Video** *Lessow*, Ch. 3, "Aspects of Language"
	TOPIC 2: (Review) Principles of Language Acquisition; Stages of Language Development **INTERACTIVE JOURNAL #1 DUE**	*Peregoy* Ch. 4 Oral Language Dev. *Walter*, Ch. 2, "Language and Language Acquisition" *Lessow*, Ch. 4, "Language Development"

Session 5 2/17	**TOPIC 1: Dual Language Program Models** In class: What bilingual / English language programs exist at your site? *Bring in district/site literature on programs that exist at your site. **TOPIC 2: Role of the Parents and Community** In class: *Peer Review assessment notes or drafts **with attention to CELDT level.** ***INTERACTIVE JOURNAL #2 DUE**	*Lessow*, Ch. 2, "Dual Language Program Models" Reading Packet: NCBE **Reading Packet: PQR document**
Session 6 2/24	**TOPIC: Academic/Content Area Development: Reading** *Bring ELD Handbooks & Content Area standards / SDAIE lesson ideas; demo lessons. **In class: demonstration lessons; discuss Observation / analysis section of paper.** ***EL INFORMAL ASSESSMENT DUE!**	**WebCT: Mini-Exam 1: ELD Program Models** *Walter*, Ch. 3, "Literacy Development" Review *Peregoy*, Ch. 10, "Reading Assessment and Instruction" [*See *Choate*, Chs. 4 – 9]
Session 7 3/2 WebCT Session	**TOPIC: Academic/Content Area Development Cont'd** ***INTERACTIVE JOURNAL #3 DUE!**	*Lessow*, Ch. 7, "Second Language Instruction" *Walter*, Ch. 4, "Academic/Content Area Development" [*See *Choate*, Chs. 10 – 13]
Session 8 3/9	**TOPIC: Academic/Content Area Development Cont'd** In class: demonstration lessons. ***MULTICULTURAL LITERATURE LESSON PLAN <u>DRAFTS</u> DUE!**	*Peregoy*, Ch. 6, "English Learners and Process Writing"
Session 9 3/16	**TOPIC: Building Literacy with L1 Instruction** V Clip, "Bilingual Education" or "Newton High" **EL LESSON OBSERVATION & ANALYSIS DUE!**	*Lessow*, Ch. 6, "Primary Language Instruction for LEP Students"
Session 10 3/23 WebCT Session	**TOPIC: The Bilingual Education "Debate"** In class: mock debates / jurisprudential inquiry. ***MULTICULTURAL LITERATURE LESSON PLAN <u>FINAL DRAFTS</u> DUE!**	*Krashen*, Ch. 2, "Bogus Argument #2, Most Immigrants Succeeded without Bilingual Education" *Krashen*, Ch. 5, "Bogus Argument #5, Public Opinion is Against BE" *Lessow*, Ch. 11, "The Politics of Bilingualism"
3/30 = spring break	NO CLASS – HAPPY SPRING BREAK!	
Session 11 4/6	**TOPIC 1: Public Opinion and Research Outcomes on Bilingual Education** In class: the politics of choice & language programs. V – Unz vs. Krashen debate **TOPIC 2: Proposition 227 Revisited** In class: Mock debate on Hispanic Dropout rate Sign up for Thematic Unit presentation dates ***INTERACTIVE JOURNAL #4 DUE!**	*Krashen*, Ch. 1, "BE is Responsible for the High Hispanic Dropout Rate" *Krashen,* Ch. 4, "Bogus Argument #4, BE Failed in CA" *Krashen*, Ch. 6, "A Note on Greene's 'A Meta-Analysis of the Effectiveness of BE' " Reading Packet: Proposition 227

10

Session 12 4/13 = AERA AERA = 4/12 - 16 WebCT Session	**TOPIC: Developing as a Professional Educator** What are your emerging professional goals?	**WEBCT: MINI-EXAM 2: CRITICAL ANALYSIS OF PROPOSITION 227** WebCT: Professional development goals reflection: Be prepared to draw on observation experiences, observation paper, readings, previous class discussions, etc.
Session 13 4/20 WebCT	Topic TBA ***THEMATIC UNIT <u>DRAFTS</u> DUE into UH 428!**	
Session 14 4/27	**TOPIC: Group presentations** Group presentations & connections to course. ***INTERACTIVE JOURNAL #5 DUE! (<u>AND RESUBMIT JOURNALS #1-4 in paper format with my comments and grades</u>)**	
Session 15 5/4	**TOPIC: Group presentations** Group presentations & connections to course. ***<u>FINAL DRAFT</u> OF THEMATIC UNITS DUE!** **TOPIC: Closure & Wrap up** What have we learned? Where do we go from here?	

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted. As of 2002, the CLAD competency components are collectively referred to as an <u>authorization to teach English Learners</u>.

(FORMERLY, CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES)

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	I. Culture
A. The sound systems of language (phonology)	**A. Foundations**	A. Definitions of culture
B. Word formation (morphology)	**B. Organizational models: What works for whom?**	B. Perceptions of culture
C. Syntax	**C. Instructional strategies**	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	**II. Theories and Methods for Instruction In and Through English**	D. Physical geography and its effects on culture
E. Language in context	**A. Teacher delivery for both English language development and content instruction**	E. Cultural congruence
F. Written discourse	**B. Approaches with a focus on English language development**	**II. Manifestations of Culture: Learning About Students**
G. Oral discourse	**C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)**	**A. What teachers should learn about their students**
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A. Purpose**	
B. **Psychological factors affecting first- and second-language development**	**B. Methods**	A. Concepts of cultural contact
C. **Socio-cultural factors affecting first- and second-language development**	**C. State mandates**	B. Stages of individual cultural contact
D. **Pedagogical factors affecting first- and second-language development**	**D. Limitations of assessment**	C. **The dynamics of prejudice**
E. **Political factors affecting first- and second-language development**	E. Technical concepts	D. Strategies for conflict resolution

EDMS 555 stresses competencies highlighted in bold.