EDSS 555 – Single Subject Multilingual Education
California State University San Marcos
COLLEGE OF EDUCATION

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Students with Disabilities Requiring Reasonable Accommodations*. Students are approved for services through the Disabled Student Services Office, located in Craven Hall 5205. Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.*

College of Education 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)

Infused Competencies

Authorization to Teach English Learners
This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

Special Learning Needs
Consistent with the belief that education is inclusive for all students, this course will demonstrate the collaborative infusion of teaching strategies for learners.

Technology
This course infuses technology competencies to prepare candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology for their own professional development and practice, as well as be able to strategically place it in the hands of students for their learning and understanding of concepts you teach.

Course Description
This course addresses the needs of high 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.

Essential Questions:
1. What are the philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US?

2. What are important goals of bilingual/multicultural education?

3. How do you create a more just and humane learning environment, and help all students in their growth and development as human beings?

4. How do you support the continued literacy development of all students?

Required Texts

Chamot, A. & O'Malley, J (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach.* Menlo Park, CA: Addison-Wesley Publishing.

Echevarria, J., Vogt, M., and Short, D. (2004). *Making Content Comprehensible for English Language Learners: The SIOP Model, 2ⁿᵈ ed.* Boston, MA: Allyn and Bacon.

Course Reader – available at CopyServe, 754 S. Rancho Santa Fe Road, San Marcos.
Phone: 599-9923. Cost: $23.00.

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

Course Requirements

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 the due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced (yes, including the reading responses). Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor.

* Attendance and Participation   20 points
* Reading Responses/ ELD Standards   25 points
* ELD Lesson Observation   10 points
* Multicultural Literature Resources / Lesson Plans   20 points
* SDAIE Lesson and Unit Plans   25 points

Summative Assessment Rubric

A=Exceeds Expectations: The student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation, when possible. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

B=Adequately Meets Expectations: The student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation, when possible. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

C=Minimal Performance: The student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

"D" or "F" students fail to meet the minimum requirements of a "C." The specific grade will be determined based on rate of assignment completion, attendance, etc.

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 instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.
(approved by COE Governance Community December, 1997)

Additionally, for every day of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. Three tardiness or "early exits" will be the equivalence of an absence.

ASSIGNMENT DESCRIPTIONS

Reading Responses and ELD Standards   **25 points**

We will be using a form of literature circle roles for the responses to the readings (see guidelines below). These typed responses are due on the dates indicated on the calendar.

1. List at least three questions you would like to discuss with your group.
2. Pick at least three of your favorite or most puzzling quotes.
3. Make at least three connections with something that has happened in your teaching experience.
4. Find at least four interesting words or passages that are new or have special meaning to you.
5. On the back of the paper, create a visual of your favorite part of the chapter.
6. After the group discussion, hand-write a 4-6 sentence summary of the groups' key points.

<u>ELD Standards Requirement</u>

For the 5th class session, you will need to download the ELD standards and print a copy for yourself. Bring the standards to class. You can download the ELD standards from the CDE website (<u>www.cde.ca.gov</u>) or from WestEd (<u>www.wested.org</u>).

Lesson Observation   **10 points**

For this assignment you will follow an English learner or group of students during your teaching assignment. You will make notes of the lesson objective(s), overall strategies, and any instructional modifications or SDAIE strategies made to provide comprehensible academic input for the student(s). As part of your write-up, include the instructional context, e.g. grade, subject, school, etc. Continue in the narrative to describe the lesson/activity and discuss how you would change the lesson/activity in light of the information and knowledge gained in the course. Your lesson observation must address TPEs 4 and 5 (see rubric).

Multicultural Literature Resources / Lesson Plans   **20 points**
– Critical Assessment Task (CAT)

With another person, you will have the opportunity to collect multicultural literacy resources and develop lesson plans that will address appropriate literature selections reflecting multicultural perspectives for high school students. This assignment must address TPEs 4 and 7 (see rubric).
<u>The required elements of the assignment are:</u>
1. Choose six multicultural selections that should be the center of the curriculum for different times throughout the year, and that address appropriate proficiency and content area knowledge for high school

students. These selections include fiction and nonfiction materials in a variety of genres on a variety of reading levels.

2. For each selection, you will write a brief (one paragraph) annotated bibliography encompassing:
    a. Appropriate grade level
    b. Appropriate ELD proficiency level(s)
    c. Appropriate content area(s)
    d. Description of the story/text
3. 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 your curriculum (to be included in the annotated bibliography).
4. Submit a lesson plan, using the universal lesson plan format that clearly delineates how every student will be a successful learner by providing universal access to diverse students (e.g., gifted, English learners, special needs, non-readers, poor readers).

Poster Sessions (20 minutes each)
Tables will be set up to provide space for the groups to present/display their Multicultural Literature Selections and lesson plans. Class members will walk around and discuss the different books selected, how they will be used throughout the year in the given content area, and the descriptions of the lessons plans.

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).

SDAIE Unit and Lesson Plans   **25 points**   **– Critical Assessment Task (CAT)**
Applying the SDAIE methodologies and principles discussed in class, create a unit plan and daily lesson plans appropriate for English learners at various proficiency levels. You may work in a group of 2-4 students to develop the unit. However, individuals must write individual lesson plans specific to their content area. This assignment is designed to be completed in concert with the Interdisciplinary Thematic Unit you are developing in EDSS 541. During several class sessions, students will have the opportunity to work on their unit and lesson plans by applying what they have learned from the readings, class discussions, and their classroom experiences. This assignment must address TPEs 1, 3, 4, 5 and 7 (see rubric).
Use the general lesson plan format included at the end of this syllabus. Be sure that the overall unit includes the context of your teaching, e.g. Grade level, Content standard(s), ELD standard(s), requisite background information (i.e. Who are your students? What are your English learners' proficiency levels? What accommodations need to be made for students in your class? What do your students need to know prior to the lesson?)
Within the lesson plan format check to make sure the following components are clear.
1. A plan for assessment   **(addressing TPEs 3 and 7)**
    *   How will your students demonstrate mastery of the content and language standards/objectives?
    *   What varied authentic products will be produced?
    *   What multi-level assessment criteria will be used?
    *   What different levels of mastery will be accepted?
3. Vocabulary (and grammatical structures if applicable) to be learned or reinforced in the lesson – how will you make vocabulary development part of the lesson?
4. Have you addressed specific pedagogical skills for subject matter instruction? **(TPEs 1 and 7)**
    *   For example, do the activities you have designed for lesson support the content and ELD standards you have selected?

7. How do ALL your students have access to the content you are presenting? **(TPEs 4 and 7)**
   - Does the lesson use visuals, manipulatives, drama, or other techniques that would facilitate understanding?
   - 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?
   - Does the lesson include multiple intelligences and/or multiple modalities?
   - Are the community/parents of English learners included in the unit of study?
8. How will you ensure that ALL your students are engaged in the lesson? **(TPEs 5 and 7)**
9. How will you ensure that ALL your students have access to academic language? **(TPE 7)**

SDAIE Presentations – Critical Assessment Task (CAT)
Strategies Presentation: With your group, you will be responsible for presenting an overview of your SDAIE Unit Plan, and involve the class in a brief overview of a lesson from your unit. The presentation will not consist of the "full blown" lesson you would present to students. Rather, introduce the strategy as you would with students, present any visual aids or supplemental material you might use and discuss how it would "fit" with your content teaching. Each group will have 15-20 minutes.

SCORING RUBRICS

You will complete a self-assessment with each rubric including an accompanying narrative reflection (just a paragraph or so) to hand in with each assignment.

Lesson Observation – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-4 Making Content Accessible	Teacher candidate is unable to determine if lesson observed is consistent with pedagogical theories, principles, and instructional practices for making content accessible to ELs.	Candidates can partially determine if lesson observed is consistent with pedagogical theories, principles, and instructional practices for making content accessible to ELs.	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 **all** English learners by offering appropriate suggestions.
TPE-5 Student Engagement	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 ELs 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 **ALL** 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.

Narrative reflection of self assessment:

Multicultural Literature Resources / Lesson Plans – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-4 Making Content Accessible	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.	**All** students have access to the content of multicultural literature books, including non-readers and students with varying levels of English proficiency.
TPE-7 Teaching English Learners	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 that reflect the diversity of the classroom, to include the primary language of ELs, 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 **all** students.

Narrative reflection of self assessment:

SDAIE Unit Plans / Presentation – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-1 Specific pedagogical skills for subject matter instruction	Candidates use very traditional and limited (e.g., lecture only) pedagogical skills for subject matter instruction that prevent understanding of information to ELs.	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.
TPE-3 Interpretation and Use of Assessments	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.
TPE-4 Making Content Accessible	Candidates use mostly traditional instructional practices that do not provide ELs 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.	**All** students have access to content, including non-readers and students with varying levels of English proficiency.
TPE-5 Student Engagement	Candidates are mostly concerned about covering content to English-only speakers, makes little effort to communicate objectives to ELs, understanding is unlikely, instruction does not consider students' levels 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.	**All** 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.
TPE-7 Teaching English learners	Candidates know and can apply few of the pedagogical theories, principles, and instructional practices for ELs. ELs 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 **ALL** English learners.

Narrative reflection of self assessment:

Course Outline
(Timeline Subject to Change pending "Teachable" Moments)

Date	Topic	Assignment
Session 1 1/22	Introduction / Overview Who are English Language Learners?	
Session 2 1/29	Historical Overview of Bilingual Education – Social, Political and Legal Foundations	Crawford – Chapters 3 (Reader) **Due: Reading Response #1**
Session 3 2/5	Second Language Acquisition: Theoretical Frameworks	Peregoy & Boyle – Chapters 1 & 2 (Reader) Collier Article (Reader) **Due: Reading Response #2**
Session 4 2/12	Bilingual Education Programs / Legal Mandates / Proposition 227 What can classroom teachers do?	Crawford – Chapter 13 (Reader) Proposition 227 (Reader) **Due: Reading Response #3**
Session 5 2/19	Working with the ELD Standards: Profile of English learners' proficiency levels	**DUE: Download the ELD Standards from the CDE Website**
Session 6 2/26	Identification/Placement/Assessment of English Learners/CELDT	**Due: SDAIE Observation**
Session 7 3/4	SDAIE Overview	Echevarria, Vogt & Short - ch. 1, 2, 3 Echevarria & Graves - ch. 3 (reader)
Session 8 3/11	SDAIE Strategies: Oral Language Development. Mid point review.	Echevarria, Vogt & Short - ch. 4,5 Peregoy & Boyle - ch. 4 (reader)
Session 9 3/18	SDAIE Strategies: Reading and Writing	Echevarria, Vogt & Short - ch. 6, 7, 8 Echevarria & Graves - ch. 4 (reader)
Session 10 3/25	Multicultural Resources/ Lesson Plan Presentations	**Due: Multicultural Literature Resources Lesson Plans**
Session 11 4/8	CALLA: Instructional Strategies for English Learners Academic Language	Chamot & O'Malley – Chapters 1, 2, 3, 4 Scarcella – Ch. 1 (reader)
Session 12 4/15	Assessment Reading and Writing	Chamot & O'Malley – ch. 6 Echevarria, Vogt & Short - ch. 9, 10 O'Malley & Pierce – Ch. 7 (reader) **Due: Reading Response #4**
Session 13 4/22	Parents, Families and Communities Beyond the Classroom: Social Aspects of an EL's schooling experiences	Chamot & O'Malley – (choose one of ch. 9-12) Scarcella – Ch. 6 (reader) Valdes (reader) Rubinstein-Avila (reader) **Due: Reading Response #5** **Due: SDAIE Lesson Plans from Unit**
Session 14 4/29	SDAIE Presentations	**Due: SDAIE Presentations and Unit Plans**
Session 15 5/1	SDAIE Presentations Planning for the Future	**Due: SDAIE Presentations & Unit Plans**

SB 2042 - Authorization to Teach English Learners 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. The Nature of 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	**III. Cultural Contact**
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
EDSS 555 addresses these competencies throughout the course in an integrated manner.		**IV. Cultural Diversity in U.S. and CA**.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

Assignment Sheet

Name_____e-mail_____

Subject area_____ School_____

_____ Reading Response #1 (5)

_____ Reading Response #2 (5)

_____ Reading Response #3 (5)

_____ Reading Response #4 (5)

_____ Reading Response #5 (5)

_____ ELD Lesson Observation (10)

_____ Multicultural Literature Resources/Lesson Plans (20)

_____ SDAIE Unit and Lesson Plans (25)