

Course: Elementary Level Multilingual Education, EDMS 555

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

EDMS 555 (2), Elementary Multilingual/Multicultural Education, CRN 21442

University Hall 441

Spring 2011

Tuesday, 8:00am – 2:15pm

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Office Hours: before and after class & by appointment

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 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 elementary school teachers faced with the growing diversity in today's classrooms. 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.

Course Prerequisite:

Admission to the Multiple Subject/CLAD Teacher Credential Program

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 and knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.
2. Demonstrate understanding of the most important goals of bilingual/multicultural education. Understand and apply research and its effects on the dimensions of learning in bilingual education program models.
3. Explain the theoretical framework upon which bilingual education is founded and demonstrate understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on program design and educational achievement.
4. Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.
5. Explain the connections between bilingual education, English as a second language, and SDAIE, SDAIS/CALLA methodologies. Apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice
6. Demonstrate understanding of models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy. Become cognizant of the fact that students' motivation,

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participation, and achievement are influenced by an intercultural classroom climate and school community.

7. Gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and varying perspectives of the populations referenced in *the Non-Discrimination Policy of the State of California*
8. Demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.
9. Promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and understanding of the family as a primary language and cultural resource.

Required Texts:

Echevarria, J., Vogt, M., and Short, D. (2008). *Making Content Comprehensible for English Language Learners: The SIOP Model*, 3rd Edition. Boston, MA: Allyn and Bacon.

English-Language Development Standards for California Public Schools K-12 (You can download the ELD standards from the CDE website (www.cde.ca.gov)).

Moodle – Assigned articles

Authorization to Teach English Learners

This credential program has been specifically designed to prepare 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 credential program, as well as additional coursework. Students successfully completing the program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB2042 Program Standards – August 2002*).

Student Learning Outcomes

Teacher Performance Expectation (TPE) Competencies:

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple and Single Subject(s) Credential. This course is designed to help teachers 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 is addressed in this course:

TPE 15: Social Justice and Equity

- Valuing socially equitable teaching, learning, and schooling in a variety of organizational settings
- Incorporating pluralism and divergent perspectives on educating diverse students
- Democratizing public education to achieve social justice and equity

California Teacher Performance Assessment (CalTPA):

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your

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attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided

<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

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 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. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations:

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Requirements:

• Attendance, Participation, & Professional Disposition	14	points
• ELL/Immigrant interview	20	points
• ELD / SIOP Lesson Observation & Write-up	15	points
• CAT SIOP Lesson Designs	25	points
• Reflective Statements: TPE 15	5	points
• Reading Response (4 points each)	16	points
• Multicultural Literature Annotation	5	points

ASSIGNMENT DESCRIPTIONS

1. Attendance, Professional Disposition, and Class Participation

14 points

First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, and discussions on various topics and assigned reading. **Points will be deducted for each full day absence. A student who misses more than two (2) days of class will not pass this class (see the College of Education Attendance Policy). Arriving late and leaving early may be documented as a ½ day absence.** An opportunity to earn extra credit points will be announced mid-semester.

Professional, credentialed educators are evaluated on “performance of non-instructional duties and responsibilities” by their administrators. Punctuality, attendance, collaboration with colleagues, and professionalism fall under this category. Your professional disposition is related to how you conduct yourself in class and at a school site. Please communicate any attendance issues directly with the instructor. Please see the description below and the CSUSM College of Education’s Mission Statement for guidelines.

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CSUSM College of Education Professional Dispositions

The California State University San Marcos College of Education fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

- **Social Justice and Equity:** Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.
- **Collaboration:** Candidates learn and practice the skills of collaboration in their coursework and use them in their professional interactions with students, colleagues, parents, caregivers and those in the wider community.
- **Critical Thinking:** Candidates analyze various professional contexts, resulting in more informed decision making about professional practice.
- **Professional Ethics:** Candidates learn to make and act on well-reasoned, principled judgments.
- **Reflective Teaching and Learning:** Candidates critically review their professional practice and the impact it has on student success.
- **Life-Long Learning:** Candidates are committed to actively seeking new knowledge, skills and experiences throughout their career.

2. ELL/Immigrant Interview

20 points

The purpose of this assignment is to better understand the life of an English language learner and/or immigrant living in our country. You will interview an individual who has learned or is learning English as a second language. This adult person can be a fellow student, someone you know, or someone you seek out. Through the interview process, you will find out how the person has acquired or is acquiring English and any Challenges and/or successes faced by immigrants as they learn a new language and culture. Guideline for the interview questions and a rubric for scoring this assignment will be shared in class. Assignment will be submitted in class; length 2-3 pages maximum. More information on the criteria and expectations of this assignment will be explained in detail in class.

3. ELD / SIOP Lesson Observation & Write-up

15 points

The purpose of this assignment is for you to see instruction for English Language Learners in action and to observe the strategies teachers implement during instruction, as well as the engagement and interaction of all the students. Detailed instructions and a 'check-list for this observation, as well as a rubric for scoring this assignment will be shared in class. Assignment will be submitted to Moodle and brought to class; length 2-3 pages maximum.

4. Critical Assessment Task

Social Justice and Equity Multicultural Lesson Design

25 points

The purpose of this assignment is to provide differentiated instruction with the sound methodologies, principles, and strategies appropriate for English language learners at 3 different language proficiency levels using the TPA Lesson Design Template. Use the best practices methodologies and pedagogy for English Learners as you design instructional experiences for your students. Your lesson design will contain:

- Content objective and language objective, posted and explained to students
- Evidence of Lesson Preparation
- Evidence of Building Background
- Evidence of Comprehensible Input
- Evidence of Learning, Scaffolding, and Questioning Strategies
- Evidence of Student Interaction
- Evidence of hands on practice and application of new learning

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- Evidence thoughtful lesson delivery
- Evidence of Review and Assessment

You may work in a group of 2 to 3 students to create a SIOP Lesson Design that integrates with another content area. Together you will collaborate to select a grade level, content area and Social Justice/Multicultural theme using the Lesson Design Template. The completed lesson design will be color-coded to highlight the different components of the Sheltered Instruction Observation Protocol (SIOP).

Statement of Participation and Rationale

Attached to your lesson design will be a *Social Justice and Equity Rationale* (at least one paragraph) which explains how your assignment promotes social justice and equity in your classroom.

Each individual in the group should write a paragraph describing each member of the group's participation and contributions to the completed project

Please include an appendix of any supplementary materials you designed or borrowed including black line masters of graphic organizers, worksheets, or assessments. Remember to give credit where credit is due. This assignment and scoring rubric will be fully explained in class.

Lesson Presentations

Each group will have 10 – 15 minutes to engage the class in either an overview of their lesson designs, or a particular component of their lesson.

Critical Assessment Task, Social Justice and Equity Multicultural Literacy Designs - Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
SIOP/SDAIE Lesson Design	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 ALL English learners.
TPE 15 Social Justice and Equity	Candidates do not address issues of social justice and equity in the classroom, and lessons are not designed for students from diverse backgrounds.	Candidates know many issues of social justice and equity, but lessons do not include instructional practices for diverse students and are not grounded in theories of multicultural education.	Candidates know and can apply issues of social justice and equity in the classroom. Lessons include instructional practices that are grounded in multicultural education, and provide equitable outcomes for students from different linguistic, cultural, social and economic backgrounds.	Candidates know and apply issues of social justice and equity in their lessons. Lessons apply instructional strategies grounded in theories, principles & ideas of multicultural education, ensure equitable outcomes for all students from different backgrounds, and are designed collaboratively with stakeholders representing all students in the classroom.

5. TPE 15 Reflective Statement

5 points

Teacher Performance Expectation 15:

Social Justice and Equity

Teacher candidates will be able to identify issues of social justice and equity in the classroom and can apply appropriate instructional strategies to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

Assignment Objective:

Students will write a final reflection that demonstrates knowledge gained through meeting the objectives of this course relating to social justice and equity and themselves as future teachers:

Directions

In this assignment you will reflect on your past learning and future career concerning creating a socially just and equitable environment for your students. Write a thoughtful, one or two-paragraph reflection on each of the three areas. Use the readings, (SOP, Diaz-Rico) assignments, (EL/Immigrant Interview, ELD Lesson Observation, Social Justice and Equity Lesson Design) power points, discussions, and group activities as reference for your reflections. You may use this Word document for your answers. This reflection and any supporting artifacts should be included in your TPE notebook for Clinical Practice as evidence you have met TPE 15.

TPE 15 Social Justice and Equity Reflection Questions

1. What do you consider the most important issue dealing with *social justice and equity* in the classroom that you will face as a new teacher? How, as a new teacher, will you respond to this challenge?
2. What ideas and strategies will you bring into your classroom to ensure a *socially just* environment and *equitable outcomes* for all students?
3. Describe how your experience learning, reading, and writing about issues of *social justice and equity* in education will help you be successful as a teacher. Speak to these four points:
 - a. Pedagogy
 - b. Curriculum
 - c. Collaboration
 - d. Professional Development

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6. Reading Response (4 points each)

16 points

Reflections are based on the readings, discussed topics in class, and additional readings on Moodle.

Reading Reflections will be discussed at the beginning of the class session on which they are due, and **must** include:

- A written analysis of the assigned topic that reflects understanding of the key concepts, including specific examples from the required readings.
- A reflection of the topic including connections that can be made between the topics and teaching English language learners, **with specific examples from student teaching experiences, school observations, or other personal experiences in diverse settings.**

7. Multicultural Literature Annotation

5 points

The purpose of this assignment is to practice evaluating and choosing children's literature for your classroom with a critical eye towards creating a classroom library that positively reflects the culture and experiences of your students and their families. Be prepared to give a brief "book talk" to the class. This assignment will be modeled and explained in class.

Grading Standards

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 class meetings. Unless otherwise negotiated with the instructor, all assignments are to be submitted as specified in class on the due date. **Assignments not submitted on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced.

All work needs to be turned in to Moodle and a printed copy should be brought to class.

All assignments must be turned in no later than Friday, March 18th to receive credit.

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-
75-79%.....	C+
72-75.....	C
70-71.....	C-
60-69%.....	D
59% and below.....	F

Note: Students are reminded that the College requires completion of this course with a C+ or higher.

All University Writing Requirement:

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

CSUSM Academic Honesty Policy:

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

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to

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the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

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

Plagiarism:

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

Use of Technology:

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

Electronic Communication Protocol:

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

Things to consider:

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

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

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The instructor reserves the right to alter the instructional timeline, add, delete, and /or change topics and assignments in response to individual and class needs.

Date	Topics	Assignments (if any)
Session 1 1/25/11	Introducing Sheltered Instruction <ul style="list-style-type: none"> • Getting to Know Your Students • Who Are English Learners? • Second Language Acquisition Theories • Bilingual Education; research, theoretical framework, history • SIOP 1: Introducing Sheltered Instruction • SIOP Model Overview/ Model Lesson • Discuss ELL/ Immigrant Interview assignment. 	Prepare for First Session: Readings: SIOP Chapter 1 Diaz-Rico: Chapter 3 (Moodle) Reading for next session: SIOP Chapter 2 SIOP Chapter 3
Session 2 2/1/11	Lesson Preparation & Building Background <ul style="list-style-type: none"> • Language & Content Objectives • Activity: Writing Language & Content Objectives • Supplementary materials • Adaptation of content for ELL levels • Building background • Discuss: Observation assignment 	Due: ELL/Immigrant Interview Reading for next session: SIOP Chapter 4 SIOP Chapter 5 Download ELD standards and read the Introduction pgs.11-15.
Session 3 2/8/11	Building Background & Comprehensible Input <ul style="list-style-type: none"> • Cognitive Academic Language Proficiency: Vocabulary instruction • Appropriate Speech • CELDT Testing • California English Language Development (ELD) Standards and Levels of Proficiency • Aligning California Content Standards with ELD Standards 	Due: Reading Response #1 Reading for next session: SIOP Chapter 6

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<p>Session 4 2/15/11</p>	<p>Strategies & Interaction</p> <ul style="list-style-type: none"> • Scaffolding • Questioning: HOTS, Bloom's Taxonomy • Grouping Configurations & Wait Time • Using the ELD Standards and the CA Content Standards to Differentiate Instruction • Differentiated Instruction in action: models for K-6 classroom 	<p>Due: Observation</p> <p>Reading for next session: SIOP Chapter 7 Diaz Rico Chapter 5 (Moodle)</p>
<p>Session 5 2/22/11</p>	<p>Practice/Application & Content Area Instruction</p> <ul style="list-style-type: none"> • Materials & Manipulatives • Activities that Integrate Content and Language Knowledge • Activities that Integrate Language Skills • The SDAIE Model • Content Area Application • Discuss Multicultural Literature Annotation 	<p>Due: Reading Response #2</p> <p>Reading for next session: SIOP Chapter 8</p>
<p>Session 6 3/1/11</p>	<p>Lesson Delivery</p> <ul style="list-style-type: none"> • Teaching to the Objectives • Student Engagement with Interactive Strategies • Pacing • Multi-Cultural Literature Sharing • Discuss SJ&E Lesson Designs and TPE 15 Reflection 	<p>Due: Reading Response #3 Multicultural Literature Annotation</p> <p>Reading for next session: SIOP Chapter 9 & 10</p>
<p>Session 7 3/8/11</p>	<p><i>Empowering and Engaging Students, Families, and Communities</i> Reading Development, GATE, Spec. Ed</p> <ul style="list-style-type: none"> • Gifted English Language Learners • ELLs with Special Needs • Understanding Poverty <p>Review and Assessment</p> <ul style="list-style-type: none"> • Assessment of Student Comprehension and Learning 	<p>Due: Reading Response #4</p> <p>Continue working on SJ&E Lesson Designs, TPE 15 Reflection</p>

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<p>Session 8 3/15/11</p>	<p>Transforming Public Education</p> <ul style="list-style-type: none">• Lesson Presentations/Gallery Walk• SIOP Jeopardy• Arts-Integrated/Synthesis Activity	<p>Due: Critical Assessment Task Social Justice & Equity Multicultural Literacy Lesson Designs</p> <p>TPE 15 Reflection Due</p>
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