CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION

EDMS 555B   Elementary Multilingual/Multicultural Education   Spring 2006
*CRN 21275 *
Section 02
U H 439 Mon. : 2:30pm – 5:15pm

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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 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.
Prerequisites: Admission to the College of Education

Course Objectives
•   Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.
•   Demonstrate understanding of the most important goals of bilingual/multicultural education.
•   Explain the theoretical framework upon which bilingual education is founded.
•   Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.
•   Explain the connections between bilingual education, English as a second language, and SDAIE/CALLA methodologies.

> • Demonstrate understanding of models of multicultural education and their implications for curriculum, instruction, and educational policy.
> • Explain the meaning of culture, differentiated index, and the necessity for cultural convergence in schools.
> • Use service-learning techniques to develop a better understanding of each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.
> • 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*

Community Service Learning

Community Service Learning is an integral part of this class. Community Service Learning engages students in active learning experiences that enhance classroom instructional activities, while addressing social, economic, political, health, and environmental needs of people in the community. Students learn while doing and while reflecting on what they do.
A unique aspect of this course is a focus on the educational needs of children in developing countries. In a unique collaboration between CSUSM's College of Education and bilingual Mayan schools in Guatemala, the students enrolled in this course are provided with an opportunity to participate in an international service-learning project called "Solidarity-not Charity" as part of the Service Learning component of the course. Participation in this particular project is not mandatory. However, all students are asked to document a "Service-Learning" activity and incorporate it in the Thematic Unit.

Required Texts
• Peregoy, S. F. & Boyle, O. F. (2005). *Reading, Writing, & Learning in ESL* (4th Edition). Longman.
• Course Reader: Items will be available online in WebCT and a CR will be available at Copyserve.
• **ELD Standards Requirement**

For class sessions, as well as for the Thematic Unit planning, you will need to download the ELD standards and print a copy for yourself. Please bring the standards to class. You can download the ELD standards from the CDE website (www.cde.ca.gov) or from WestEd (www.wested.org). On the WestEd Website, type "ELD Standards" in the "Search WestEd" box. Click on "WestEd: The Map of Standards for English Learners" then "Sample Chapters" then "9-12 PDF Version"

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

NOTE: This is a HYBRID course and some of its components will be done on WebCT. It is your responsibility to log on, check for weekly assignments, complete such assignments in due time, and submit them on line as requested.

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 this program receive the Preliminary Multiple Subject credential with authorization to teach English learners. *(formerly called CLAD and approved by CCTC in SB 2042 Program Standards, August 02)*

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. If two class sessions are missed, or if the student is late (or leaves early) s/he cannot receive a grade of "A." If three class sessions are missed, the highest possible grade that can be earned is a "C+." If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements. 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. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, College Policy is amplified as follows: 1. Missing more than 1 class meetings will result in the reduction of one letter grade. (1 absence = A. 2 absences=B. 3 absences =C) 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be negotiated on a case-by-case basis. Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. This course is designed to help teachers seeking the Multiple Subject 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 7: Teaching English Learners
TPE 15: Social Justice and Equity

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (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.

All University Writing Requirement

Every course at CSUSM must have a writing requirement of at least 2500 words. In order to comply with it, students must turn in an interactive journal, class reflections, TPE reflections and other pertinent written assignments.

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 assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole." For further info. on academic honesty please check the University catalogue.

**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.

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

Professionalism/Dispositions (*see rubric*)

Because this course is part of an accredited program that leads to professional certification, students are expected to demonstrate behavior consistent with a professional career. In particular students must:

1.   Attend all class meetings. If you will miss a class session, please notify the instructor in writing (email) as soon as possible. When session is held online, it is your responsibility to log on and participate as you would in class.

2.   Arrive on time just as you would at a school site. Late arrivals to and early departures from class **will alter the final grade**.

3.   Prepare carefully for class. Be ready to discuss readings and assignments thoughtfully. All voices are valued in our classroom community. Please be sure we get to hear your thoughts on the topics we cover. This includes checking WebCT component, and completing assignments online as required.

4.   Complete all assignments on time. Late assignments will receive a reduction in points for each day late. Occasionally a student may be asked to revise an assignment. If so, the revised work must be submitted no later than one week after it was returned and may not be eligible for full credit. If you are absent when an assignment is due, you may submit the work via email (except for Physical Model) so that it is not counted late. Receipt of the assignment will be returned by the instructor (please request return receipt)

5.   Interact professionally and collaborate responsibly with your colleagues. Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, academic honesty and writing achievement.

Course Requirements

All students are expected to participate in class activities and demonstrate reflective learning. Students who do not attend a class session, or do not participate in class activities will not receive attendance and participation points for that session. ***Points will be deducted for each missed class session.*** It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on

the due date. **Assignments not handed-in on due date will lose a percentage of the earned credit per day.** Assignments should be typed and double-spaced (yes, including the class journal). Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor.

Grading Information:

All students begin with the maximum number of points available. Points are deducted when assignments are not done according to the requirements. In order to keep all your points it is necessary to **check and submit all assignments via WebCT,** attend and participate every class session (face to face or online) and prepare for class. The table below shows the point value of different items.

- Attendance, Disposition, and Class Participation   10 points
- Interactive E-Discussions/Journal   20 points
- Multicultural/lingual Research Review   20 points
- ELD / SDAIE Lesson Observation   10 points
- Soc. Justice and E. SDAIE/CALLA Thematic "Unit" Plan / TPE
- Reflections   40 points

**Grading Scale:** A=90+, B=80-89, C+=77-79, C=70-76, D=60-69, F=59 or lower. Plus and minuses are not given except in the following instance: the College requires completion of this course with a C+ or higher in order for the course to count towards Credential completion.

ASSIGNMENT DESCRIPTIONS

NOTE:

The professor reserves the right to add, change, modify , and delete, any of the following assignments pending on Teachable Moment.

Class Session Activities will be posted on WebCT on a weekly basis.

1.   Attendance, Disposition, and Class Participation   10 points

As stated before, it is expected that all students will attend all class sessions and will actively participate in class discussions, activities, group discussions and all cooperative learning sharing activities, whether they are done face to face or on line. Please be cognizant of the fact that this is a HYBRID course and online assignments are to be submitted accordingly. Check the COE Attendance Policy and keep track of your attendance and assignments on a separate sheet which should be submitted as part of your final learning portfolio which will be due on the last day of class.

2.**Social Justice and Service Learning (due by beg. of 2nd class***)*
10 points

For this assignment you will write a short essay on Social Justice and Service learning. Essays may include the following:

- Summaries, descriptions, or reactions to topics discussed in class or from readings reflecting understanding of key concepts. Past experiences in Service-Learning projects should be used to illustrate your points.
- Entries will be graded according to comprehensiveness, insightful connections, and "deep understanding" of the issues.

 Bring hard copy to class for discussion and to submit to your professor.
You are responsible for providing a printed version of each one of your entries/responses in your final learning portfolio (Due last class meeting).

3.**Pedagogical Theories E- Discussion Board   10 points**

Taskstream OR WebCT Discussion Boards are one way for learning communities to entertain and respond to questions, reflections, insights, or concerns regarding course content. They also facilitate relationships between students and professors. Your peers or course professor will respond to your discussion with clarifying questions to further your thinking process.
There will be TWO opportunities for you to participate on Taskstream OR WebCT this way. This is your first opportunity to use Tasktream OR WebCT Discussion Boards. Use Pedagogical theory readings and class discussion as content for your discussions within your own group.

4.**Multicult/ lingual Research Review (Due ongoing beg. 3rd class) 20 pts**

- This assignment is to be completed in groups of four.
- For this assignment you are each to go to the CSUSM Library website, find and select two journal articles published in the last 5 years on Multicultural, Bilingual, or Multilingual Elementary Education. You will **read two** articles of those selected and provide a **one page summary including a one paragraph reaction to each piece**.
- Refer to the APA website for correct electronic reference listing at http://www.apastyle.org/elecsource.html.
- As a group you will be expected to present a 5 minute quick-talk on **one of your articles** during the course of the semester.
- 15 points are allotted for each written review and 5 points are for your presentation.
- Following each presentation, your peers will assess your presentation quality and provide verbal feedback. I will provide immediate feedback as well.
- You will be **selected randomly** to present your articles **beginning the third class meeting. Please be prepared.**

5.   ELD / SDAIE Lesson Observation   10 points

For this assignment you will observe an ELD or SDAIE lesson (**not both, one or the other**) at your student teaching school site. You will collect and document evidence of any instructional modifications made to provide comprehensible academic input for the English learners in the class. A check list form will be available for this assignment. As part of your write-up, you are to discuss how (if necessary) you would modify the lesson/activity in light of the information and knowledge gained in the course. This form will be available online, in your WebCT component. A short narrative must accompany this item. ***Your lesson observation must address TPE 75 (see rubric).***

6.Literature-based Social Justice Thematic "Unit" Plan (SDAIE or CALLA Format)   40 points

This assignment is divided in three sections as follows :
 A) Critical Assessment Task
B) Poster Session/Oral Presentation
C) Self-Reflection/Assessment

A) Critical Assessment Task (CATs)

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. Parts of this assignment will be done in class and thus collaboration is highly encouraged. You will design 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 CALLA methodology. Lesson planshy67uhj should be formulated to meet the needs of English Learners. This project is due the day your group presents your interactive lesson to the class. Here is the basic format for this assignment:

I.   THEMATIC UNIT OVERVIEW: Working in groups of four **(NO EXCEPTIONS)** you will develop a literature-based social justice and equity thematic unit that will include appropriate literature selections reflecting multicultural perspectives for student in grades K-2, 3-6, 7-8. ONE LESSON PLAN MUST REFLECT SERVICE LEARNING FOR SOCIAL JUSTICE. For this assignment you will need to provide an overview of the following (See Template attached):

1.   Describe the target students' **grade level(s), language level(s), program placement information.**
2.   Identify the **major concepts** that you want children to learn in the unit.
3.   Identify the areas of curriculum **(content)** you will use by citing specific standards (literature, mathematics, science, etc.) and objectives of the content

area. What objectives in the content areas will students have to meet in order to learn the major concepts?

II. SAMPLE LESSON PLANS (See Appendix B): Develop a unit of lessons (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 so that someone will be able to take your lessons and replicate them. For each lesson plan, include the following:

4.　　　Identify what you will do to get students **into the unit (Preparation & Presentation).** Next, identify what you will do to get students **through the unit (Practice).** Include what you will do to assess that students have learned the major concepts **(Evaluation)** and what students will do **beyond (Expansion)** the unit to extend their understanding**.**   Or, use an alternate lesson plan format such as the 5-step plan.

5.　　　Identify the **language and, separately, the content objectives 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.

6.　　　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.**

7.　　　Be sure to include an authentic **assessment** in your unit (summative or formative). How will you assess that ELD students have met the objectives of the unit and the lessons? That is, how will students demonstrate understanding and how will you know they have understood? Have you developed a **rubric** and a clear description of what the various degrees of that rubric mean? **(LOOK AT THE ASSESSMENT SECTION OF THE SAMPLE UNIT ON WEBCT AND FOLLOW THE FORMAT)**

III. APPENDICES:

8.　　　Include a **resources list,** a bibliography of all materials used, such as books, art prints, CD's, computer software, videos, etc.

9.　　　The unit must also contain a **reflection.** What have you / your group learned from the development of these lessons? 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 questions will help you plan your unit:

1.   Grade level, Content standard(s) / objectives, ELD standard(s) / objectives, requisite background information (i.e. Who are your students? What are your English learners' proficiency levels? What do your students need to know prior to the lesson?) Materials / resources necessary for the lesson.
2.   A plan for assessment
•   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? Different levels of mastery?
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.   How do ALL your students have access to the content you are presenting?
•   Do the activities you have designed for the lesson support the content and ELD standards you have selected?
•   What SDAIE/CALLA strategies are you using to make the content accessible to all your students?
•   Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work-group techniques?
•   Does the lesson incorporate the language and culture of language minority students?
•   Do all students have access to academic language?
5.   How will you ensure that your lesson provides equitable outcomes for ALL your students (from diverse linguistic, cultural, social and economic backgrounds)?

Each group member will develop his/her own SDAIE/CALLA lesson plan as part of the "unit." During several class sessions, students will have the opportunity to work on their unit plan by applying what they have learned from the readings, class discussions, and their classroom experiences.

B) Poster Sessions (20 minutes each) SDAIE/CALLA Presentations

Each group will have 15-20 minutes to present their SDAIE Unit Plans. ***This assignment must address TPEs 7 and 15 (see rubric).***
Tables will be set up to provide space for the partners to present/display their multicultural resources and lesson plans.

Note: Dr. Alice Quiocho's website has an excellent bibliography of children's literature and multicultural books (http://www.csusm.edu/Quiocho), or the Barahona Center at the CSUSM Library has an excellent collection of books in Spanish (http://www.csusm.edu/csb/)

C) TPE Reflective Statements

Even though we are referencing and seeking to understand several TPEs in this course, you are specifically responsible for writing a reflective statement for TPEs 7 and 15 in the WebCT assignment. Each assigned reflection should be primarily based on your SDAIE/CALLA lesson plan. The reflection should be approximately 250-350 words (the goal is to be succinct not to count words) and focus on a description, analysis, reflection sequence. You must attach your SDAIE/CALLA lesson plan as an artifact to support your ideas in the reflection for both reflective statements (TPEs 7 and 15). You may attach other artifacts which also support your ideas. The same artifact may appear in multiple TPE reflections. When you submit each TPE reflection, you will receive feedback from me. When the reflection is finalized, it will become a permanent record in your TaskStream Portfolio. You may return to the TPE at another point in your program and make modifications as your understanding deepens.

Each TPE reflective statement must include:

1.   a <u>description</u> of the teacher candidate's learning with respect to the specific TPE being addressed

an <u>analysis</u> of how the attached artifact(s) is (are) <u>evidence</u> of that learning

2.   a <u>reflection</u> describing personal significance of this learning and/or next steps in the journey toward continuing to meet this TPE

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
C. 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 <u>both</u> English language development <u>and</u> 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
I. Language Change		**C.** How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**III. Cultural Contact**
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	**A.** Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	**B.** Methods	**B.** Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	**C.** The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**D.** Strategies for conflict resolution
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**IV. Cultural Diversity in U.S. and CA.**
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

(Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin,
Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

The following will be used as a guideline for defining each attribute:

3. **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.

4. **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket)**:** respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.

5. **Social and cooperative skills (as illustrated in cooperative projects)**: assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.

6. **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.

7. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.

8. **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.

9. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

E-Discussion Entries – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-7 Teaching English Learners	Candidates demonstrate in their interactive journals that they know and can apply **few** pedagogical theories, principles, and instructional practices for comprehensive instruction of English.	Candidates demonstrate in their interactive journals that they know and can apply **some** pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of **ALL** English learners.

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 and instructional practices for making content accessible to English learners.	Candidates can partially determine if lesson observed is consistent with pedagogical theories, principles, and instructional practices for making content accessible to English learners.	Candidates are able to determine if lesson observed makes content accessible to students with different levels of proficiency in English and primary language.	Candidates can apply pedagogical theories, principles, and instructional practices for making content accessible to **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 English learners are not always certain if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.	Candidates of English learners are able to determine if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.	Teachers candidates can confirm that the lesson observed engages **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.

Multicultural Resources / Lessons – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-7 Teaching English Learners	Multicultural resources are not authentic, do not reflect the diversity in schools, and the primary language of students is not considered. Lessons do not support English learners.	Candidates select some authentic multicultural resources, primary language is not included or not well translated. Lesson 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 resources that reflect diversity of the classroom, to include the primary language of English learners. Lesson plans include instructional activities appropriate for levels of proficiency in English and primary language, and have relevant assessments.	Teaching candidates include justification for the selection and purpose of each resource, taking into account the varying learning and social needs of individual students or groups in their own classroom. Lessons include language activities meet the academic and social needs of **all** students.
TPE-15 Social Justice and Equity	Multicultural assignment does not address issues of social justice and equity in the classroom. Lesson plans are not designed for students from diverse backgrounds.	Candidates select some multicultural resources that address issues of social justice and equity. Lesson plans do not include instructional practices for diverse students and are not grounded in theories of multicultural education.	Candidates select authentic multicultural resources that address issues of social justice and equity. Lesson plans are designed to include instructional practices that are grounded in theories of multicultural education, and provide equitable outcomes for students from different linguistic, cultural, social and economic backgrounds.	Candidates include justification for each multicultural selection that show how issues of social justice and equity are addressed for **all** students. Lesson plans apply instructional strategies grounded in theories and principles of multicultural education, ensure equal outcomes for **all** students from different backgrounds, and are designed with stakeholders representing **all** students in the classroom.

SDAIE/CALLA Unit Plan/Presentation – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-7 Teaching English learners	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.

MULTICULTURAL CALLA MINI UNIT TEMPLATE (Appendix A)
Dr. Rosario Díaz-Greenberg

TITLE:

Grade Level: Elementary

Language Level:

Placement: Informal Assessment/CELDT

Major Concepts:

1.

2.

Rationale:

Literature Objectives:

Language Objectives:

BOOKS:

- 1
- 2
- 3

Learning Strategies:

Metacognitive:

Cognitive:

Social Affective

STANDARDS

Brief overview of books/time of the year to be used/connections between books

CALLA LESSON PLAN SEQUENCE (CH. 5)

Preparation: This stage requires activation of prior knowledge by finding out what the students already know and how they have been taught to approach the specific task. The students are told what the objectives of the unit are, and what is expected of them.

Activities should include: brainstorming, making graphic organizers, demonstrating how to do the project, role playing and prediction.

Presentation: The material to be covered needs to be presented in a variety of ways to address different learning styles. A positive approach is necessary to foster self-esteem and autonomy. Questioning is essential to encourage students in formulating questions for clarification purposes.

Activities: Questioning techniques, selective attention to key concepts, elaboration and inference to help comprehension.

Practice: During this stage students need to engage in interactive learning. Hands-on and exploration are essential.

Activities: Cooperative learning activities, Reciprocal teaching, brainstorming, organizational planning, and problem posing techniques.

Evaluation: This stage stresses self-evaluation through specific techniques. The teacher needs to provide samples of record-keeping activities to direct the process.

Activities: Summarizing, verifying previously made predictions, Self-check and correct, chart progress through learning log, cumulative check list on items covered, and self-reflection on progress made.

Expansion: In this stage the teacher incorporates class and home activities that build on previous knowledge and integrate newly acquired skills and information into existing concepts. Reflection is essential to connect past concepts with new information. Revision and re-creation of knowledge is also crucial at this point. Application of new knowledge into real life situation should be encouraged.

Activities: Systematic inquiry, reflection techniques, and discussion.