CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION
EDSS 547B
Secondary World Languages Education B
Section 01 CRN 21190

Spring 2005

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Meeting Times/Place: Fri. 16:00-19:50 pm and Sat 11:00 am to 14:50 pm in UH-460
Office / Hours: By appointment.
   **It is advised that you confirm all office hour sessions with the professor in advance.

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

EDSS 547 Disciplinary and Interdisciplinary Methods Catalogue Description
Methodology course which combines training in both subject specific methods and interdisciplinary teaming methods. Utilizes both pedagogical and practical experiences from multiple instructors selected from the colleges of Education, Arts and Sciences, and secondary schools to train students in a variety of appropriate strategies to utilize with secondary students.

EDSS 547 B

This course is designed in a seminar format to continue focusing intensively on the discipline of World languages. In this course, students will continue to explore theories and strategies for teaching all facets of world languages: speaking, listening, reading, writing, thinking, and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success. Students will be required to apply their learning in related assignments and fieldwork experiences during student teaching and/or observations.

This course also involves the practical application of the underlying theories and issues pertaining to second/foreign language education and the teaching of Heritage Languages. Students will participate in lesson development, peer teaching experiences, materials development, textbook evaluation, and test construction appropriate for the teaching of foreign languages and the teaching of Spanish to Native Speakers. Students are required to do additional reading and to submit five annotated bibliographies of articles from foreign language journals/Heritage Language journals from the last three years or complete an analysis of four professional publications.

Course Goals

As a result of this course, you will be able to demonstrate the following:

1)   Explain the basic terms, philosophies, problems, issues, history, and practices related to the teaching of World languages in the US.

2)   Demonstrate understanding/application of the national standards for Foreign Language education.

3)   Explain the theoretical framework upon which Foreign Language education is founded.

4)   Demonstrate understanding of existing student identification, assessment, and language designation/levels for Foreign Language in the USA.

6)   Demonstrate understanding of Foreign Language and Heritage Language education and their implications for curriculum, instruction, and educational policy.

7)   Explain the meaning of culture and the necessity for cultural convergence in schools.

8)   Use Service-Learning techniques to create a more just and humane learning environment, and help students in their growth and development as human beings.

Course Objectives

1. Student teachers create a bank of activities for their classroom addressing the needs of groups of students with different achievement levels in L1 and L2.
2. Students create a list of resources available through their school, district or county office,
3. Student teachers analyze and evaluate curriculum they are currently using and provide suggestions for improvement.
4. Student teacher develops lesson models incorporating different second language instructional methodologies and other approaches such as cooperative learning.
5. Students produce a lesson using video technology (camcorder, video, and videodisc)
6. Student teachers develop assessment tools using different approaches
7. Student teachers are able to incorporate Service-Learning in their lesson planning and classroom setting

Unique Course Requirements: 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.

Texts and Materials

Required Texts
     1. Shrum, J.L. & Glisan, E.W. (2000). Teacher's handbook: Contextualized language instruction, 2nd Edition, Heinle and Heinle. ISBN/ISSN 08384-1465-6
     2. Handbook Homepage: http://thandbook.heinle.com
     3. California Frameworks for Foreign Language (Available from CDE)
     4. Handbook of selected readings

Recommended Texts:

Curtain, H.A. & Pesola, C.A. (1994) Languages and Children-Making the Match, 2nd Ed., Addison-Wesley.
     One school textbook at grade level curriculum. (This may be borrowed from the instructor or a local school.)
     A teacher's edition would be most appropriate.
     One VHS video tape

NOTE: All texts and readings MUST be brought to ALL class sessions.

Professional Development Responsibilities

Professional Membership:

CABE www.bilingualeducation.org ACTFL www.actfl.org , AATSP www.aatsp.org, TESOL
http://www.tesol.edu/, or other appropriate organizations. Check sites for California Foreign Language
http://www.standford.edu/group/CFLP and for http://www.clta.net

Conference Attendance:

- *California Association for Bilingual Education* Annual Conference, Los Angeles Convention Center,
  February 2005

Professional Reading:

FLTEACH- http://www.cortland.edu/flteach/welcome.htmlx All students should subscribe for at least a three-
week period. The topic of FLTEACH, a listserv founded in 1994 by Jean LeLoup and Robert Ponterio, is foreign
language teaching methods including high school/college articulation, training of student teachers, and
curriculum. Current membership includes colleagues across the country as well as around the world. In order to
subscribe:

> *Send a message to:* LISTSERV@listserve.acsu.buffalo.edu
> In the message put only the following: SUBSCRIBE FLTEACHfirstnamelastname
> Example: SUBSCRIBE FLTEACH maryjones

Send the message just like that- no signature or anything else. You will get a welcome message by return e-mail
with instructions on how to use FLTEACH. You might want to consider other options that are available such as
by **subscribing to the DIGEST option, you will get messages only once a day under one heading
"FLTEACH" (This option is highly recommended in order to receive the most information with the list
text)**

Journals

Foreign Language Annals (ACTFL)

Learning Languages (NNELL)

Hispania (AATSP)

Modern Language Journal

Studies in Second Language Acquisition

TESOL Quarterly

NABE Journal

Grading

> ***Grading Scale:*** A=90+, B=80-89, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62,
F=59 or lower.

> ***Submission Schedule:*** Work submitted within one week late will be reduced by one letter grade. Work
received over one week late receives no credit.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations will use APA format.

Assignments

Attendance & <u>**Participation**</u>	**10 points**
Commercial/Public Announcement lesson	**10 points**
Participatory Research activity on culture	**20 points**
CALLA Unit and Reflective Statement	**50 points**
Outcome Assessment	**10 points**

Assignments:

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Assignments may be submitted via e-mail as enclosures. If you choose to submit your work electronically, please send it to the e-mail address indicated, to ensure timely receipt and response. Text should be readable by MS Word 2000 (Windows XP). If submitting in paper form, **submit 2 copies of all work - one will be returned to you with a grade and the other will be retained on file. Visuals and/or poster size assignments will not be collected.**

Integrated Thematic CALLA Unit Plan (50 points) - Providing rigorous academic instruction that also facilitates World language acquisition is critical to the academic achievement of World language 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 World language 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 that employ CALLA methodology. Lesson plans, should be formulated to meet the needs of Foreign Language Learners. This project is due the day you present your interactive lesson to the class. Here is the basic format for this assignment:

I.   THEMATIC UNIT OVERVIEW: Using the Multicultural Literature assignment as a starting point, you will provide an overview of the following (Template to follow):

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 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 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 is fine). 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?

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 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.

Your may do a computer technology project, if that is the medium in which you wish to present your project. Check with me as to the programs you are using. For example, you can provide a videotaped version of one or more lessons in your unit, either with children in schools, or with student-aged neighbors/family acting as your students. Or, the class presentation itself can be videotaped. One person can do this – videotape a lesson or the presentation -- instead of writing a lesson plan and participating otherwise in the presentation. The person opting to do this needs to obtain waivers from all students being filmed (see me for waiver form), and be responsible for any editing using e.g., movie in the lab, if necessary, and providing me with a copy of the film. Video cameras are available for checkout in the media library.

The following are questions that will help you plan the unit, and also complete the reflective section of the unit:
♦ Does each lesson take into consideration the various language proficiency levels of language of the students?
♦ Are the objectives conceptually clear and tied to your instructional and learning strategies?
♦ Does instruction in each lesson use visuals, manipulative, realia, drama and scaffolding techniques that would facilitate understanding?
♦ Do the learning strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work group techniques?
♦ Is the content or subject matter in the lesson challenging ?
♦ Does the lesson incorporate the culture, lived experiences, and if possible, the language of the students?
♦ How are the parents and community integrated into the unit?
♦ How does the lesson try to incorporate the 7 Intelligences and/or multiple modalities?
♦ Does your assessment directly measure your objectives in a conceptually clear manner?

Presentation of CALLA Unit - You will choose the mini- template and <u>one lesson</u> from your instructional unit to present to the class. For the purpose of this lesson, the class will become your students so be sure to let them know what grade level and other characteristics they have for the duration of the lesson (e.g., native language, length of time in the country). Be sure that the lesson is interactive. This means that the class (your "students") needs to actively participate in your presentation. You will have approximately one-half hour (this <u>includes</u> time for

questions and comments). If you have had the opportunity to implement the unit, you may discuss the process and outcomes

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 certain TPEs.Each assigned reflection should be primarily based on your 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 CALLA lesson plan as an artifact to support your ideas in the reflection for the reflective statements . 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.

Each TPE reflective statement must include:
1. a description of the teacher candidate's learning with respect to the specific TPE being addressed
2. an analysis of how the attached artifact(s) is (are) evidence of that learning

a reflection describing personal significance of this learning and/or next steps in the journey toward

2. **Commercial/Public Announcement lesson: Details to follow**

3. **Participatory Research activity on culture: Details to follow**

4. **Outcome Assessment   (Critical Assessment Task)**
This is your opportunity to examine your own learning. In 3-5 pages, you will:
1. describe your understanding of social justice, service-learning, and the teaching of World Languages;
2. discuss what you learned in the class that contributed to your understanding of the above mentioned items;
3. and discuss how your understanding of them will shape your attitudes, disposition, and demonstrated behaviors as a future teacher.

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

TITLE:

Grade Level:

Language Level:

Placement:

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.

Course Outline
(Timeline Subject to Change pending "Teachable" Moments) The instructor reserves the rights to add, delete, and modify the reading assignments listed below.

Date	Topic	Assignment
Session 1	Introduction / Overview of topics/Recap of 547A/ Summary	Ch.1, 2 and 3 Summaries to be sent via e-mail
Session 2	Developing Oral and Written Communication in an Interactive Manner	Ch 6,7, 8, and 9 Summaries to be sent via e-mail
Session 3	Addressing diversity Assessment of language performance	Ch 10-11 Summaries to be sent via e-mail
Session 4	Using Technology in the FL classroom	Ch 12
Session 5	**Presentation of Lessons**	

Infused Competencies

Authorization to Teach English Learners
The credential program at CSUSM 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 a credential with authorization to teach English learners. (Approved by the CCTC in SB 2042 Programs Standards, August, 2002).

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Single Subject Credential. This course is designed to help teachers seeking a California teaching 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. You will be required to formally address the following TPEs in this course:

Primary Emphasis
TPE 1b-Subject Specific Pedagogical Skills for SS Teaching Assignment
TPE 3- Interpretation and Use of Assessments
TPE 4- Making Content Accessible
TPE 6c-Developmentally Appropriate Practices in Grades 9-12
TPE 6d-Developmentally Appropriate Practices for Special Education
TPE 9- Instuctional Planning
TPE10- Instructional Time

Secondary Emphasis:
TPE 2- Monitoring Student Learning During Instruction
TPE 5- Student Engagement
TPE 7- Teaching English Learners
TPE11- Social Environment
TPE12- Professional, Legal, and Ethical Obligation
TPE14 – Educational Technology
TPE15 Social Justice and Equity

GENERAL CONSIDERATIONS

Outcomes and Standards
The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in "seat time", meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

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.

Academic Honesty

"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."

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations.

Students must be approved for services by providing appropriate and recent documentation to the Office of 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.

University Writing Requirement

Every course at CSUSM must have a writing requirement of at least 2500 words(approximately 10 pages) which can be administered in a variety of ways. In order to comply with it, students must turn in an interactive journal, class reflections, TPE reflections and other pertinent written assignments.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology professional practice, as well as researching the topics discussed in this course. Additional uses of technology will be discussed in class and emphasized in the course reader.
The Governance Community of the College of Education adopted the following policy on 12/19/97:

NOTES

Students must meet the attendance requirements for the grade described. Attendance is a prerequisite for earning a particular grade: One absence =A, two absences = B, three absences= C.

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) more than three sessions, 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. The 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. (*Adopted by the COE Governance Community, December, 1997*).

Grading Rubric:

"A" Students
1.   Demonstrate serious commitment to their learning, making full use of the learning opportunities available and searching out the implications of their learning for future use.
2.   Complete all assignments thoroughly and thoughtfully, receiving 3.5-4.0 average on all assignments.
3.   Make insightful connections between all assignments and their developing overall understanding of social studies concepts; they continually question and examine assumptions in a genuine spirit of inquiry.
4.   Students show high level achievement of course goals.

"B" Students
1.   Simply comply with the course requirements and expectations.
2.   Complete all assignments, usually thoroughly and thoughtfully, receiving 2.7 -3.4 average on all assignments.
3.   Usually connect assignments to their developing overall understanding of social studies concepts; may be satisfied with accepting their learning as it is received without deeply examining assumptions or seeking a higher level of understanding of the implications.
4.   Students show reasonable achievement of course goals.

"C" Students
1.   Demonstrate an inconsistent level of compliance to course requirements and expectations.
2.   Complete all assignments with limited thoroughness and thoughtfulness, receiving 1.7-2.6 average on all assignments.

3. Make limited connections between assignments and their developing overall understanding of social studies concepts; may not be open to examining assumptions or implications and may actually dismiss the importance of the understanding of social studies concepts.
4. Attempt, but show limited progress in achieving course goals.

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

NOTES

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. More than one absence will lower your grade in the following manner: the final grade will drop by one-third letter for every absence. The College of Education Attendance Policy (stated on page 7) will be followed. Serious illness or other emergencies will be evaluated on a case by case basis. If you will miss a class session, please notify the instructor in writing (email) as soon as possible.

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.

4. Complete all assignments on time. Late assignments will receive a 20% 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 from your toolbar)

4. 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.

Professionalism/Dispositions Rubric

	Excellent 4	Acceptable 3	Unacceptable 1-2	Score
Attitude	Consistently displays a positive attitude. May offer constructive criticism and include alternatives that show initiative.	Displays a positive attitude. May offer constructive criticism and include alternatives that show initiative.	Seldom has a positive attitude. Often is critical. Does not offer alternative solutions to criticism.	
Participation	Attends every class, always on time and well prepared, never leaves early. Gives closest attention to class activities and speakers.	Attends every class, on time and prepared, never leaves early. Gives most attention to class activities and speakers.	Is not always ready when class time begins. Doesn't give full attention in class; sometimes talks when others are speaking.	
Professionalism	Consistently behaves, talks and works in a professional manner, regardless of task/topic.	Most of the time, behaves, talks and works in a professional manner, regardless of task or topic.	Seldom behaves, talks, and works in a professional manner, regardless of task or topic.	
Collaboration	Consistently listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Most of the time listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, or supports the efforts of others. Is often not a good team member.	
Contributions	Consistently provides useful ideas; always stays focused on the task. Exhibits a lot of effort and valuable contributions.	Most of the time provides useful ideas; stays focused most of the time. A satisfactory group member who does what is required.	Rarely provides useful ideas; not always focused. Reluctant to participate. Lets other take charge.	
Disposition toward teaching	Consistently demonstrates concern in learning to teach all children. Always demonstrates strong commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPE).	Most of the time demonstrates concern in learning to teach all children. Often demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CSTP's and TPE's.	Rarely shows concern in learning to teach all children. Rarely demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of CSTP's and TPE's.	
Leadership	Shows strength through leadership in different class activities	Effectively participates and contributes, but rarely shows leadership qualities.	Does not show leadership in any area of class.	

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.** Intra-group 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 **E.** 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