

## Course: Elementary Multilingual/Multicultural Education

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

EDMS 555  
Spring 2007

Time: Wed., 2:30-5:15 PM  
Room: UH 439

Section 3 CRN 21411  
Cohort L 16 weeks

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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 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 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.
2. Demonstrate understanding of the most important goals of bilingual/multicultural education.
3. Explain the theoretical framework upon which bilingual education is founded.
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 methodologies.
6. Demonstrate understanding of multicultural education and the implications for curriculum, instruction, and educational policy.
7. Explain the meaning of culture, differentiated index, and the necessity for cultural convergence in schools.
8. Use confluent education techniques to develop understand of each individual student, create a more just & humane learning environment, & help students in their growth & development as human beings.

#### Required Texts

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

Course Reader - available at CopyServe, 754 S. Rancho Santa Fe Road, San Marcos 92078 Phone: 599-9923 [copyserve@pacbell.net](mailto:copyserve@pacbell.net)

Register for TaskStream Electronic Portfolio at [www.TaskStream.com](http://www.TaskStream.com) for your TPEs

**ELD Standards** For the **3rd class session**, you will need to download and bring the ELD standards to class.

CDE. (1998) *English-Language Arts Content Standards for California Public Schools K-12*. Sacramento, CA. may be purchased in a soft-bound cover for \$12.50. [Ordering Information](#) or use link below for a free download.

[English-Language Arts Content Standards](#) - free download

(PDF; 600KB; 92pp.)

#### 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).*

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### Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subjects 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's are addressed in this course:

#### TPE 7: Teaching English Learners

- Understanding and applying theories, principles, and instructional practices for English Language Development
- Understanding how to adapt instructional practices to provide access to the state-adopted student content standards
- Drawing upon student backgrounds and language abilities to provide differentiated instruction

#### 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

### CAL STATE SAN MARCOS - 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).*

### Professionalism /Dispositions

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. Regular attendance and full participation are expected, therefore, the above College Attendance Policy is amplified as follows:

***If absent, please notify the instructor in writing (email) as soon as possible. Notification of absence does not warrant an excuse.***

1. Missing more than 1 class meeting will result in the reduction of one letter grade.
2. Arriving late/leaving early on more than 2 occasions will result in the reduction of one letter grade.
3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis.
4. Student may negotiate to make up one absence.

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. Complete all assignments on time.

<http://webct6.csusm.edu/webct>

This is the web site where assignments and announcements will be posted and your work is to be submitted through the assignment drop box. It is your responsibility to submit all of your work through WebCT6 by the due dates to avoid late assignments or no credit. *Please note assignments are due whether or not you are present in class that day.* Call the technology help desk for assistance. We will communicate through our email container. Please check email regularly on WebCT6. **Technology: Student Help Desk 750-6505**

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, so that it is not counted late. Receipt of the assignment will be returned by the instructor.

#### 2. Prepare before class.

Come well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. **All students should post assignments on WebCT6 by due date.** Unless otherwise negotiated with the instructor, **hard copies of all assignments are to be handed in on the due date in class.** Assignments should be typed and double-spaced (Yes, including the reading reflections).

#### 3. Use class time effectively.

Take appropriate individual responsibility for your own learning in a democratic, collaborative, and reciprocal-learning environment. *Refrain from using laptops and other electronic devices for personal use during class.* The use of computers is strictly for our class purposes and when deemed appropriate.

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### 4. Academic Honesty

It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, consult the University Catalog.

### 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, respect, academic honesty, and writing achievement.

### 6. Use the Cal State San Marcos Writing Center (Kellogg 1103).

This support service is available to all students.

#### 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.

### 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.

### Course Requirements

- Attendance, Participation, & Professional Disposition 10 points
- Reading Reflections / ELD Standards 18 points
- ELD / SDAIE Lesson Observation & Write-up 15 points
- Multicultural Resources & Literature / Lesson Plan 24 points
- SDAIE "Unit" Plan 25 points
- Reflective Statements for TPEs 7 and 15 with artifacts 8 points

(TPEs must be on *both* WebCT6 & TaskStream to receive points)

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**Total 100 points**

#### Grading

87 - 89	B+	77 - 79	C+		
95 - 100 A	83 - 86 B	73 - 76 C	60-69 D		
90 - 94 A-	80 - 82 B-	70 - 72 C-	59 or lower F		

### Course Assignment Descriptions:

Detailed instructions for some course assignments will be available on WebCT6 or provided in class.

#### I. Reading Reflections - 18 points (6 points each)

The assigned readings provide an important foundation for your understanding of the theories, principles, and strategies for English Language Learners. In the reflection process you will synthesize information read by analyzing concepts, evaluating experiences, and forming opinions. You will acquire insights to building on your strengths, foster growth, and set goals to further develop certain areas. This also allows the instructor to identify how the students are processing the material and interpretations. Our readings will be used as an avenue for ongoing and engaging interactions in class as we exchange ideas, values, and issues concerning our learning communities. Please be prepared to discuss your readings at the beginning of the class session on which they are due. Then write your reading reflections by addressing the key concepts through a synthesis of personal connections to teaching English Language Learners, **with specific examples from school observations, discussions, or other experiences.** *Your reading reflections must address how you met your TPEs 7 and 15 (see rubric).*

Guidelines: Please, structure each reflection with:

- (1) **identify author & title** of article(s) and TPE(s) (see below - table with entries)
- (2) **synthesize key points** from the readings with your personal thoughts, please reference the authors/articles
- (3) **connect** your perspectives, experiences, or observations
- (4) **write one question** that the reading reflection prompts you to ask after thinking deeper about the concepts
- (5) **proofread**: spelling, grammar & punctuation; **length**: 2-3 pages maximum
- (6) **submit reflection** to WebCT6 and also **bring a hard copy** to class

**IMPORTANT: Late reflections will be marked down.**

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Reading Reflections	Due Dates
<b>Reflection #1:</b> Based on our readings, learning happens in caring community that supports second language acquisition and validates the cultural identity and primary language of ELLs. Informed and effective instructional decisions meet the needs of our students' diverse backgrounds and sociolinguistic development. Please explain.	<b>Session # 4</b> Feb. 14
<b>Reflection #2:</b> Teaching is the negotiation among theory, practice, and students. Our textbook explains how teaching content to ELLs involves the use SDAIE strategies across the curriculum to support their second language acquisition and subject instruction. It is essential to implement assessments that guide effective instructional practices. Explain.	<b>Session # 10</b> April 4
<b>Reflection #3:</b> It is vital to involve students in a democratic & just society. The strategy to empower students in an equitable learning community involves building a strong home-school connection and learning in meaningful contexts. Education requires political action. Considering the historical and political challenges surrounding second language learning, how can ELLs achieve social justice and equity in their educational environments?	<b>Session #13</b> April 25

### Reading Reflections – Scoring Rubric (6 points each reflection)

Criteria	Developing – 1 point	Meets – 2 points
TPE 7 English Language Learners	Candidates demonstrate in their reading reflections that they know and can apply <b>few</b> pedagogical theories, principles, and instructional practices for comprehensive instruction of ELLs. Integrated <b>few</b> personal thoughts, connections, & questions in achieving new insights.	Candidates demonstrate in their reading reflections that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of ELLs. Integrated personal thoughts, connections, & questions in achieving new insights.
TPE 15 Social Justice And Equity	Candidates demonstrate in reading reflections that they know and can apply <b>few</b> understandings on valuing socially equitable teaching, learning, and schooling in a variety of settings. Integrated <b>few</b> personal thoughts, connections, & questions in achieving new insights.	Candidates demonstrate in their reading reflections that they know and can apply an understanding on valuing socially equitable teaching, learning, and schooling in a variety of organizational settings. Integrated personal thoughts, connections, & questions in achieving new insights.
Reflection Guidelines	Candidate has followed <b>few</b> directions on how to structure and submit reading reflection. Demonstrated <b>limited</b> engagement/participation in group discussions.	Candidate has followed <b>all</b> directions on how to structure and submit reading reflection. Demonstrated <b>full</b> engagement & participation in group discussions

### II. ELD / SDAIE Lesson Observation - 15 points

For this assignment you will (Part 1) *observe* an ELD or SDAIE lesson at a school site. You will collect and document evidence of any instructional modifications made during the lesson to provide comprehensible input, build background knowledge, scaffold instruction, address content & language objectives, build vocabulary, adapt the materials/curriculum, and provide student interaction for English learners in the class. Please use the checklist in your *SIOP Textbook* on pages 209-210 to guide you. (Part 2) In your *write-up* explain your observations and discuss how (if necessary) you would modify the lesson and/or activities observed in light of the information and knowledge gained in the course and your *SIOP Textbook*. **Your lesson observation should address TPEs 7 and 15 (see rubric).**

Please structure your write-up as follows:

- (1) **use SIOP checklist** during your observation and attach to your write-up
- (2) **state program** (bilingual, sheltered inst., structured immersion, etc.), , grade level, & content/subject
- (3) **describe how teacher** used SDAIE strategies during the lesson
- (4) **describe how students** were engaged and used second language in the lesson/activities
- (5) **explain** if the lesson observed used effective SDAIE strategies, or explain how you would modify the lesson/activities to better serve the needs of the ELLs
- (6) **proofread:** spelling, grammar & punctuation; **length** 3-5 pages maximum
- (7) **submit** SDAIE observation write-up to WebCT6 and **also bring a hard** copy to class

**IMPORTANT: Late work will be marked down.**

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### Lesson Observation and Write-Up – Scoring Rubric (15 points)

Criteria	Developing – 2 points	Approaching – 3 points	Meets – 5 points
TPE 7 Teaching English Language Learners	Teacher candidate is <b>unable</b> to determine if instructional practices and adaptations to lesson observed are consistent with pedagogical theories, access to the state-adopted content standards, and differentiated instruction for English language learners.	Teacher candidate is <b>partially</b> able to determine if instructional practices and adaptations to lesson observed are consistent with pedagogical theories, access to the state-adopted content standards, and differentiated instruction for English language learners.	Teacher candidate is <b>able</b> to determine if instructional practices and adaptations to lesson observed are consistent with pedagogical theories, access to the state-adopted content standards, and differentiated instruction for English language learners.
TPE 15 Social Justice And Equity	Candidates of English learners are <b>unaware</b> if lesson observed values socially equitable teaching, learning, and schooling in a variety of organizational settings in public education.	Candidates of English learners are <b>partially aware</b> if lesson observed values socially equitable teaching, learning, and schooling in a variety of organizational settings in public education.	Candidates of English learners are aware if lesson observed values socially equitable teaching, learning, and schooling in a variety of organizational settings in public education.
Guidelines: SDAIE Observation	Candidate has followed <b>few</b> directions on how to structure and submit observation.	Candidate has followed <b>some</b> directions on how to structure and submit observation.	Candidate has followed <b>all</b> directions on how to structure and submit observation.

### III. Multicultural Resources & Literature / Lesson Plan

**24 points**

With a partner, you will have the opportunity to collect multicultural resources (books, websites, text sets, etc.), and develop a lesson plan based on the resources rooted in social justice and equity for elementary school students. You will address at least 2 ELD levels and include SDAIE strategies to meet the needs of the learners through differentiated instruction. Use your *SIOPI Textbook* to assist you plan your lesson. There are numerous examples for each component of a SDAIE lesson. The assignment will culminate with a poster session celebration of everyone's MC resources and lesson plans. ***This assignment must address TPEs 7 & 15. IMPORTANT: All work due on day of poster session.***

The following questions should help guide your selection of multicultural resources:

- Does this resource provide English learners access to the core curriculum & ELD language objectives?
- Does this resource help scaffold instruction to attain the content standard in an equitable classroom?
- Does this resource promote social justice and equity?
- Does this resource help your students see themselves & feel as if they are part of the culture of the school?
- How well do all the resources relate/connect to the multicultural theme, content standards, and one another?

Please structure your assignment as follows:

#### Part 1: One Day Lesson Plan

1. With your partner, **choose six multicultural resources/literature** that address appropriate proficiency and content area knowledge for the students' levels of ELD. The 6 resources should be related to a specific theme, topic, or subject/standard. You need to incorporate at least one or two of the resources as materials in your lesson and use the rest as supplementary materials to further extend, expand, or follow-up your lesson.
2. At least **two** of the resources **must be bilingual** (English and another language).
3. With your partner, **write a day's lesson plan** that clearly delineates how every student will be a successful learner by providing universal access to diverse students (e.g., gifted, English learners (*at least 2 ELD levels*), special needs, non-readers, novice/reliant readers). Please use grouping strategies for use of language through student interaction. Make sure you incorporate content standards, language objectives, and SDAIE strategies.
4. You will find a template for the lesson plan on WebCT6 that incorporates the SIOPI structure with SDAIE strategies.

#### Part 2: Annotated Bibliography

This bibliography will be shared with the class. For each of your six MC resource/literature, you will **write a brief (one paragraph) annotated bibliography in the American Psychological Association (APA) format** encompassing:

- a. Appropriate grade level
- b. Appropriate ELD proficiency level(s)
- c. Appropriate content area(s)
- d. Description of the story/text

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### Part 3: The Poster

Create a colorful and inviting poster to display at our celebration. Your poster should include the following:

- Colorful captions & illustrations
- Your ELD levels & a list of your SDAIE strategies (TPE 7)
- Your content standards & language objectives & vocabulary (TPE 7)
- How your multicultural resources/literature meet social justice/equity in the classroom (TPE 15)
- Any of the following: Sample work, activities, maps, charts, photos, etc.

### Part 4: Celebration: Poster Session

Culminating event to recognize and validate our efforts and contributions to teaching and learning in a multicultural society. Optional: we may want to bring some food items to celebrate our units and treat ourselves.

- Prepare an attractive table display with your MC resources/literature and poster for your classmates to visit and learn about your lesson and materials.
- One partner stays at the table display and explains to small groups of students your MC lesson (10-15 min. presentations as various groups visit your table).
- The other partner visits all the displays during the presentations.
- Then, partners will switch roles, and the other half of the class visits the displays.
- Professional Disposition: Students are to visit all displays, interact with presenters, and learn about all the materials & strategies. Visitation logs will be collected at the end of the poster sessions.

### Technical Assistance for MC Resources/Literature & Lesson Plan:

We will schedule a class session in the library to learn about the location of the educational/multicultural resources and begin to gather our materials & plan our lessons. We will also dedicate (as needed) part of our sessions to work with our partners in class with my technical assistance. As part of your professional disposition grade for the class, you are expected to attend all working sessions and actively participate. Please, bring your SIOP Textbook, notes/drafts, standards, and resources in order to use class time effectively. Our educational librarians have created a course guide for our class on the library's website. Here is the link [http://library.csusm.edu/course\\_guides/education/edms555.asp](http://library.csusm.edu/course_guides/education/edms555.asp). Dr. Alice Quiocho's website has an excellent bibliography of children's literature and multicultural books (<http://www.csusm.edu/Quiocho>), and also the Barahona Center at the CSUSM Library has an excellent collection of books in Spanish (<http://www.csusm.edu/csb/>). Our new education librarian is Antonia Olivas, please call her at 750-4333, if you need assistance.

**Multicultural Resources & Literature / Lesson – Scoring Rubric (24 points)**

Criteria	Developing – 2 points	Approaching – 4 points	Meets – 6 points
TPE 7 Lesson meets Teaching English Learners	Candidate's multicultural resources <b>are not</b> authentic, do not reflect the diversity in schools, and the primary language of students is not considered. Lessons do not support levels of ELD. Assessments are non-existent or inappropriate. SDAIE strategies are limited or omitted.	Candidates select <b>some</b> authentic multicultural resources, primary language is not included or not well translated. Some reading and writing activities are appropriate for ELD levels. Some use of academic language objectives. Some assessments are appropriate. Inconsistencies in SDAIE strategies.	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 ELD levels, and have relevant assessments. Lessons include language activities to meet the academic and social needs of <b>all</b> students. SDAIE strategies are in place.
TPE 15 Lesson meets Social Justice and Equity	Candidate's multicultural assignment <b>does not</b> address issues of social justice and equity in the classroom. Lesson plans are not designed for students from diverse backgrounds.	Candidates select <b>some</b> multicultural resources that address issues of social justice and equity. Lesson plans inconsistent with 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 <b>all</b> students from different linguistic, cultural, social and economic backgrounds.
Annotated Bibliography	Candidate followed <b>few</b> directions on how to write & include annotated bibliography.	Candidate followed <b>some</b> directions on how to write & include annotated bibliography.	Candidate followed <b>all</b> directions on how to write & include annotated bibliography.
Guidelines: Multicultural Resources/Lit. Lesson Plan	Candidate has followed <b>few</b> directions on how to structure and submit MC lesson. Poster & display <b>don't</b> meet criteria.	Candidate has followed <b>some</b> directions on how to structure and submit lesson. Poster & display meet <b>some</b> of the criteria.	Candidate has followed <b>all</b> directions on how to structure and submit lesson. Poster display <b>meet all</b> criteria.

VI. SDAIE "Unit" Plan / The TPE's Artifact

25 points

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### Critical Assessment Task (CAT)

For this assignment you will apply the SDAIE methodologies and principles discussed in class and explained in your *SIOP* Textbook to create a SDAIE “unit plan” appropriate for English Language Learners at various proficiency levels (*you must address at least 3 ELD levels*). You may work in a group of 2-4 students to create the unit and calendar. Together you will design a 4 week interdisciplinary approach for an in depth thematic study of lessons/activities. Each group member will then write out his/her own SDAIE lesson plans as part of the “unit” for his/her content area. The “unit” is defined as a one week (5 day) development of lessons/activities, which includes one complete SDAIE lesson plan for Monday as stated below, followed by descriptions of activities, differentiated instruction, and assessments related to the main lesson for the following days of the week (Tuesday-Friday) (see below). Reminder: SDAIE strategies are used to teach English to second language learners through the use of content instruction. Our goal is to teach both, English & content. **Technical Assistance:** we will dedicate part of our class sessions to work on the unit plan in your groups and apply what you have learned from the readings, class discussions, and SDAIE observation lesson. As part of your professional disposition grade for the class, you are expected to attend all working sessions and actively participate. Please, bring your *SIOP* Textbook, notes/drafts, standards, and resources in order to use class time effectively. ***This assignment must address TPEs 7 and 15 (see rubric).*** **IMPORTANT: All work due on day of presentations.**

### Part 1 – Calendar

Group will develop a monthly calendar of lessons and activities to incorporate their subject area instruction in an interdisciplinary thematic approach. A well coordinated calendar will develop a clear plan of topics/activities for each subject area with an integration of assessments.

Part 2 – Each member will write up a **main lesson** for his/her content area unit in the following format:

**Subject:**

**Grade Level:**

**Unit Topic:**

**Facts about the learners:** include at least 3 levels of ELD students, along with other learners

**Materials / Resources:**

- Will you use state-adopted materials?
- Will you make adaptations?
- Will you use supplementary materials?  
(bilingual books, primary language, audio tapes, visuals, realia, manipulatives, picture cards, etc.)

**Plan for Assessments:**

- What formal or informal daily/weekly assessments will guide your instruction?
- How will your students demonstrate mastery of the content and language standards/objectives in summative assessments?
- What varied authentic products will be produced?
- How will you scaffold assessments for ELD levels?
- What multi-level assessment criteria will be used?

**Content Standard(s) / Objectives:**

**ELD Standard(s) / Objectives:** *address at least 3 ELD levels*

- Who are your students?
- What are your English learners' proficiency levels?
- What do your students need to know prior to the lesson?

**Vocabulary and Grammatical Structures:**

- How will you make vocabulary development part of the lesson?
- What language structures are needed to acquire the content?
- How will all students have access to academic language?

**SDAIE Strategies:**

- What SDAIE strategies will you use to make the content accessible to *all your ELD students?* (See *SIOP*)
- How and where will you incorporate the SDAIE strategies throughout your lesson?
- How are you drawing upon student background and language abilities to provide differentiated instruction?
- Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work-group techniques?

**Social Justice & Equity:**

- Does the lesson incorporate the language and culture of language minority students?
- How will you ensure that your lesson provides equitable outcomes for ALL your students (from diverse linguistic, cultural, social and economic backgrounds)?
- Will students have equal access to all materials & equipment at school, including labs, computers/technology, library services, multimedia center, etc.?

**Lesson Plan/Procedures:**

- Intro:
- Through:
- Beyond:

**Statement on how you met your TPEs with this SDAIE Unit Plan:**

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**Part 3** – Each member will write out **4 short follow-up lessons** for the main lesson of the unit (SDAIE strategies, activities, differentiated instruction, and assessments related to the 3 levels of ELD) as follows:

**Content & Language Objectives:**

**Materials:**

**Vocabulary:**

**Description of lesson:**

- What will you do to meet the student's needs (3 levels of ELD) in content delivery?
- How will you incorporate SDAIE strategies during the lesson?

**Differentiated Instruction:**

- What accommodations will you make for all ELD levels to process information/interact?

**Assessments:**

- What product differentiation (scaffolding) will be necessary for all the ELD students?

**Part 4** – Presentations

Each group will have 15-20 minutes to present their SDAIE Unit Plan. Presentation is vivid, engaging, and incorporates use of visual aids.

**SDAIE Unit Plan / Presentation – Scoring Rubric (25 points)**

Criteria	Developing – 2 points	Approaching – 3 points	Meets – 5 points
TPE 7 Lesson meets Teaching English Learners	Candidates know and can apply <b>few</b> of the pedagogical theories, principles, and instructional practices for English learners. ELLs do not comprehend key academic concepts and ideas.	Candidates know <b>some</b> 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 <b>all</b> English learners.
TPE 15 Lesson meets Social Justice and Equity	Candidates <b>do not</b> address issues of social justice and equity in the classroom, and lessons are not designed for students from diverse backgrounds.	Candidates know <b>some</b> 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 strategies that are grounded in multicultural education, and provide equitable outcomes for <b>all</b> students from different linguistic, cultural, social and economic backgrounds.
Calendar & Thematic Plan	Candidate followed <b>few</b> directions on how to write calendar & connect all content areas.	Candidate followed <b>some</b> directions on how to write calendar & connect all content areas.	Candidate followed <b>all</b> directions on how to write calendar & strongly connect all content areas appropriately.
Guidelines: SDAIE Unit Plan	Candidate has followed <b>few</b> directions on how to structure and submit SDAIE Unit Plan. <b>Limited</b> participation in class/group preparation & planning.	Candidate has followed <b>some</b> directions on how to structure and submit SDAIE Unit Plan. <b>Partial or full</b> participation in class/group preparation & planning.	Candidate has followed <b>all</b> directions on how to structure and submit SDAIE Unit Plan. <b>Full</b> participation in class/group preparation & planning.
Presentation	Presentation of SDAIE Unit Plan was <b>limited</b> in techniques to make it vivid, engaging, and incorporate visual aids in class.	Presentation of SDAIE Unit Plan incorporated <b>some</b> techniques to make it vivid, engaging, and incorporate visual aids in class.	<b>Various techniques</b> incorporated into the presentation of SDAIE Unit Plan to make it vivid, engaging with the use of visuals.



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### V. TPE's 7 & 15 Reflective Statements and Artifacts

8 points

This course requires that you address the TPE's listed above for your *TaskStream Electronic Portfolio*. Write a cogent reflective essay of approximately 250-350 words for each one. Each reflection provides evidence that you have met your TPEs. Each TPE is to be submitted, responded to, and archived via TaskStream with your *SDAIE Unit Plan* as the main artifact (Critical Assessment Task) for both reflective statements (TPE 7 & 15). In addition to the unit plan, you may attach other artifacts which also support your TPEs. **Final copies of your TPE Reflective Statements are due on Session 15 and must be on WebCT6 and TaskStream to receive credit (4 points each).**

Each TPE reflective statement must include a paragraph for each of the following (COE format):

1. a **description** of the teacher candidate's learning with respect to the specific TPE being addressed (refer to *TPEs-at-a-Glance with Salient Features* <http://lynx.csusm.edu/coe/fieldExperience/index.asp>)
2. an **analysis** of how the attached artifact(s) is (are) **evidence** of that learning (one paragraph for each piece of evidence)
3. a **reflection** describing personal significance of this learning, next steps in the journey toward continuing to meet this TPE, and how it will make you a highly qualified teacher

**TPE Reflective Statements & Artifacts – Scoring Rubric (8 points)**

Criteria	Developing – 2 points	Approaching – 3 points	Meets – 4 points
TPE 7 Teaching ELLs	Candidate's statement written, but attachment missing or wrong artifact. Text revisions needed.	Candidate's statement written with correct attachment(s). Some text revisions needed.	Candidate's statement written with correct attachment(s) and text. Sent to <b>WebCT6 and TaskStream.</b>
TPE 15 Social Justice and Equity	Candidate's statement written, but attachment missing or wrong artifact. Text revisions needed.	Candidate's statement written with correct attachment(s). Some text revisions needed.	Candidate's statement written with correct attachment(s) and text. Sent to <b>WebCT6 and TaskStream.</b>

For Technology Assistance:

<http://lynx.csusm.edu/coe/eportfolio/index.asp>

This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.

<http://www.taskstream.com>

This is the TaskStream home page where you will register for TaskStream and return to when working on your electronic portfolio

<http://www.webct6.csusm.edu>

This is the web site where assignments and announcements will be posted and your work is to be submitted through the assignment drop box. It is your responsibility to submit all of your work through WebCT6 by the due dates to avoid late assignments or no credit. Call the technology help desk for assistance. We will communicate through our email container. Please check email regularly on WebCT6.

**Technology: Student Help Desk 750-6505**

# Course: Elementary Multilingual/Multicultural Education

## Course Outline

Tentative Timeline Subject to Change Pending on "Teachable" Moments.  
Syllabus may be modified at any time in response to the needs & interests of the class.

Date	Topic	Assignment
Session 1 Wed. 1/24	Introduction / Overview / Syllabus <b>Theme 1: Community of Learners/ Valuing Cultural Identity</b> Who are English Language Learners? <ul style="list-style-type: none"> <li>Linguistically, culturally, demographically</li> <li>Classroom culture &amp; teacher's role</li> </ul>	Textbook - <i>SIOP Model</i> : Ch. 1 "Sheltered Instruction"  Bring copy of syllabus and your ideas, issues/concerns, questions on how to best meet your needs in regards to teaching ELLs.
Session 2 Wed. 1/30	<b>Theme 1: Supporting Second Language Acquisition</b> <ul style="list-style-type: none"> <li>Theoretical Frameworks</li> <li>Types of Programs (Goals, Designs)</li> <li>SDAIE - Lesson preparation &amp; background knowledge</li> <li><i>Explain "SDAIE Observation Write-up"</i></li> </ul>	Reader - Peregoy & Boyle–Chapter 1 "ELLs"  Textbook - <i>SIOP Model</i> : Ch. 2 "Lesson Preparation," Ch. 3 "Building Background"  <b>Due: "Where I Come From Poem"</b>
Session 3 Wed. 2/7	<b>Theme 1: Techniques, Strategies, &amp; Linguistic Needs</b> <ul style="list-style-type: none"> <li>SDAIE - Comprehensible input</li> <li>Reading &amp; Writing in a Second Lang.</li> <li>Tools for Learning Across Disciplines</li> <li>English Language Development Standards</li> </ul>	Reader: Kozol, "Confections of Apartheid"  Textbook - <i>SIOP Model</i> : Ch. 4 "Comprehensible Input;" Ch. 5 "Strategies"  <b>Due: Download &amp; bring ELD Standards @ CDE Website</b>
Session 4 Wed. 2/14 <i>Happy Valentine's Day</i>	<b>Library Visit: Meet at Library, Kel 3400</b> <ul style="list-style-type: none"> <li>Course Guide – Melanie Chu, librarian</li> <li>Tour: Barahona &amp; Curriculum Centers</li> <li><i>Explain "Multicultural Literature &amp; Resources/Lesson Plan"</i></li> <li>Work with partners on lesson &amp; MC resources at library</li> </ul>	<b>Due: Reflections on Theme 1 readings</b>
Session 5 Wed. 2/21	<b>Theme 2: Informing Instructional Decisions</b> Matching Students with Program Placement <ul style="list-style-type: none"> <li>Home Language Survey</li> <li>Student Identification &amp; Placement</li> <li>CELDT Assessment &amp; Results</li> <li>SDAIE – Interaction, practice &amp; application</li> </ul>	Reader - Olsen, "Learning English..."  Textbook - <i>SIOP Model</i> : Ch. 6 "Interaction," Ch. 7 "Practice/Application"
Session 6 Wed. 2/28	<b>Theme 2: From Theory into Practice</b> <ul style="list-style-type: none"> <li>SDAIE – lesson delivery</li> <li>SIOP - Sheltered Instructional Observation Protocol</li> <li>Closing the GAP on Student Performance</li> </ul>	Reader – Freeman & Freeman, "Older English Learners"  Textbook - <i>SIOP Model</i> : Ch. 8 "Lesson Delivery"
Session 7 Wed. 3/7	<b>Theme 2: Assessing Learning to Guide Instructional Practices</b> <ul style="list-style-type: none"> <li>Debrief/Discuss ELD/SDAIE Observations</li> <li>Oral Language Development</li> <li>SDAIE – Formal &amp; Informal Assessments</li> </ul>	Reader – O'Malley & Pierce, Ch. 7 "Content Area Assessment"  Textbook - <i>SIOP Model</i> : Ch. 9 "Review & Assessment"  <b>Due: ELD / SDAIE Observation</b>
Session 8 Wed. 3/14	<b>Writer's Workshop:</b> utilize class time effectively – Mrs. H at CABE Conf. <i>Group time to meet and finish your MC Resources/Literature Lesson, Bibliography, &amp; Posters</i>	
Session 9 Wed. 3/21	<b>Theme 2: Promoting Multicultural Resources &amp; Literature</b> <ul style="list-style-type: none"> <li>Presentations: Poster Sessions</li> <li><i>Explain &amp; plan in class for "SDAIE Unit Plan"</i></li> </ul>	<b>Due: Multicultural Resources/Literature Lesson, Bibliography, and Poster</b>

## Course: Elementary Multilingual/Multicultural Education

March 26-April 1	<b>SPRING BREAK</b>	Enjoy!!!!
Session 10 Wed. 4/4	<b>Theme 2: Instructional Strategies</b> <ul style="list-style-type: none"> <li>• Cognitive Academic Language Learning Approach (CALLA)</li> <li>• Academic English</li> </ul>	Reader - Chamot & O'Malley, Ch. 3 "CALLA" Reader - Scarcella, Chapter 1 "Academic English"  <b>DUE: Reflections on Theme 2 readings</b>
Session 11 Wed. 4/11	<b>Theme 3: Empowering Students</b> <ul style="list-style-type: none"> <li>• Content Instruction</li> <li>• Reading and Writing Across the Curriculum</li> <li>• Special Education</li> <li>• <i>Explain &amp; plan in class for "TPE Statements"</i></li> </ul>	Reader – Hernandez, "Making Content Comprehensible" Reader - Scarcella, Ch. 6 "Effective Writing Instruction for ELLs"  Textbook - <i>SIOP Model</i> : Ch.10 "Special Ed. and ELLs"
Session 12 Wed. 4/18	<b>Theme 3: Beyond our Classrooms</b> <ul style="list-style-type: none"> <li>• Involving Parents, Families, and Communities</li> <li>• ELLs' Schooling Experiences</li> <li>• Portraits of migrant families</li> </ul>	Reader - Valdes, "Language & Immigrant Children" Reader - Rubinstein-Avila, "Conversing with Miguel" Reader - Quezada, et.al, "Latino Parents"
Session 13 Wed. 4/25	<b>Theme 3: Politics of Second Language Learning</b> <ul style="list-style-type: none"> <li>• Historical Overview of Bilingual Education</li> <li>• Social, Political, &amp; Legal Foundations</li> <li>• Current Political Challenges &amp; Legal Mandates</li> </ul>	Reader - Crawford, Ch.13 "Disaster at the Polls," & Prop. 227  <b>Due: Reflections on Theme 3 readings</b>
Session 14 Wed. 5/2	<b>Achieving Social Justice &amp; Equity for ELLs</b> <ul style="list-style-type: none"> <li>• Presentations: SDAIE Unit Plans – Part 1</li> <li>• Revise &amp; edit TPEs with peers/instructor</li> </ul>	<b>Due: SDAIE "Unit" Plan, if you present today</b>  <b>Due: Draft Copy of TPE 7 &amp; 15 Reflective Statements</b>
Session 15 Wed. 5/9	<b>Achieving Social Justice &amp; Equity for ELLs</b> <ul style="list-style-type: none"> <li>• Presentations: SDAIE Unit Plans – Part 2</li> <li>• Course Evaluations</li> </ul>	<b>Due: SDAIE "Unit" Plan, if you present today</b>  <b>Due: Post Final Copy of TPE Reflective Statements with all corrections on WebCT6 &amp; TaskStream to receive credit</b>
	<b>Have a great summer!</b>	

### REMINDERS:

We will also dedicate (as needed) part of our sessions to work on our projects with our partners in class. As part of your professional disposition grade for the class, you are expected to attend all working sessions and actively participate. Please, bring your *SIOP* Textbook, notes/drafts, standards, and resources in order to use class time effectively.

Come well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. **All students should post assignments on WebCT6 by due date.** Unless otherwise negotiated with the instructor, **hard copies of all assignments are to be handed in on the due date in 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
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
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)	<b>II. Theories and Methods for Instruction In and Through English</b>	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	<b>II. Manifestations of Culture: Learning About Students</b>
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)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
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	<b>IV. Cultural Diversity in U.S. and CA.</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

EDMS 555 stresses the highlighted competencies.