

CALIFORNIA STATE UNIVERSITY SAN MARCOS
College of Education

EDML 552:
Theories/Methods of Bilingual & Multicultural Education

Mission Statement of the College of Education

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The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (adopted by COE Governance Community October, 1997)

Course Description:

Through a series of observations, readings, discussions, and modeling by the instructor, students will come to a better understanding of the theories and methods of teaching students for whom English is not a first language and who are emerging in their English language proficiency as well as the theories and methods of culturally responsive teaching (i.e., multicultural education). Includes theories and factors of first and second language development (including program models, sociolinguistics, English Language Development, Specially Designed Academic Instruction in English, etc.) theories and methods of bilingual education (foundations and models), methods and strategies of instruction in the primary language, approaches to assessment of both content and language for English language learners, the manifestations of culture, and the characteristics of culturally/linguistically responsive pedagogy.

Because this is a themed cohort, there will be an **emphasis on the arts and how the integration of art** into the curriculum serves as means to develop oral language, schemata, scaffold student learning of content, and honors the

cultures of all children in the classroom. There will also be an emphasis on literacy development in English.

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. Explain the most important goals of bilingual education and contrast that with reality in the districts.
3. Explain the theoretical bases upon which bilingual education is founded, including the rich history of the United States that is rooted in bilingualism.
4. Explain the existing pupil identification, assessment (CELT), and language reclassification or re-designation requirements for the state of California.
5. Explain the interrelationships between bilingual education and English as a second language goals and methods.
6. Explain a “goals-centered” approach to assuring that curriculum and instruction are geared toward culturally and linguistically responsive teaching.
7. Explain how the current laws (prop. 227, etc.) affect the education of English language learners.
8. Discuss how to engage in standards-based education, have high expectations for all students and ensure success for speakers of languages other than English.
9. Explain the basic competencies related to language acquisition and language development that are necessary to possess CLAD certification.

In 1992, the College of Education voted to infuse Crosscultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Textbooks:

Piazza, C.L. (1999). Multiple forms of literacy: Teaching literacy and the arts. Prentice Hall.

Peregoy, S.F. and Boyle, O.F. (2001). Reading, writing and learning in ESL: A resource book for K-12 teachers. Longman.

Assignments:

1. Participation and Attendance (15 points). Reflections, Quickwrites or small assignments for you to do in your classrooms are counted as part of the participation points and will be used periodically. In addition, as part of the attempt to assure that you're keeping up with the reading and leading the class into the topic for the sessions' activities, you will be asked to complete reading reactions for 10 class sessions. These half page reactions should highlight the main idea from the reading(s) for that session, state one question that the readings raise for you, and state one reaction to the reading.

With respect to attendance, the Governance Community of the College of Education adopted the following policy on 12/19/97:

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.

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.** 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 and engaged in the process. Therefore, College Policy is amplified as follows: 1. Missing more than 2 class meetings will result in the reduction of one letter grade. 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.

2. Language Responsive Lesson that Integrates the Arts. (120 points). Develop a lesson that focuses on developing academic language in children. This lesson may be a part of your thematic unit that can be based on what you are learning in social studies or science. In this lesson you should include the following:

1. Consider who the children are. Describe the population and note the language needs of the children. **(10 points)**
2. List the assessment that was used to determine student **needs (10 points)**.
3. Based on student needs, develop a language objective. **(10 points)**
4. Based on student needs, develop a cognitive objective that will help children learn a critical concept. **(10 points)**
5. Be clear about how you will group the students and why you feel this grouping structure is necessary. Remember that you are grouping for optimum student learning not for teacher convenience. **(5 points)**
6. Based on student needs, select and clearly describe the scaffolds you will use to support student learning. Provide a rationale for each scaffold **(10 points)**
7. Describe the materials you will need for the lesson. **(5 points)**
8. Describe the art media you are using, explaining how each medium will support language development. Be sure to refer to the Piazza text for a variety of ideas. **(10 points)**
9. Describe the lesson step by step. Think about the lesson in terms of someone else who can come into your classroom and teach the lesson. **(10 points)**
10. Describe the assessment you will use to determine whether students have learned the content objective as well as the language objective. Teacher observation will not be sufficient for this one. Think of ways to assess language and content understanding. Remember that this lesson is to develop CALP and teach for content mastery. **(10 points)**

11. Decide on what you will do with the student who did not understand the content nor develop the language you intended for them to develop. **(10 points)**
12. Teach the lesson. Videotape yourself and critique your own teaching in terms of culturally and linguistically responsive teaching. **(10 points)**

This three to five page write up will detail what you learned about yourself as a teacher. Look at the student work and the assessments. Reflect on ways you could have improved your instruction as well as what went right.

3. Integrated Thematic Unit (90 points).

You are to develop a unit that will be useful for you in your teaching. A rubric used to assess this project is included in the syllabus below.

1. You must **describe the students:** grade level(s), language level(s), and placement information on students. **(10 points)**
2. You must identify the **major or critical concepts** that you want children to learn in the unit. **(10 points)**
3. Identify the areas of curriculum (**content**) you will use. For example, literature and its variety of genres to include expository, poetry, narrative, storytelling, mathematics, art, music, science, etc. **(10 points)**
4. State the **content objectives** of the unit. **(10 points)**
5. State the **language objectives** of the unit. **(10 points)**
6. Identify the **learning/scaffolding strategies and the metacognitive strategies** you have chosen to use to help students make meaning. Give **specific reasons** for choosing the strategies you are using, that is, how do these strategies build scaffolds to meaning making and help students think about thinking as well as the task(s) while they are doing the task(s).
7. **Since this cohort has placed an emphasis on the arts, you must select modes of art through which you will specifically scaffold the content you are teaching. You must include a rationale for why you feel this mode of art will either develop background knowledge, activate background knowledge, help students respond in concrete ways to content, etc. Be thoughtful about your selection. This is meant to use art for the sake of including it in the plan since you are an arts cohort.**
8. 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 to support your **rationale. (20 points)**

9. Develop an **overview of the topics of the unit**. Use the CALLA format (see CALLA handout.) **(40 points)**
10. Develop the lessons that will **teach** the critical concepts. What are the **objectives** of your lessons, and how are those tied into the goals and objectives you have set for the entire unit? Be clear and specific so that someone will be able to take your lessons and replicate them.
11. You need not develop more than **3 complete lessons**. ***Remember that the lesson you have written as describe above should be a part of this thematic unit.*** The idea is to have your work for your own classroom completed and taught using this most important method to develop CALP. We will share the units that are being developed so that other students in the class can receive copies, if they wish to have them. **(30 points)**
12. Be sure to include an authentic **assessment** in your unit. How will you assess that students have met the objectives (language and cognitive) of the unit and of the lessons? **(10 points)**
13. How will students demonstrate understanding? And how will you know?
14. Develop a **rubric** and a clear description of what the various degrees of that rubric mean. **(20 points)**
15. Include a **resources list** to include bibliographical information for all materials used, such as books, art prints, CD's, computer software, videos, etc. **(10 points)**
16. The unit must also contain a **reflective section**. What have you learned from the development of these lessons? **(10 points)**
17. You 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.

GRADING

Grading Criteria: Papers will be evaluated based on completeness, clarity, accuracy for the assignment, depth of analysis, connections to class learnings, and overall impression of the work. 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 rubrics for assessing projects are included in this syllabus.** All citations should use APA format. A helpful web site for these formats:

<http://www.uwsp.edu/acad/psych/apa4b.htm#IF>

Grading Scale: A=95 -100, A-=90-94, 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 late will be reduced by one letter grade for each week it is late; after three weeks, the work will not be accepted.

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, and as approved by the faculty of the College of Education. 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.

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.

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. For the latter, consult Dr. E. Oliver, Associate Dean.

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.

Tentative Course Calendar

| Session | Topic | Assignment |
|----------------|---|--|
| (1) | Re/Connections; Course overview and orientation; review demographics | Peregoy and Boyle, Chapter 1 |
| (2) | A brief look at language policies in local districts Assessing and developing oral language in second language learners | Peregoy and Boyle Chapter 4 Homework: Getting the data from an oral language sample of an English Learner |
| (3) | California Center for the Arts Hansen Symposium | All day |
| (4) | Second language acquisition, review of theories of first and second language acquisition How drama supports the learning of a second language Drama as education workshop | Peregoy and Boyle, Chapter 2 Handout, Piazza, Chapter 5 |
| (5) | Emergent literacy: English learners beginning to write and read Lesson plan demonstration | Peregoy and Boyle, Chapter 5 |
| (6) | Multicultural education: Using the arts to honor the cultures of children in the classroom Storytelling workshop | Piazza, Chapters 1 and 2 |

| Session | Topic | Assignment |
|----------------|--|-----------------------------------|
| (7) | Language Hegemony and Bias. ELD/SDAIE: Compare and contrast. Classroom practices for English learner instruction Learning about developing CALP: CALLA Thematic unit demonstration | Peregoy and Boyle, Chapter 3 |
| (8) | Visual literacy Lesson plan due | Video |
| (9) | English learners and process writing | Peregoy and Boyle, Chapter 6 |
| (10) | Reading and literature instruction for English language learners | Peregoy and Boyle, Chapter 7 |
| (11) | Primary Language Instruction; Content reading and writing: Prereading and during reading | Peregoy and Boyle, Chapter 8 |
| (12) | Content reading and writing: Postreading strategies for organizing and remembering | Peregoy and Boyle, Chapter 9 |
| (13) | Music literacy and dance literacy | Piazza, Chapters 3 and 4 |
| (14) | Film literacy and putting it all together | Piazza, Chapters 6 and Postscript |
| (15) | Developing a plan for teaching that includes multicultural responsive teaching through using the arts and exhibiting and understanding of language acquisition in teaching Units due | In class group activity |
| (16) | Reading assessment and instruction Sharing of units In class reflections of the content of the course | Peregoy and Boyle, Chapter 10 |

Rubric for Grading Projects: this rubric is included for your information only. The unit will receive the full amount of assigned points if the following

descriptions are adhered to in a quality manner that includes clarity and completeness.

- **Student Population.** The paper has to **clearly** describe the language levels of students. It is not enough to say that students are at the intermediate level of fluency. There are varying levels of fluency. To make it easy on yourself, you may use the descriptions from one of the State approved tests that are in use at the site in which you have placed. These can be found in the ELL folder or the cumulative folder.

You must also address **each** of these **language levels** in the lessons. This issue will be referred to in the lesson plans points.

- **Major Concepts.** The project must identify the **major concepts** that students are to learn in the unit. Statements can be patterned after those used in the CALLA handout. If you are teaching elementary students and are doing an ELD (English language development) unit, you will still identify major concepts based on the developmental age or ages of your students.

- **Content Areas.** The paper clearly identifies the area(s) of curriculum (**content**) used in the unit. For example, literature (a variety of genres such a expository, narrative poetry), art, music, mathematics, science, etc. (See the model unit.)

- **Content Objectives.** The paper must clearly state the **content objectives** of the unit. The model in the handout should be used as a guide.

- **Language Objectives.** The paper is clear about the language students will use and learn in the unit. State the **language objectives** of the unit in ways that you know exactly what kind of language students must develop and language development that you can actually measure.

- **Scaffolds.** The paper shows thought in the selection and identification of the **learning/scaffolding strategies (including mods of art) and the metacognitive strategies** chosen to help students make meaning. Thought has been given to the principal types of scaffolding. **Specific reasons** for selecting strategies are given. Thought has been given as to how these strategies help build scaffolds between content and thought and help students think about thinking as well as the task(s) while they are doing the task(s).

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. Content learned in other courses has been used to support the **rationale** for selecting scaffolding strategies. **Refer to the assignment description if you need clarification.**

- **Overview of Unit.** The paper shows clear development of an **overview of the topics of the unit.** The CALLA format (see handout) has been used as a model. There should be at least **4** parts to the overview. Each of the five sections essential for planning (preparation, presentation, practice, evaluation and expansion) has been clearly thought out and each is related to the other. The overview is cohesive.

- **Lesson Plans.** There are **three** well-developed lesson plans that are based on the unit overview. The lessons can be replicated by anyone reviewing this project. Therefore, description of what the teacher does and what the students do as well as a description of the product and/or the process must be very clear.

- **Assessment.** The paper includes authentic **assessment.** Thought has been given as to how students will be assessed on **authentic tasks** performed - tasks that can provide information about how students have met the objectives of the unit and can demonstrate understanding.

This part of the paper clearly describes the rubric being used - the rubric clearly describes performance standards and well as the various degrees of performance.

- **Resource List.** The paper includes a **resource list** to include bibliographical information for all materials used, such as books, art prints, CD's, computer software, videos, etc. (10 points)

- **Reflection.** The paper must contain a **reflective section.** The reflection section shows that thought has been given to the relationships between what has been taught and learned in the development of this unit as well as how prior learning has influenced the work of the unit.

Rubric for Assessing the Lesson Plan.

1. The population must be clearly described and note the language needs of the children. You should have used the district/school information on the differing language levels of the students. **(10 points)**
2. You must list the assessment that was used to determine student **needs** such as the CELDT Test, an approved State test that test oral language and reading and writing when appropriate, or the SOLOM - see PP. 132-133 in Peregoy and Boyle. **(10 points)**.
3. Based on student needs, the language objective should be clear and one that can actually be measured. **(10 points)**
4. The cognitive objective that will help children learn a critical concept must be clearly stated, related to the content areas, and is actually measurable with instruments other than “teacher observation”. **(10 points)**
5. Be clear about how you will group the students and why you feel this grouping structure is necessary. Remember that you are grouping for optimum student learning not for teacher convenience. **(5 points)**
6. Based on student needs, the selection and clear description of the scaffolds you used to support student learning is clear and concise. A rationale for each scaffold is provided. **(10 points)**
7. The materials for the lesson are listed and described. **(5 points)**
8. The explanations for the art media you are using are clear and you show how each medium will support language development. Be sure to refer to the Piazza text for a variety of ideas. **(10 points)**
9. The lesson is described step by step. Think about the lesson in terms of someone else who can come into your classroom and teach the lesson. **(10 points)**
10. The assessment you will use to determine whether students have learned the content objective as well as the language objective is clearly described and can actually measure something. Teacher observation will not be sufficient for this one. Think of ways to assess language and content understanding. Remember that this lesson is to develop CALP and teach for content mastery. (10 points)
11. Interventions and suggestions for re-teaching the students who did not understand the content nor develop the language you intended for them to develop. (10 points)
12. An analysis and critique your own teaching in terms of culturally and linguistically responsive teaching is clear and thoughtful. The positives of the lesson are also included. **(10 points)**

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD)
COMPETENCIES.

| TEST 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT | TEST 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION | TEST 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) – vocabulary, etymology | 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 |
| II. Theories and Factors in First- and Second-Language Development | III. Language and Content Area Assessment | C.* How teachers can use what they learn about their students (culturally responsive pedagogy) |
| A. • Historical and current theories and models of language analysis that have implications for second-language development and pedagogy | A. Purpose | III. Cultural Contact |
| B. • Psychological factors affecting first- and second-language development | B. • Methods | A. Concepts of cultural contact |
| C. • Socio-cultural factors affecting first- and second-language development | C. • State mandates | B. Stages of individual cultural contact |
| D. • Pedagogical factors affecting first- and second-language development | D. • Limitations of assessment | C. The dynamics of prejudice |
| E. • Political factors affecting first- and second-language development | E. Technical concepts | D. Strategies for conflict resolution |