CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION

EDML 552B Theory and Methods of Bilngl Educ
*EDMS 555, Section 01, ICP Cohort (CRN) 41734
Elementary Multilingual Education

Fall 2003

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Meeting Times/Place:	Thurs. 4:30 p.m. to 7:15 p. m. ACD 406
Office / Hours:	By appointment.

**It is advised that you confirm all office hour sessions with the professor in advance.

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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance. *(adopted by COE Governance Community October, 1997)*

Authorization to Teach English Learners.

 This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (approved by CCTC in SB 2042 Program Standards, August 02))

Students with Disabilities Requiring Reasonable Accommodations.

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

Writing: In keeping with the All-University Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

DESCRIPTION

This course addresses the needs of teachers faced with the growing diversity that exists in today's classrooms. As such it will focus on the following topics:
*bilingual sociolinguistic/socio-cultural competence and implications for learning and instruction (e.g., levels of English proficiency and appropriate instruction for each level);
*application of effective instructional practices, i.e., English language development (ELD) techniques;
*cultural aspects of English learners, and implications for pedagogy;
*successful bilingual, multilingual education for language minority students.
Strong oral and written communication skills, information literacy, and technology are required of professional educators; therefore, these components are emphasized as methods to be used in completing course requirements.

OBJECTIVES

Students completing EDMS 555 will be able to demonstrate the following:

- Explain the basic terms, philosophies, problems, politics, issues, history and practices related to the education of language minority persons in California and the US.
- Explain the existing pupil identification, assessment, and language reclassification or re- designation requirements for the state of California (e.g., LAS, CELDT, etc.).
- Explain how the current laws (Prop. 227, ELD standards, CELDT, re-designation procedures, etc.) affect the education of English language learners.
- Explain the theoretical bases upon which bilingual education is founded and the most important goals of bilingual education.
- Explain the major research outcomes of bilingual education and other comparative programs.
- Explain the various models of English language development (English-only and bilingual education models), and the interrelationships between them (e.g., the different and coordinated roles of bilingual education and English as a second language in English language development).
- Explain and demonstrate various English Language Development methods and strategies.
- Explain the basic competencies related to language acquisition and language development that are necessary to possess an authorization to teach English Learners.

Standard Alignment

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

Standard 3: Relationship between Theory and Practice
Standard 4: Pedagogical Thought and Reflective Practice
Standard 5: Equity, Diversity, and Access to the Core Curriculum
Standard 7.a.b: Preparation to Teach Reading-Language Arts
Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction
Standard 11.c : Preparation to use Educational Ideas and Research
Standard 13: Preparation to Teach English Learners

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

Primary Emphasis
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
TPE 4: Making Content Accessible
TPE 5: Student engagement
TPE 7: Teaching English Learners

Secondary Emphasis:
TPE 3: Interpretation and Use of Assessments
TPE 6: Developmentally Appropriate Teaching Practices
TPE 11: Social Environment
TPE 14: Educational Technology
TPE 15: Social Justice and Equity

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. 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.

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1. 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+)

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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.

GRADING

Grading Scale: A=90+, B=80-89, C+=77-79, C=70-76, D=60-69, F=59 or lower. Plus and minuses are not given.

Submission Schedule: Work submitted late, but within one week of the due date, will be reduced by one letter grade. Work received over one week late receives no credit. Please make sure to turn in all assignments in a timely manner. Otherwise, your grade will be lowered.

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.

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.

REQUIRED TEXTS

Peregoy, S. & Owen, F. (2001) *Reading, Writing, & Learning in ESL* (3rd Edition). Longman.
Walter, T. (1996). *Amazing English*. USA: Addison Wesley.
Course Reader: When available

Recommended/Optional:

Peréz, B. & Torres-Guzmán, M. (2002). *Learning in Two Worlds*. Allyn & Bacon.
Choate, J. (2000). *Successful Inclusive Teaching. (3rd edition)* Allyn & Bacon.
Crawford, J. (1999). *Bilingual education: History, politics, theory and practice (4th Edition).* Los Angeles, CA:
    Evaluation, Dissemination and Assessment Center, CSULA
NOTE: All texts/readings MUST be brought to each appropriate class session.

Course Assignments:

In this class, all students begin with 100 points. Points will be deducted from your total, based on the quality of the work you turn in for each assignment.

In addition, all students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced (including the class journal).

ASSIGNMENTS, DUE DATES, AND BEGINNING POINT VALUES

1. Attendance and class participation   20 points

First is the expectation that you will attend all class sessions and participate actively in class activities, group and individual sharing, and discussions. Remember, if you miss three class sessions (or more), you will automatically lose between 30 and 40 points, dropping your grade to the C range, based on the COE attendance policy.

2. Interactive Journal (4 @ 5 points each) *(Due:)*   15 points

Interactive journals are a way for the professor to respond to your questions, reflections, insights, or concerns regarding course content. They also facilitate relationship between the student and professor. The professor will respond to your entry with a question to further your thinking. Begin your next entry, by answering this question.

This two page journal will be maintained every other week **(and turned in on Thursdays, first date Thursday   )** and needs to include the following:

- A written summary and/or description of the topics discussed in class that reflects understanding of the key concepts. Both comments from professor and other students may be reflected in the journal.

- Meta-reflections and/or analysis of key concepts, particularly in terms of the connections that can be made between class discussions and teaching English language learners, with specific examples from student teaching experiences, school observations, or other personal experiences in diverse settings. It is critical that direct connections are made with teaching experiences in the form of anecdotes, case studies, or narratives.

    - The journal will be graded according to its comprehensiveness, insightful connections, and "deep understanding" of the issues. The class journal should address instructional concerns, school structures, teaching strategies, and school environments related to social justice and equity in diverse settings.

One point will be deducted for each paragraph over the two page limit.

3. <u>Lesson Observation</u> *(DUE:)*   10 points

- For this assignment you will follow an English learner or group of students at your student teaching/ convenient school site (if you are student teaching, this must be done at your school site).
- You will collect and document evidence of any instructional modifications made to provide comprehensible academic input for the student(s).
    - As part of your write-up, you are to discuss how you would change the lesson/activity in light of the information and knowledge gained in the course. (Please note: If applicable, this lesson observation can be connected to the lesson observations that are being conducted for 521/522 or any other classes.)

4. <u>Multicultural Literature Activity</u>   **(Due:)**   (15 paper/ 5 poster)   20 points

Critical Assessment Task (CATs)
- With another person (NO EXCEPTIONS), you will have the opportunity to develop a multicultural literacy unit that will address appropriate literature selections reflecting multicultural perspectives for students in grades K-2 or 3-6. **USE THIS ASSIGNMNET AS A STEPPING STONE FOR YOUR FINAL UNIT. Refer *to Amazing English* for ideas.**
- Choose six powerful children's multicultural selections that should be the center of the curriculum for different times throughout the year.
- This plan should include an **outline of how the multicultural books will be used throughout the year** and a justification (explanation) of the selections made.
- At least three of the books must be bilingual (English and another language) with a brief discussion of how "primary language support" will be incorporated into the literacy unit.
- Write **one** detailed reading and writing lesson plan that will clearly delineate how every child will be successful by providing universal access to diverse students (e.g., gifted, English learners, special needs, non-readers, poor).

<u>The format of the multicultural literature activity should include</u>:
1. Focus of the unit and brief summary of each book
2. Grade level this unit is appropriate for
3. Outline/plan of how the books will be used throughout the year.
4. Reading and writing lesson plan that will identify standards being covered.
5. Identify Assessment strategies: How you will determine students learned what you intended (how you will assess them)?
6. Primary language support component of the unit plan

<u>Poster Sessions (20 minutes each)</u>
Tables will be set up to provide space for half the groups to present/display their Multicultural Literature Selection. Other class members will walk around and listen to the discussions on the different books selected.

Note: Dr. Alice Quiocho has developed an excellent website with a bibliography of children's literature and multicultural books that could be a great resource for you (http://www.csusm.edu/Quiocho).

5. <u>SDAIE UNIT PLAN</u> **(Due:)**   25 points

Critical Assessment Task (CATs)
Applying the SDAIE criteria discussed, include SDAIE activities in an integrated comprehensive unit of study (which may have some components of your MC Literature Activity).

- Does the lesson use visuals, manipulatives, realia, drama, or other techniques that would facilitate understanding?
- Does the lesson take into consideration the varying English proficiencies of language minority students?
- Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work-group techniques?
- Does the lesson incorporate the language and culture of language minority students?
- Is the curriculum reflected in the lesson challenging and not watered-down?
- Does the lesson include the 7-Intelligences and/or multiple modalities?
- Are the community/parents of English learners included in the unit of study?

You may work in a group of 2-4 students for this assignment. Group work is required and you may not change groups after once starting the project.

6. <u>SDAIE PRESENTATION</u> **(Due:)**   10 points

Critical Assessment Task (CATs)
- Using Power Point or some other form of technology, present a SDAIE component of your Unit Plan to the class. You will not teach the lesson, but, explain it and its value.
- Each group will have 20 minutes to present.

SCORING RUBRICS

SDAIE Unit Plan/Presentation – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-1 Specific pedagogical *skills for subject* matter instruction	Candidates use very traditional and limited (e.g., lecture only) pedagogical skills for subject matter instruction that prevent understanding of information to English learners	Candidates use some specific pedagogical skills for subject matter instruction, but many English learners do not have access to the content.	Candidates use a variety of specific pedagogical skills for subject matter instruction to English learners.	The specific pedagogical skills for subject matter instruction will incorporate the level of proficiency in English and the primary language.
TPE-3 Interpretation and use of assessments	Candidates understand and use primarily traditional assessments strategies with English learners.	Candidates understand and use some informal and formal assessments to determine progress and plan instruction for English learners.	Candidates understand and use a variety of informal and formal assessments to determine progress and plan instruction for English learners.	Assessments will also incorporate English learners' levels of proficiency in English and the primary language to develop and modify instruction accordingly.
TPE-4 Making content accessible	Candidates use mostly traditional instructional practices that do not provide English learners access to content.	Candidates use some instructional practices, but few English learners have access to content.	Candidates use a variety of instructional practices to make content accessible to English learners.	**All** students have access to content, including non-readers and students with varying levels of English proficiency.
TPE-5 Student Engagement	Candidates are mostly concerned about covering content to English-only speakers, makes little effort to communicate objectives to EL, understanding is unlikely, instruction does not consider student level of English proficiency and primary language	Candidates of English learners communicate some objectives clearly, understanding is partial, progress is undetermined, instruction is sometimes adjusted, and community resources are untapped.	Candidates of English learners clearly communicate objectives, ensure understanding, monitors progress, adjust instruction according to level of English proficiency and primary language, and use community resources.	**All** students are engaged in the academic program, know objectives of lessons, understand key concepts, are aware of their progress, and their home language and culture are part of the classroom environment.

TPE-7 Teaching English learners	Candidates know and can apply few of the pedagogical theories, principles, and instructional practices for English learners. English learners do not comprehend key academic concepts and ideas.	Candidates know many pedagogical theories, principles, and instructional practices for English learners, but cannot apply them in a comprehensive manner.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of **ALL** English learners.

SDAIE Unit Plan/Presentation – Scoring Rubric (Continued)

Lesson Observation – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-4 Making Content Accessible	Teacher candidate is unable to determine if lesson observed is consistent with pedagogical theories, principles, and instructional practices for making content accessible to English learners.	Candidates can partially determine if lesson observed is consistent with pedagogical theories, principles, and instructional practices for making content accessible to English learners.	Candidates are able to determine if lesson observed makes content accessible to students with different levels of proficiency in English and primary language.	Candidates can apply pedagogical theories, principles, and instructional practices for making content accessible to **all** English learners by offering appropriate suggestions.
TPE-5 Student Engagement	Candidates of English learners are unaware if lesson observed engages students or is appropriate for the levels of English proficiency and primary language.	Candidates of English learners are not always certain if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.	Candidates of English learners are able to determine if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.	Teachers candidates can confirm that the lesson observed engages **ALL** English learners in the academic program; and students know objectives, understand key concepts, are aware of their progress, and their home language and culture are part of the classroom environment.

Multicultural Literacy Unit – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-4 Making Content Accessible	Candidates use mostly traditional instructional practices that deny access to the content to non-readers and English learners.	Candidates use some instructional practices to make multicultural literature books accessible, but few non-readers and English learners have access to content.	Candidates use a variety of instructional practices to make multicultural literature selections accessible to diverse students.	**All** students have access to the content of multicultural literature books, including non-readers and students with varying levels of English proficiency
TPE-7 Teaching English Learners	Multicultural literature books are not authentic, do not reflect the diversity in schools, and the primary language of students is not considered.	Candidates select some authentic multicultural books, primary language is not included or not well translated, reading and writing activities are inappropriate for levels of proficiency in English and primary language, and assessments are non-existent or inappropriate.	Candidates select authentic multicultural literature books that reflect diversity of the classroom, to include the primary language of English learners, develop reading and writing instructional activities appropriate for levels of proficiency in English and primary language, and create relevant assessments.	Teaching candidates include justification for the selection and purpose of each book, taking into account the varying learning and social needs of individual students or groups in their own classroom. Writing and reading activities meet the academic and social needs of **all** students.

Interactive Journal – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-4 Making Content Accessible	Although there is some understanding of theory and practice, candidates are unable to demonstrate in their written reflections access to content for Els.	Candidates apply some theories and practice in writing that likely will provide access to content for ELs.	Candidates apply theories and practice to demonstrate how Els will have access to content as they reflect in writing on the major ideas, concepts, and topics discussed in class and readings.	Candidates application of theory and practice demonstrate in the reflective writing access to content for **all** students
TPE-7 Teaching English Learners	Candidates demonstrate in their interactive journals that they know and can apply **few** pedagogical theories, principles, and instructional practices for comprehensive instruction of English	Candidates demonstrate in their interactive journals that they know and can apply **some** pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of **ALL** English learners.

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.** 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
		IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

EDML 552/EDMS 555 stresses competencies highlighted in bold.