

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
FALL 2003
EDMS 555: ELEMENTARY MULTILINGUAL EDUCATION
UNIV 439**

**Monday & Friday
September 5- October 24
8:00 - 10:45 a.m. (Section 1 CRN 41726)
and
11:30 - 2:15 p.m. (Section 5 CRN 41824)**



**PROFESSOR: Lorri J. Santamaria, Ph.D.
PHONE: 760-750-8520
E-MAIL: Login to WebCT Course Mail
OFFICE HOURS: By appointment, drop-in, and specified Chat Room times
LOCATION: UH 415**

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators 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 school teachers faced with the growing diversity that exists in today's classrooms. As such, it will focus on bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners, as well as effective and appropriate English language development (ELD) techniques and successful bilingual, multilingual education for language minority students.

In this class prospective teachers gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and the varying perspectives of the populations referenced in the *Non-Discrimination Policy of the State of California*.

AUTHORIZATION TO TEACH ENGLISH LEARNERS

Beginning fall of 2002, CSUSM an early adopter of the new AB 2042 program standards, intends to prepare new 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 Multiple Subject Program, as well as additional coursework. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach English learners (*note: formerly called CLAD*).

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. Look for the violet standards embedded in your assignments and class work. 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 districts 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. Look for the green TPEs embedded in your assignments and class work. 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

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 Professor. **Individual Professors may adopt more stringent attendance requirements.** Should the student have extenuating circumstances, s/he should contact the Professor as soon as possible. (*adopted by the COE Governance Community, December, 1997*). **NOTE: This means that if you miss three (3) classes you cannot receive a passing grade for the class!**

GENERAL CONSIDERATIONS

NOTE: THE PROFESSOR RESERVES THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL FROM THE COURSE.

Academic Honesty

I expect that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://courses.csusm.edu/sthompson/plagiarism/about_site.html. If there are questions about academic honesty, please 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 class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. P. Kelly, 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 needs. 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.

If you require reasonable accommodations please contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, Room 5025a, and can be reached at (760) 750-4905 or (760) 750-4909 (TDD users).

GENERAL COURSE OBJECTIVES

- 1) You will have opportunities to become familiar with basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.
- 2) You will have opportunities to demonstrate understanding of the most important goals of bilingual/multicultural education.

- 3) You will have opportunities to explain the theoretical framework upon which bilingual education is founded.
- 4) You will have opportunities to demonstrate understanding of existing student identification, assessment, and language redesignation requirements for the state of California.
- 5) You will have opportunities to explain the connections between bilingual education, English as a second language, SDAIE and other pertinent methodologies.
- 6) You will demonstrate several models of multicultural education and their implications for curriculum, instruction, and educational policy.
- 7) You will have opportunities to explain the meaning of culture, differentiated index, the necessity for cultural convergence in schools, and other research-based related notions of multicultural education.
- 8) You will learn to develop and understand each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.

COURSE REQUIREMENTS

REQUIRED TEXTS

Crawford, J. (1999). *Bilingual education: History, politics, theory and practice (4th Edition)*. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA

Echevarria, J. & Graves, A. (2003). *Sheltered content instruction: Teaching English-language learners with diverse abilities*. Boston: Allyn and Bacon.

Peregoy, S. F. & Boyle, O. F. (2001) *Reading, Writing, & Learning in ESL (3rd Edition)*. Longman.

COURSE REQUIREMENTS

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 class meetings. Unless otherwise negotiated with the instructor, all assignments are to be submitted to **WebCT Assignments** on the due date. **Assignments not submitted on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced. Hard copies of assignments will be student or peer evaluated and turned in at the end of the semester in a final learning portfolio due **Friday October 24th**.

The following grading scale will be used with the points students have remaining at the end of class:

93-100%.....	A
90-92%.....	A-
88-89%.....	B+
83-87%.....	B
80-82%.....	B-
<u>75-79%.....</u>	<u>C+</u>
72-75.....	C
70-71.....	C-
60-69%.....	D
59% and below.....	F

Note: *Students are reminded that the College requires completion of this course with a C+ or higher.*

All assignments are due on the dates indicated below (also indicated on the course weekly activity listing). On the due date, credit for completion will be recorded. At the end of the course (October 24), your learning portfolios with each assignment and self-assessments (and/or peer-assessments) will be turned in to me. You are responsible for keeping your work organized and ready for final presentation and evaluation. Please manage your time and plan accordingly. Assignments must be **word processed/ typewritten, double-spaced, with standard margins, unless completed in class**. It is expected that all assignments will reflect university level composition.

ASSIGNMENTS, DUE DATES, AND BEGINNING POINT VALUES

1. Attendance, Disposition, and Class Participation

20 points

Standard 4: Pedagogical Thought and Reflective Practice

Primary Emphasis

TPE 5: Student engagement

Secondary Emphasis:

TPE 11: Social Environment

TPE 14: Educational Technology

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. Attendance on WebCT will be taken as well as "in class" attendance. Your regular participation in this forum is as important as your physical attendance in class.

2. **Discussion Board Interactive Journal Entries/ Responses (4 @ 5 pts each) (Due: 9/12, 9/26, 10/3, 10/10) 20 points**

Standard 3: Relationship between Theory and Practice

Standard 4: Pedagogical Thought and Reflective Practice

May include all Primary and Secondary TPE Emphasis (see complete listing in Assignment 5)

Interactive electronic discussions are a way for learning communities to entertain and respond to your questions, reflections, insights, or concerns regarding course content. They also facilitate relationships between students and professors. Your peers or course professor will respond to your entries with clarifying questions to further your thinking process. Try to begin your next entry, by answering these questions.

These 2 to 3 paragraph responses will be maintained about every other week and may include the following:

- Summaries, descriptions, or reactions to the topics discussed in class or from readings reflecting understanding of key concepts. Both comments from professor and other students may be reflected on the discussion board.
- 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.
- Entries will be graded according to comprehensiveness, insightful connections, and “deep understanding” of the issues. The class discussion board should address instructional concerns, school structures, teaching strategies, and school environments related to social justice and equity in diverse settings. In addition to grading each entry, I will personally respond to 6 random entries per due date.

You are responsible for (1) self-assessments for each of your entries and (2) providing a printed version of each one of your entries/responses in your final learning portfolio (Due October 24).

3. **Lesson Transformation (DUE: 10/17, please WebCT submit your work on this date) 10 points**

Standard 5: Equity, Diversity, and Access to the Core Curriculum

Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

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 6: Developmentally Appropriate Teaching Practices

TPE 11: Social Environment

- For this assignment you will write a 1 page case study describing the classroom you are assigned to for your student teaching. If this assignment does not have students who are English language learners, focus on learners who are culturally and/or linguistically diverse, and/or students who have physical disabilities, or create a fictional classroom with a diverse student body.
- You will then go on-line to find a generic lesson plan designed for students in this grade level (use Google or another search engine).
- Finally, based on your readings, class discussions, and learnings modify, adapt, and change this lesson plan making it accessible to the English language learners in your actual or created environment.

You are responsible for (1) peer reviewing another colleague's assignment (to be traded on 10/17) and (2) providing a SIGNED peer review of your assignment, as well as (3) the original lesson plan and (4) your actual assignment as part of your final learning portfolio (Due Oct 24).

4. **Multicultural/ Multilingual Research Reviews (2 @ 10pts each) (Due: 9/12, 9/19) 15 points**

Standard 11.c : Preparation to use Educational Ideas and Research

Primary Emphasis

TPE 7: Teaching English Learners

Secondary Emphasis:

TPE 14: Educational Technology

TPE 15: Social Justice and Equity

- For this assignment you are to go to the CSUSM Library website, find and select a journal article published in the last 5 years on Multicultural, Bilingual, or Multilingual Elementary Education. I will model this exercise in class.
- You will read each article and provide a one page summary of each including a one paragraph reaction to the piece.
- Refer to the APA website for correct electronic reference listing at <http://www.apastyle.org/electsource.html>.
- You will be expected to present a 5 minute quick-talk on one of your articles during the course of the semester.
- 5 points are allotted for each written review and 5 points are for your presentation.
- Following each presentation, your peers will assess your presentation quality and provide verbal feedback. I will provide immediate feedback as well.

- You will be selected randomly to present your articles beginning Monday September 15. Please be prepared.
5. **Literature-based Social Justice Thematic Unit (Written Due: 10/17, Presentations: 10/20 & 10/24) 25 points**

Standard 7.a.b: Preparation to Teach Reading-Language Arts

Standard 13: Preparation to Teach English Learners

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

Part I: Critical Assessment Task (CATs) (12 pts)

- In groups of 3-4 (NO EXCEPTIONS), you will have the opportunity to develop a literature-based social justice and equity thematic unit that will include appropriate literature selections reflecting multicultural perspectives for students in grades K-2, 3-6, or 7-8.
- Choose six powerful children's multicultural selections that should be the center of curriculum focused on social justice and equity issues for different times throughout a specified time of the year.
- This plan should include an **outline of how the multicultural books will be used throughout the specified time of 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 unit.
- Using the books as your foundation, write **four** detailed reading and writing lesson plans 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).
- Applying the SDAIE criteria discussed, include SDAIE activities in your comprehensive lesson plans.
- Ask yourselves the following questions about each one of your original lesson plans:
 - 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?

The format of the literature-based social justice and equity thematic unit should include:

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 specified time of 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.
7. Appropriate accommodations and support for the wide variety of students in CA classrooms (be specific).
8. A list of your books on the WebCT for your colleagues future use.

Part II: Roundtable Discussion and Presentation Sessions (30 minutes each group) (8 pts)

Panel roundtables will be set up to provide space for each group to present/display their literature selections and/or units and Powerpoint lesson demonstrations (CATs). Other class members will listen/ participate to the discussions.

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>).

Part III: Self and Group Assessment (5 pts)

As part of this assignment you will describe your role as an individual working as a group member including personal and group responsibilities. You will determine whether points should be deducted based on the quality of this culminating experience.

100 points

TEACHER PERFORMANCE EXPECTATIONS (TEP)

DISCUSSION BOARD INTERACTIVE JOURNAL ENTRIES/ RESPONSES (20 points) – Scoring Rubric

Criteria	Developing 6 pts Deducted	Nearly Meets 4 pts Deducted	Meets 2 pts Deducted	Exceeds No pts Deducted
TPE 4- Making Content Access	Although there is some understanding of theory and practice, candidates are unable to demonstrate in their written reflections access to content for ELLs.	Candidates apply some theories and practice in writing that likely will provide access to content for ELLs.	Candidates apply theories and practice to demonstrate how ELLs 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.

LESSON TRANSFORMATION (10 points) – Scoring Rubric

Criteria	Developing 3 pts Deducted	Nearly Meets 2 pts Deducted	Meets 1 pt Deducted	Exceeds No pts Deducted
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.

Literature-based Social Justice Thematic Unit (25 points) – Scoring Rubric

Criteria	Developing 6 pts Deducted	Nearly Meets 4 pts Deducted	Meets 2 pts Deducted	Exceeds No pts Deducted
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 Eng 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.

**SDAIE specifications LITERATURE-BASED SOCIAL JUSTICE THEMATIC
UNIT – Scoring Rubric**

Criteria	Developing 6 pts Deducted	Nearly Meets 4 pts Deducted	Meets 2 pts Deducted	Exceeds No pts Deducted
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.

SESSION ACTIVITY LISTING

Date	Topic	Assignment	In Class or WebCT Activities
<p>Session 1 F 9/5</p>	<p>REVISITING DIVERSITY</p> <p>Essential Learnings:</p> <p>CSUSM Mission Statement</p> <p>Personal and Educational Philosophy</p> <p>Research-base:</p> <p>M & M Theory (St 3 & 11c)</p>	<p>For Monday 9/8, please:</p> <p>Read Peregoy & Boyle Chapter 1 & 2</p> <p>Scan Echaverria & Graves Chapter 1 & 2</p> <p>Read Crawford Introduction</p> <p>Bring a copy of your syllabus to class (available on WebCT or the CSUSM COE website)</p>	<p>What does the CSUSM Mission Statement mean to you? (Quickwrite)</p> <p>Sharing personal and/or educational philosophies: an artistic endeavor</p> <p>Syllabus overview</p> <p>Overview of Use and Best Practices WebCT Guest Speaker: Jennifer Nowotny (TPE 14)</p>
<p>Session 2 M 9/8</p>	<p>SOCIOCULTURAL/ SOCIOHISTORICAL CONTEXT (St 11 c)</p> <p>Essential Learnings:</p> <p>Who are English Language Learners?</p> <p>Research-base:</p> <p>1st and 2nd Language Acquisition- Theory of Bilingual Education</p>	<p>Please make sure you are able to access WebCT BEFORE Friday. Make arrangements to see Jen at the WebCT Open House in ACD 2nd floor computer labs THIS WEEK if you have questions.</p> <p>Remember, Friday's class will be held on WebCT. I'll "see" you then.</p>	<p>Attendance bonus questions</p> <p>Syllabus Overview: First two assignments due Friday</p> <p>Developing your final portfolio: A planning tool</p> <p>Bilingual Education Programs Breakout</p> <p>Questions on ELD Programs</p> <p>2nd Language Acquisition Theories (ppt)</p> <p>L2 Theories: In your own words...</p>
<p>Session 3 F 9/12</p>	<p>Essential Learnings:</p> <p>History and Politics of Bilingual Education/Legal Mandates/Prop 227</p> <p>Research-base:</p> <p>Crawford, Krashen, and Collier</p>	<p>Within 5 minutes of class starting, shoot me a Course Mail message so I know you are there.</p> <p>For this session please refer to Crawford 1, 2, & Appendix E</p> <p>DUE: Discussion Board Interactive Journal Entries/ Responses #1 (and</p>	<p>On WebCT today we will:</p> <ol style="list-style-type: none"> 1. Begin a class meeting within the first 5 minutes of class in Chat Room #1. Everyone must be in attendance or I will assume you are absent. 2. Work on and complete your 1st two assignments which are due TODAY. 3. In groups of four or five (find each other in the chat room or discussion board) for Monday's class, complete a Social Justice Timeline chronicling the history of Bilingual Education from the late 1700's until today.

		<p>self-assess any TPE emphasis)</p> <p>Multicultural/ Multilingual Research Reviews (and self-assess TPEs 7,14, & 15)</p> <p>Collegiate scan through the rest of Crawford 3-12 as further reference for this session.</p>	<p>Use Crawford and the Internet as your tools.</p> <p>OR</p> <p>4. In groups of 4 or 5 visit Ron Unz http://www.onenation.org/ and Jim Crawford's http://ourworld.compuserve.com/homepages/JWCRAWFORD/ inspired websites and compose 10 pro's and 10 con's for each gentleman's perspective followed by a group reaction.</p> <p>5. Let me know on Course Mail which groups you are in and what you are working on by the end of class time, and be prepared to display your work in class on Monday.</p>
<p>Session 4 M 9/15</p>	<p>Methods of Multicultural/ Multilingual Education (St 5, 7ab, 8, 13)</p> <p>Essential Learnings: Theory and Practice of Bilingual education. What can the classroom teacher do?</p>	<p>For Friday please:</p> <p>Read Santamaría et al. Chapter (to be provided)</p> <p>Read Peregoy & Boyle Chapter 3</p> <p>Read Echevarria & Graves (E & G) Chapter 3</p>	<p>Group processing WebCT session: How did it go?</p> <p>Six RANDOM Research Review presentations: Who will they be?</p> <p>Newcomer brainstorm: Based on your readings, what can you proactively do for primary grade (K-1) and new arrivals? Group activity (EverythingESL.net)</p> <p>Increasing parent involvement: How will you get your parents involved? Role play</p> <p>Barriers to classroom success: What about students who are not new comers? Mini-lesson</p> <p>Maslow's Hierarchy: Meeting students' needs: ppt</p> <p>Beginner's toolbox: What are some of your new tools?</p>
<p>Session 5 F 9/19</p>	<p>Essential Learnings: Oral Language Development-The Foundation of the Oral Tradition-</p> <p>A Bilingual Theoretical Model-ELD</p> <p>Research-base: Introduction to SDAIE</p>	<p>Within 5 minutes of class starting, shoot me a Course Mail message so I know you are there.</p> <p>For this and next session please read:</p> <p>Peregoy & Boyle (P & G) Chapter 4</p> <p>DUE: Multicultural/ Multilingual Research Reviews (and self-assess TPEs 7,14, & 15)</p>	<p>On WebCT today we will:</p> <ol style="list-style-type: none"> 1. Begin a class meeting within the first 5 minutes of class in Chat Room #1. Everyone must be in attendance or I will assume you are absent. 2. Complete a thorough reading of P & B ch. 4. 3. Visit the ELD website and write a 1 page justification for ELD standards vs. general education standards. Submit online, today before end of class. 4. Choose one of the three following activities to be completed and submitted on-line in the WebCT Assignments area individually or in pairs. Turn this activity in Monday 9/22: <ol style="list-style-type: none"> a. Activity 1 OR 2 on page 144 of the P & B

			<p>text.</p> <p>b. Activity 3 on page 26 of the E & G text.</p> <p>c. Using your resources Describe 5 ways a teacher can check for student understanding using oral language development strategies.</p>
<p>Session 6 M 9/22</p>	<p>Essential Learnings:</p> <p>SDAIE Workshop and Processing Part I (ppt)</p> <p>Intro to OLE and Oral Language Development Discussion</p>	<p>Please read thoroughly:</p> <p>P & B -Chapter 5</p> <p>E & G-Chapter 5</p> <p>Crawford-Appendix A-ELD Standards</p>	<p>Group process WebCT</p> <p>Six Random Research Review presentations: Be ready</p> <p>Participation in SDAIE Workshop</p> <p>Presentation of GENERIC COE lesson plan scaffold: Differentiation demystified</p> <p>OLE Video</p> <p>Detailed explanation of Assignments 3 & 5</p>
<p>Session 7 F 9/26</p>	<p>Essential Learnings:</p> <p>SDAIE on WebCT and online</p> <p>ELLs with special needs</p>	<p>Within 5 minutes of class starting, shoot me a Course Mail message so I know you are there.</p> <p>DUE: Discussion Board Interactive Journal Entries/ Responses #2 (and self-assess any TPE emphasis)</p>	<p>On WebCT today we will:</p> <ol style="list-style-type: none"> 1. Begin a class meeting within the first 5 minutes of class in Chat Room #1. Everyone must be in attendance or I will assume you are absent. 2. Complete your Discussion Board Interactive Journal Entries. 3. Use Google or another search engine to find a SDAIE oriented website. Write a one page 'review' of this website based on your current readings and class presentations. Rate the site on a scale of 1 to 5, five being the highest score. Justify your rating. Submit your work on WebCT Assignments before the end of class time. 4. Go to the ELLs with Special Needs Eric Website at http://www.cal.org/ericcll/fags/rgos/special.html and answer the following questions: Who are ELLs with special needs? How are they identified? How is instruction different for these learners? What are the assessment implications? What role does scaffolding play for these learners (see my article for hints)? What are your chances of having ELLs with special needs in your classrooms? Bring responses to class Monday 9/29.
<p>Session 8 M 9/29</p>	<p>Essential Learnings:</p> <p>SDAIE Workshop Processing Part II (ppt)</p>	<p>Please read:</p> <p>P & B Chapter 6</p>	<p>Process WebCT Session</p> <p>Six Random Research Review presentations: Be ready</p>

	<p>OLE Strategy: Writer's Workshop</p> <p>2 minute Lesson Observation Roundtable (45 min)</p>		<p>Emergent Literacy Questions</p> <p>Participation in SDAIE Workshop</p> <p>OLE Video</p> <p>Group work session for OLE Workshop Session III</p>
<p>Session 9 F 10/3</p>	<p>Essential Learnings:</p> <p>SDAIE Workshop and Processing</p>	<p>Within 5 minutes of class starting, shoot me a Course Mail message so I know you are there.</p> <p>P & G Chapter 7 Bring school Writing Curriculum or ideas to class to share Monday 10/6.</p> <p>DUE: Discussion Board Interactive Journal Entries/ Responses #3 (self-assess any TPE emphasis)</p>	<p>On WebCT today we will:</p> <ol style="list-style-type: none"> 1. Begin a class meeting within the first 5 minutes of class in Chat Room #1. Everyone must be in attendance or I will assume you are absent. 2. Complete your Discussion Board Interactive Journal Entries. 3. Work on SDAIE Workshop Presentations for Monday 10/6 (15 minutes per group) 5. Use WebCT discussion tools to situate yourselves in groups of 4-5 for Assignment 5. You might want to stay in these same groups. If you decide to change, let me know who you are and which social justice and equity titles you are interested in exploring. I need to know your group memberships and theme ideas by Monday.
<p>Session 10 M 10/6</p>	<p>Application of Theory and Methods of M & M Education (St4)</p> <p>SDAIE Workshop Group Presentations</p> <p>OLE Strategy</p>	<p>For high quality Final Projects and Lesson Transformations begin to focus on:</p> <p>P & B Chapters 8, 9, and 10</p> <p>E & G Chapters 6, 7, and 8</p> <p>Be in touch with your Social Justice Unit group. Begin planning and work sessions.</p>	<p>Six Random Research Review presentations: Be ready</p> <p>Social Justice and Equity Themes: Group Brainstorm</p> <p>SDAIE Workshop Group Presentations (15 minutes each)</p> <p>OLE Strategy: Shared Reading with Predictable Text (video)</p>
<p>Session 11 F 10/10</p>	<p>Essential Learnings:</p> <p>Shared Reading Experiences</p> <p>Strategy: Literature Studies</p> <p>Research-base: Learner Discovered</p>	<p>Within 5 minutes of class starting, shoot me a Course Mail message so I know you are there.</p> <p>Peregoy & Boyle Chapters 8 & 9</p> <p>DUE: Discussion Board Interactive Journal Entries/</p>	<p>On WebCT today we will:</p> <ol style="list-style-type: none"> 1. Begin a class meeting within the first 5 minutes of class in Chat Room #1. Everyone must be in attendance or I will assume you are absent. 2. Complete your Discussion Board Interactive Journal Entries. 3. In groups of 3 to 4 (find each other on WebCT), using learnings from your readings and class discussions, explore what the internet has to say about Shared Reading

		<p>Responses #4 (self-assess any TPE emphasis)</p> <p>Don't neglect your Social Justice Unit work. Waiting until the last minute is not a good idea. Trust me.</p>	<p>Experiences, Literature Studies, and other group lessons for ELLs or other learners. Submit this 2 page assignment before the end of class. Use references (electronic and text) to back up 3 of the following 5 questions:</p> <ol style="list-style-type: none"> What are the advantages of creating literature response groups? Are there any disadvantages teachers need to be aware of? When are teacher-directed questions more appropriate than literature response groups? What is the difference between Reader's Theater and Literature Circles? Describe a Language Experience Lesson and who would best benefit from such an experience.
<p>Session 12 M 10/13</p>	<p>Literature Study Experiences</p> <p>Strategy: Spelling & Study Skills Workshop</p>	<p>Peregoy & Boyle Chapter 10</p> <p>Bring some sample spelling lists or programs</p> <p>Work with your Social Justice & Equity Unit group as often as possible for a high quality project you will use over and over again. Written version is DUE FRIDAY.</p>	<p>Process WebCT experience</p> <p>Questions on Shared Reading Experience</p> <p>Modeling Key Strategies: LEA, Lit Circles, Shared Reading, Reader's Theater</p> <p>Six Random Research Review presentations: Be ready</p> <p>Spelling and Study Skills Workshop (ppt)</p> <p>Clarification final assignments</p> <p>Overview Peer Review for Lesson Transformation</p>
<p>Session 13 F 10/17</p>	<p>Essential Learnings:</p> <p>Strategy: Developing a Balanced Language Arts Program</p> <p>Research-base:</p> <p>Why is this important? The Whole</p>	<p>Within 5 minutes of class starting, shoot me a Course Mail message so I know you are there.</p> <p>DUE: Lesson Transformation (peer evaluation TPEs 1,4,5,7,6 &11)</p> <p>Written version of Literature-based Social Justice Thematic Unit (self-</p>	<p>On WebCT today we will:</p> <ol style="list-style-type: none"> Begin a class meeting within the first 5 minutes of class in Chat Room #1. Everyone must be in attendance or I will assume you are absent. Turn in your Lesson Transformations, arrange for peer reviews online. Turn in written versions of Social Justice Thematic Units. In pairs (find each other on WebCT), write a two-page manifesto supporting a Balanced Language Arts Program including pro's and con's of Whole Language and

	Language vs. Phonics debate	assess, group-assess, any TPE emphasis)	Phonics approaches. Include 3 references (electronic or otherwise).
Session 14 M 10/20	Final Presentations Portfolio Building	DUE: 4 Presentations of Literature-based Social Justice Thematic Units (self-assess, group-assess, any TPE emphasis)	Group Presentations Portfolio Materials Disseminated Time for Portfolio Construction
Session 15 F 10/24	Final Presentations Portfolio Assessments Course Evaluations	DUE: 3 Presentations of Literature-based Social Justice Thematic Units (self-assess, group-assess, any TPE emphasis)	Group Presentations Portfolio Evaluations and Turn-in Course evaluations
Session 16 F 10/24	Closure	Final course e-mails for clarification, communication, or general well wishing :).	