

California State University San Marcos  
College of Education

**EDMS 555- Elementary Multilingual Education**

Fall 2004

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**Class Hours:**

**Class Location: Temecula**

**Office Hours: by appt.**

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

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 are 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.

Attendance Policy. Due to the dynamic and interactive nature of EDML 552, all students are expected to attend all classes and participate in all class activities. For every day of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. Three tardiness or “early exits” will be the equivalence of an absence. A passing grade will not be issued for students who do not attend 80% or more of the class sessions. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

### **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.

### **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

### **Required Texts**

Choate, J. *Successful Inclusive Teaching*. Allyn and Bacon  
Crawford, J. (2004). *Educating English Learners: Language Diversity in the Classroom (5<sup>th</sup> Edition)*. Bilingual Educational Services.  
Peregoy, S. F. & Owen, F. B. (2005) *Reading, Writing, & Learning in ESL* (Fourth Edition). Allyn and Bacon  
Echeverria, J., Vogt, M., & Short D. (2004) *Making Content Comprehensible for English Learners: The SIOP Model (2<sup>nd</sup> Edition)*. Pearson

## **Course Objectives**

- 1) Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.
- 2) Demonstrate understanding of the most important goals of bilingual/multicultural education.
- 3) Explain the theoretical framework upon which bilingual education is founded.
- 4) Demonstrate understanding of existing student identification, assessment, and language redesignation requirements for the state of California.
- 5) Explain the connections between bilingual education, English as a second language, and SDAIE methodologies.
- 6) Demonstrate understanding of the five models of multicultural education and their implications for curriculum, instruction, and educational policy.
- 7) Explain the meaning of culture, differentiated index, and the necessity for cultural convergence in schools.
- 8) Use confluent education techniques to develop understand of each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.

## Course Requirements

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 (yes, including the class journal).

- Attendance and participation 15 points
- Interactive Journal/Reading Responses 20 points
- SDAIE Unit Plan 20 points
- SDAIE Presentation 10 points
- Facilitation of Readings 15 points
- Lesson Observation 10 points
- Taskstream 10 points

## Grading

96 – 100 = A;	80–82 = B-
90 – 95 = A-;	77-79 = C+
87 - 89 = B+;	73-76 = C
83 – 86= B;	70-73 = C-

## Attendance Policy

Due to the dynamic and interactive nature of EDMS 555, all students are expected to attend all classes and participate in all class activities. For every day of absence, students will lose 2 points. Attendance will be taken during the first 5 minutes of class. Three tardiness or “early exits” will be the equivalence of an absence. **A passing grade will not be issued for students who do not attend 80% or more of the class sessions.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

## ASSIGNMENT DESCRIPTIONS

### Reading Response Journal (20 points) 10 at 2 points each

Reading Response Journal will be assigned in class.

- You will respond to Chapters 1-10 in *Making Content Comprehensible for English Language Learners*. You should have **at least one page written for each chapter**. Please double space and use 12 font . During each session you will share your journal response with another classmate. Sharing sessions will last 10-15 minutes. During this time, I will circulate the room to document whether the assignment was completed or not. **The ten reflections will be turned in the second to the last week of class.**

For **Chapter 1** you will respond to the questions: *What is Sheltered Instruction? What does Sheltered Instruction look like in a classroom and how is this different from traditional approaches used to teach English language learners?*

For **Chapters 2-9** you will respond in the following manner: Read the chapter until you get to the Teaching Scenarios. When you get to the Teaching Scenarios, you will rate each teacher on each of the indicators given to you. **You will write a brief reflection on what you learned and how this connects to observations in your student teaching experience.** You will then read the Discussion of Lessons section in your chapter and compare the ratings given by the authors to the ratings you gave the teachers. **Add the following to your reflection page for this chapter: What new insights have you gained from your comparison? How do the teaching scenarios compare to observations made during your field experience?**

For **Chapter 10** respond to the following: How do you plan appropriate instruction for English language learners who may have reading and learning difficulties? What new insights have you gained by reading this chapter? Compare the information in this chapter to your field experience.

- **For all reflections, keep the following in mind:** 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.

### **ELD Standards Requirement**

For the 3<sup>rd</sup> week of class (6<sup>th</sup> class session) you will need to search the CDE website and download the ELD standards and print a copy for yourself. Please bring the standards to class.

### **SDAIE Unit Adaptation (20 points) – Critical Assessment Task (CATs)**

This can be done with a partner. Lesson Plan Format will be given in class.

Applying the SDAIE criteria discussed, include SDAIE activities into an integrated comprehensive unit of study (three lessons in three different curricular areas).

**Rubric for grading.** You will receive one point for each of the following lesson components in each of your lesson plans: Numbers 1-30 (with the exception of numbers 10, 11, 13, 15, 18, 19, 21, 25, 26, and 29) in *Making Content Comprehensible for English Learners* (2004) pages 209-210.

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>)

### **SDAIE Presentation: (10 points) – Critical Assessment Task (CATs)**

Present a SDAIE component (one lesson) of your Unit Plan to the class. Each group will have 25-30 minutes to present a SDAIE portion of their Unit Plan.

#### **Rubric for grading**

You will receive 1/2 point for each of the following lesson components during your presentation:

Numbers 1,2,3,4,5,6,7,8,9, 12,13,14,15,16,17,21,23,24,26, and 30 in *Making Content Comprehensible for English Learners* (2004) pages 209-210.

**Facilitation of Readings (15 points)** - Each class member will have the opportunity to lead/facilitate a short (20 minutes maximum) discussion about the readings for a session. Ongoing. For full credit the **students need to be engaged in a discussion with the facilitator guiding and promoting the discussion. Full points will not be given if facilitators simply repeat what is in the chapter they are responsible for.** The information must be used to lead a reflective discussion.

- Five points for making the facilitation engaging. Try to make it interactive?

- Five points for involving the class in a discussion of the key topics in the reading you are responsible for.
- Five points for demonstrating knowledge of the chapter you are responsible for. This means you may not read to the class off a handout you prepared. You may prepare a thin outline to guide you.

**Lesson Observation (10 points)** - For this assignment you will follow an English learner or group of students during your teaching assignment. You will collect and document evidence of any instructional modifications made to provide comprehensible academic input for the student(s). **Write down what the modification was and why that modification was made.** Reference must be made to the readings. This can include strategies such as Read Aloud with an explanation as to why this strategy is useful to use with Second Language Learners. 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. This assignment should be double spaced and 4-5 pages in length. Use 12 font. Two pages should be your summary of your observation. Two to three pages should be your explanations of strategies and modifications and your recommendations for changing the lesson or activity. (Please note: If applicable, this lesson observation can be connected to the lesson observations that are being conducted for the 521/522 classes.)

- **One to four points are given for explanations given for the modifications or strategies described. At least eight strategies should be mentioned. Why is the strategy essential or beneficial to English language learners? Cite references.**
- **One to three points are given for making at least five cited references to the readings (use MLA or APA style and include a reference section on the last page).**
- **One to four points are given for describing how you would change the lesson/activity in light of the information and knowledge gained in the course. Cite references.**

Example: Mrs. Lang began her lesson by ..... She did not share content objectives with the students verbally nor did she write them on the board for the students to refer to during the lesson as I would have done. According to Echevarria, Vogt, and Short (2004), teachers should state content objectives orally and in writing at the beginning of a lesson. Written objectives help to direct students. "Written objectives serve to remind us of the focus of the lesson, providing a structure to classroom procedures. Throughout the lesson and at its conclusion, the teacher and students can evaluate the extent to which the lesson delivery supported the content objectives" (p. 131).

**Course Outline**  
(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Assignment
Session 1	Introduction/Course Overview Go over assignments in syllabus Community building Tapping Prior Knowledge/What do we already know about teaching ELL's Presentation: Fish is Fish	
	Who are English Language Learners? 1 <sup>st</sup> and 2 <sup>nd</sup> Language Acquisition-Theory of Bilingual Education Krashen's Hypotheses Presentations: Modeling practical application/Mrs. Wishy Washy and Apple description.	
Session 2	(continuation) 1 <sup>st</sup> and 2 <sup>nd</sup> Language Acquisition-Theory of Bilingual Education Cummin's Framework and Quadrant Presentation: Modeling a SDAIE math lesson/Sir Cumference	Peregoy & Boyle 1 SIOP Chapter 1 Bring reflection #1 Peregoy & Boyle Chapter 2 SIOP Chapter 2 Bring Reflection #2
Session 3	Reading and Literature instruction for English Language Learners Presentation: Modeling using Poetry with the pocket chart	Peregoy and Boyle Chapters 3 SIOP Chapter 3 Choate pages 92-111 Bring Reflection #3 Peregoy & Boyle Chapter 4 SIOP Chapter 4 Choate chapter 5 pages 112-127 Bring reflection #4
	Models of Language Development Reading and Literature- SDAIE Presentation: Book Bag and Caps for Sale Modeling Think Aloud and Read Aloud	

Session 4	Writing-Research on Second Language Writing SDAIE Presentation: Fables/Modeling a writing lesson using Bloom's Taxonomy and different grouping configurations.	Peregoy & Boyle Chapter 5 SIOP Chapter 5 <b>Bring ELD standards to class</b> Bring reflection #5
	SDAIE Universal Design Presentation: Modeling using concrete objects for math and literacy.	Peregoy and Boyle Chapter 6 SIOP Chapter 6 Choate Chapter 3- Revisiting Bring reflection #6
Session 5	Modern Approaches in Multilingual Settings/ Into English Activity: connecting CSTP's to SDAIE with the use of the standards and teacher guides.	Peregoy and Boyle Chapter 7 SIOP Chapter 7 Bring reflection #7
	History and Politics of Bilingual Education/Legal Mandates/Prop 227 Myths of ELLs. Bilingual education, and the socio-political context.	Crawford- Crawford 1-3
Session 6	Theory and Practice of Bilingual education. What can the classroom teacher do?	Observation Assignment Due Crawford Chapters 4-5 and appendix E
		Peregoy and Boyle Chapter 8 SIOP Chapter 8 Bring reflection # 8
Session 7	Student Identification/ Assessment/ CELDT/Placement/ Language considerations for SST's SDAIE Presentations	Peregoy & Boyle Chapter 9 SIOP chapter 9 Bring reflection # 9
	Parental Involvement SDAIE Presentations	Peregoy & Boyle-Chapter 10 SIOP Chapter 10 Bring reflection # 10 Crawford chapter 6
Session 8	SDAIE Presentations	Crawford chapter 7 DUE: SDAIE Presentations & Unit Plans Due
	SDAIE Presentations Closure	Crawford chapters 8-9-10-11-12 DUE: SDAIE Presentations & Unit Plans <b>DUE: Interactive Journals Due</b>

## Cross-cultural, Language, and Academic Development (CLAD) Competencies

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
I. Language Structure and Use: Universals and Differences (including the structure of English)	2. Theories and Methods of Bilingual Education	I. The Nature 3. Culture
A. The sound systems of language (phonology)	<b>A. Foundations</b>	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 and content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
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	<b>III. Cultural Context</b>
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	<b>E. Limitations of assessment</b>	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDMS 555 stresses competencies highlighted in bold.













## 555 Daily Schedule

Date\_\_ Session 1

- Attendance
- Multicultural Manners Book
- Information to be shared: What is next week's response to the readings?
- Reflections Sharing
- Facilitators
- Lecture
- .
- .
- .
- SDAIE activity to share: Overhead Projector Activity Tie to Standards
- Debrief