



**EDMS 555 (Section 1 and 2)
Elementary Multilingual Education**

**Section 1 CRN # 45832
Tuesdays
8:30 am – 3:00 pm
Bonsall Elementary School
Fall 2013**

**Section 2 CRN #45842
Fridays
7:30 am – 3:00 pm
Twin Oaks Elementary
Fall 2013**

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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| Hours: | By Appointment |

School of Education Mission & Vision Statement

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
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Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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COURSE DESCRIPTION

Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary and middle level classrooms. *May not be taken for credit by students who have received credit for EDML 552. Requires participation in the public schools.*

OROZCO: This course addresses the needs of elementary school teachers faced with the growing diversity in today's classrooms. It will focus on bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners, as well as effective and appropriate English language development (ELD) techniques and successful bilingual, multilingual education for Language minority students.

Course Prerequisites:

Admission to the Multiple Subject/CLAD Teacher Credential Program

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 and knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.
2. Demonstrate understanding of the most important goals of bilingual/multicultural education. Understand and apply research and its effects on the dimensions of learning in bilingual education program models.
3. Explain the theoretical framework upon which bilingual education is founded and demonstrate understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on program design and educational achievement.
4. Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.
5. Explain the connections between bilingual education, English as a second language, and SDAIE, SDAIS/CALLA methodologies. Apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice
6. Demonstrate understanding of models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy. Become cognizant of the fact that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.
7. Gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and varying perspectives of the populations referenced in the Non- Discrimination Policy of the State of California.
8. Demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.
9. Promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and understanding of the family as a primary language and cultural resource.

Required Texts

- *Making Content Comprehensible for English Language Learners: The SIOP Model, 4th Edition.* (Echevarria, Vogt, & Short, 2013). ISBN: 978-0-13-268972-4
- *Common Core for the Not-So-Common Learner, Grades K-5 English Language Arts Strategies, Grades K-5.* (Hongsfeld & Dove, 2013). ISBN: 9781452257822
- Download 1999 English Language Development Standards for California Public Schools K-12. You can download the ELD standards from the CDE website (www.cde.ca.gov)
- Download 2012 English Language Development Standards for California Public Schools K-12. You can download the ELD standards from the CDE website (<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>)
- Download California's Common Core State Standard from California Department of Education Common Core website (www.cde.a.gov/re/cc).
- Download Appendices A-D and Glossary from 2012 ELD Standards (<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>)

Recommended Texts

- *99 Ideas and Activities for Teaching English Language Learners with the SIOP Model.* (Echevarria, Vogt, & Short, 2008). ISBN: 978-0-205-52106-7
- *eStandards* - California Common Core and ELD State Standards app

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. Candidates successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple and Single Subject(s) Credential. This course is designed to help teachers seeking a California teaching 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. You will be required to formally address the following TPEs in this course:

TPE 15: Social Justice and Equity

- Valuing socially equitable teaching, learning, and schooling in a variety of organizational settings
- Incorporating pluralism and divergent perspectives on educating diverse students
- Democratizing public education to achieve social justice and equity

TPE 7: Teaching English Learners

- Selects materials and strategies for students' English comprehension
- Makes curriculum content appropriate for English language learners

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance – *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

This course: Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Be cognizant of punctuality, since arriving late or leaving early by more than 20 minutes counts as an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence. Unless extraordinary circumstances are made known, this is not negotiable.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology:

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Course Requirements

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. Note: Professor reserves the right to change, add to, or delete any material or assignment from the course.

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|---|-----------|
| • Attendance, Participation, & Professional Disposition | 10 points |
| • 5 Reading Reflections Forums (3 points each) | 15 points |
| • Multicultural Book and Multimedia Tool Presentation | 12 points |
| • EL Questionnaire – Learning About Your English Learners | 10 points |
| • ELD/SDAIE Lesson Observation & Write-up | 13 points |
| • TPE 15 – Action Plan / Reflective Statement | 10 points |
| • PBL Reflection | 5 points |
| • Multicultural Resources & SDAIE “Thematic Unit” | 25 points |

Total 100 points

ASSIGNMENT DESCRIPTIONS

NOTE: Full assignment guidelines can be found on Cougar Courses. Rubrics for assignments begin on page 14 of this syllabus.

Attendance, Participation, and Professional Disposition **10 points**

First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, and discussions on various topics and assigned reading. Please see the guidelines for the School of Education Attendance Policy and the attendance requirements for this course on page 3 of this syllabus.

Professional, credentialed educators are evaluated on “performance of non-instructional duties and responsibilities” by their administrators. Punctuality, attendance, collaboration with colleagues, and professionalism fall under this category. Your professional disposition is related to how you conduct yourself in class and at a school site. Please communicate any attendance issues directly with the instructor.

Reading Reflections (5 reflections X 3 points each)

15 points

Reflections based on your reading assignments are due on the dates listed on your course outline. Submit electronic copies of the reading reflections on our Cougar Course. Reflections must include connections that can be made between your reaction to the text and teaching English Learners, with specific examples from your classroom observation experiences, tutoring, or other personal experiences in diverse settings. Think about the “take aways” and your interaction with the text. What are things you would like to implement or take from the readings that are important to you as a future teacher? One page maximum. This assignment could be done in an outline format. The reading reflections are a way to verify that the assigned readings for that week have been completed.

Multicultural Book & Multimedia Tool Presentation

12 points

Select and present a multicultural book and a multicultural website/app/multimedia tool that represent the heritage, culture, language or social justice issues pertaining to students in K-8 education. This culturally responsive literature/media tool is essential to reaching all students, to introduce a lesson, or augment a topic (ie., immigration, diversity, traditions, customs, family, etc.) or a resource to you as an educator. It would be great if the book and/or media site is a bilingual resource. You will bring the book to class and show us the website/multimedia tool by making a *short presentation on how you would use them in your class and the type of activities, that would stem from ELD Standards, you could do with these resources to teach about a theme/ content and elicit language development.* Our CSUSM library has a wonderful children’s library with many bilingual books at the Barahona Center on the 5th floor. Examples will be provided in class. Students will sign-up for a 10 minute presentation. Presentations will be ongoing throughout the semester.

English Learner Questionnaire – Learning About Your English Learners

10 points

In class, students will work in groups to write lists of questions to ascertain information about their English Learners (ELs) in the following areas: linguistic background; academic language abilities, content knowledge, and skills; physical, social and emotional development; cultural and health considerations; and interests and aspirations. From these lists, each student will create a questionnaire that can be administered to his/her ELs. Try to think of questions that elicits language from your EL students, not just “yes” or “no” answers. Think about the language proficiency of your students. Indicate the grade level and possible PLD level of the students. You may add directions, introduction, or decorate it with border or clip art to make it attractive to your students (optional).

You will administer the questionnaire to an EL student. You will reflect on your questions & student responses. What did you find valuable about this process? How would you improve your questionnaire? How did you elicit information to help you plan for instruction and get to know your EL students better? After administering your questionnaire to an EL student, upload your questionnaire with a paragraph reflection on our Cougar Course by the due date. Share your findings in class. This assignment is aligned to the TPAs.

ELD / Sheltered Instruction Lesson Observation

13 points

For this assignment you will observe an English Language Development or Sheltered Instruction [Specially Designed Academic Instruction in English (SDAIE) or Sheltered Instruction Observation Protocol (SIOP)] lesson at your student teaching school site or online. Your observation can be in any classroom with English Learners (ELD, SDAIE / Sheltered, or “mainstream”). You will first predict (hypothesize) what SIOP strategies you believe you will be observing during the lesson. Your observation write-up should include a description of the classroom, the SIOP techniques the teacher used, and how the students interacted with the lesson and peers. You will use the SIOP Protocol located in your textbook on pp. 294-296 as a checklist (data collection) and guideline for what to look for in an effective lesson for English Learners. In your write-up, you will also discuss your hypothesis about the strategies and the results. Then think of how (if necessary) you would modify the lesson/activity observed in light of the information and knowledge gained in the course. Submit an electronic copy of the lesson observation to our Cougar Course (3-5 pages maximum). Share your findings in class.

TPE 15 – Action Plan / Reflective Statement

10 points

In this course, you are specifically responsible for demonstrating that you have met TPE 15: Social Justice and Equity in your coursework. Each student will *create a personalized diversity / social justice action plan* designed specifically for his/her English learners and/or their parents. Your plan will discuss how you, as a future teacher of English Learners, will address an issue of diversity, social justice and/or equity in your school classroom. Your plan will include the following; identifying / defining the issue you have chosen to address, a description of the English Learners and/or parents your plan is designed for, a reflection of the reasons you chose the issue, and a description of the personalized action plan (specific activities) you have created. Your action plan and reflective statement **MUST** reference TPE 15 so that you are demonstrating how you have met the TPE through this assignment.

Sheltered Instruction (SDAIE/SIOP) / Multicultural Thematic Unit/Lesson Plan

25 points

Applying the Sheltered Instruction [Specially Designed Academic Instruction in English (SDAIE) or Sheltered Instruction Observation Protocol (SIOP)] methodologies and principles you have learned in class, you will *create a SDAIE/SIOP lesson plan* that includes an accurate assessment plan, instructional strategies, and interactive activities that are appropriate for English Learners at various proficiency levels. You will write and present a lesson plan that clearly delineates how every student will be a successful learner by providing universal access to diverse students (e.g., gifted, English Learners, special needs, poor readers, non-readers). This is a group task (2-4 students) and members will need to coordinate unit lessons around a central theme.

In addition, you will have the opportunity to *collect multicultural resources* (books, websites, articles, videos, apps, etc.), that are rooted in multicultural education / social justice and equity for students. The term “multicultural” includes the following categories; race or ethnicity, gender, religion, sexual orientation, socioeconomic status, age, and physical or mental ability and language.

During several class sessions, students will have the opportunity to work on their lesson plan both individually and in small groups by applying what they have learned from the readings, class discussions, and their classroom experiences. Detailed information on assignments will be shared in class. Students will have the opportunity to *present their Multicultural Unit Plan & Resources in a Poster Session Format*. All unit plans for your group will be submitted in a notebook the day of the MC poster session.

Electronic Submissions of Assignments

This course is mostly paperless. Assignments are to be turned into the Moodle shell (except the final Thematic Unit plan) on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman.

Grading Standards

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. Assignments should be typed and double-spaced. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. **Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).**

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| 95 – 100 | A | 90 – 94 | A- |
| 87 - 89 | B+ | 83 – 86 | B |
| 80 – 82 | B- | 77 – 79 | C+ |
| 73 – 76 | C | 70 – 72 | C- |

Tentative Course Schedule

The instructor reserves the rights to alter the instructional timeline, add, delete, and/or change topics and assignments in response to individual and class needs.

| Date | Topic | Assignment (if any) |
|----------------------|--|--|
| Session 1 8/27/13 | <ul style="list-style-type: none"> ▪ Introduction / Overview / Syllabus ▪ Who are English Learners? ▪ Diverse Characteristics ▪ What is Sheltered Instruction? ▪ Second Language Acquisition ▪ L2 Theories and Research ▪ Historical Overview of Bilingual Education ▪ SIOP Components ▪ Common Core Key Shifts and Implications for ELs ▪ Discuss Reading Reflections & MC Book/Multimedia Assignment | <p>Upload or print a copy of the syllabus & bring it to class</p> <p>Sign-up for MC Book/Multimedia presentations in class</p> <p>Read:</p> <p>__ SIOP Ch. 1 Sheltered Instruction</p> <p>__ SIOP Ch. 2 Lesson Preparation</p> <p>__ Forbidden Language on CC</p> |
| Session 2 9/3/13 | <ul style="list-style-type: none"> ▪ Informing Instructional Decisions ▪ CELDT and ELPAC Assessments ▪ 1999 ELD Standards ▪ Stages of Language Development ▪ Language and Content Objectives ▪ Techniques, Strategies, & Linguistic Needs | <p>Read:</p> <p>__ SIOP Ch. 3 Bldg Background</p> <p>__ SIOP Ch. 4 Comp. Input</p> <p>__ SIOP Ch. 5 Strategies</p> <p>__ Dove Ch. 1 Not-So Common Learners</p> <p>__ Diaz-Rico on CC- Learning about L2 Acquisition</p> <p>Download 1999 ELD Standard and 2012 ELD Standards</p> <p>Due: Reading Reflection</p> |
| Session 3 9/10/13 | <ul style="list-style-type: none"> ▪ Comprehensible Input & Strategies ▪ SIOP Checklist ▪ 2012 ELD Standards and PLDs ▪ Differentiating Instruction ▪ Active Participation ▪ Common Core SL Strategies ▪ Discuss EL Questionnaire | <p>Read:</p> <p>__ SIOP Ch. 6 Interaction</p> <p>__ SIOP Ch. 7 Practice/ Application</p> <p>__ SIOP Ch. 8 Lesson Delivery</p> <p>__ Dove Ch. 7 Core Speaking and Listening Strategies</p> <p>Due: Reading Reflection</p> |
| Session 4 9/17/13 | <ul style="list-style-type: none"> ▪ Assessing Learning to Guide Instructional Practices ▪ Formative and Summative Assessments, DOK ▪ The Achievement Gap ▪ ELD Strategies & Academic Language ▪ Theoretical Foundations/Research ▪ 2012 ELD Standards Appendix B: Learning About How English Works ▪ Active Participation ▪ Discuss ELD Observation ▪ Discuss SDAIE Multicultural Thematic Unit | <p>Read:</p> <p>__ SIOP Ch. 9 Review & Assessment</p> <p>__ Dove Ch. 2 Core Strategies for Academic Language Development</p> <p>Due: Questionnaire – Learning About Your English Learners</p> <p>Due: Reading Reflection</p> |

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| <p>Session 5 9/24/13</p> | <ul style="list-style-type: none"> ▪ Culturally Responsive Teaching ▪ Integrating a Culture & Language Curriculum ▪ GLAD ▪ Language Forms and Functions ▪ 2012 ELD Standards Appendix C: Theoretical Foundations ▪ 2012 ELD Standards Appendix A: Foundational Literacy Skills for ELs | <p>Read: __ Dove Ch. 5 Core Reading Foundational Skills Strategies Due: Reading Reflection Bring your MC Lesson draft for peer review and feedback.</p> |
| <p>Session 6 10/1/13</p> | <ul style="list-style-type: none"> ▪ Special Education Issues Re: ELs ▪ Transferable Skills between Spanish/English ▪ Involving Parents, Families, and Communities of ELs ▪ Content Instruction ▪ Making content accessible to EL's ▪ Scaffolding for Success | <p>Read: __ SIOP Ch.10: Special Ed. and ELLs __ Dove Ch. 6 Core Writing Strategies Due: ELD / SDAIE Observation Due: Reading Reflection</p> |
| <p>Session 7 10/8/13</p> | <ul style="list-style-type: none"> ▪ SIOP Features ▪ Teaching with the Brain in Mind ▪ Becoming Bilingual ▪ Celebration Poster Session of MC Units & roundtable presentations SIOP Game | <p>Due: TPE15 Action Plan Due: Multicultural Unit Plan and Poster/Table Display (hand thematic unit with lessons to instructor)</p> |
| <p>Session 8 10/15/13</p> | <ul style="list-style-type: none"> ▪ Course Conclusion ▪ The relationship between Project Based Learning (PBL) and English Language Learning ▪ 21st Century learning ▪ Evidence of active engagement ▪ Collaboration ▪ Authentic problems/assessments | <p>Due: PLB Reflection</p> |

RUBRICS FOR ASSIGNMENTS
READING REFLECTION RUBRIC – 3 POINTS EACH

| Criteria | Developing 1 Point | Approaching 2 Points | Meets 3 Points |
|--|--|--|---|
| TPE 7 English Learners and Followed Reflection Guidelines | Candidate demonstrated none/limited knowledge and application of pedagogical theories, principles, and instructional practices for comprehensive instruction of ELs. Candidate integrated none/limited personal thoughts, connections, & experiences in achieving new insights. Candidate followed none/limited directions on how to structure and submit reading reflection. Candidate demonstrated none/limited engagement/participation in group discussions. | Candidate demonstrated some knowledge and application of pedagogical theories, principles, and instructional practices for comprehensive instruction of ELs. Candidate integrated some personal thoughts, connections, & experiences in achieving new insights. Candidate followed some directions on how to structure and submit reading reflection. Candidate demonstrated some engagement/participation in group discussions. | Candidate demonstrated knowledge and application of pedagogical theories, principles, and instructional practices for comprehensive instruction of ELs. Candidate integrated personal thoughts, connections, experiences & questions in achieving new insights. Candidate has followed all directions on how to structure and submit reading reflection. Candidate demonstrated full engagement & participation in group discussions. |

MULTICULTURAL MULTIMEDIA BOOK PRESENTATION RUBRIC – 12 POINTS

| Criteria | Developing 2 Point | Approaching 4 Points | Meets 6 Points |
|---|--|--|---|
| TPE 7 Lesson meets Teaching English Learners TPE 15 Lesson meets Social Justice and Equity | Candidate may not know how to select multicultural books & multimedia tool/websites grounded in the principles of critically responsive literature that address issues of social justice and equity for diverse populations. Presentation techniques did not enhanced book/website: lacked vividness. Book/multimedia tool related activities shared with class. | Candidate knows how to select good multicultural books & multimedia tool/websites grounded in the principles of critically responsive literature that address issues of social justice and equity for diverse populations. Presentation techniques enhanced book/website. Book/multimedia tool related activities shared with class. | Candidate knows how to select excellent multicultural books & multimedia tool/websites grounded in the principles of critically responsive teaching that address issues of social justice and equity for diverse populations. Excellent presentation techniques enhanced book/website: engaging and vivid. Book/multimedia tool & related activities shared with class. |

TPE ACTION PLAN RUBRIC – 10 POINTS

| Criteria | Developing 2 Point | Approaching 3 Points | Meets 5 Points |
|--|---|--|--|
| TPE 15 Action Plan / Reflective Statement meets Social Justice and Equity | Candidate does not address or clearly define an issue of social justice and equity in the action plan / reflective statement. Activities for action plan are scant or inappropriate for EL students and/or parents. | Candidate addresses and defines an issue of social justice and equity adequately in the action plan / reflective statement. Activities for action plan are adequate for EL students and/or parents. | Candidate fully understands and can apply issues of social justice and equity for ELs. Candidate clearly addresses and provides excellent description of an issue in the action plan / reflective statement that is grounded in TPE 15. Activities are appropriate for EL students and/or parents. |
| Guidelines | Candidate has followed few directions on how to structure and submit Action Plan / Reflective Statement. Limited preparation & participation in peer review and analysis could have affected outcome. | Candidate has followed some directions on how to structure and submit Action Plan / Reflective Statement. Partial or full preparation & participation in peer review and analysis could have affected outcome. | Candidate has followed all directions on how to structure and submit Action Plan / Reflective Statement. Full preparation and participation in peer review and analysis is evident. |

MULTICULTURAL THEMATIC UNIT-LESSON PLAN RUBRIC- 25 POINTS

| Criteria | Developing 2 Point | Approaching 3 Points | Meets 4 Points |
|--|---|---|--|
| TPE 7 Lesson meets Teaching English Learners | Candidates know and can apply few of the pedagogical theories, principles, and instructional practices for English learners. Candidates do not comprehend key academic concepts and ideas for the development of a SDAIE/SIOP lesson. | Candidates know some pedagogical theories, principles, and instructional practices for English learners. Candidates partially apply pedagogy in a comprehensive manner. Some of the SDAIE/SIOP lesson components are included, but ideas are partially developed or inconsistent. | Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of all English learners. SDAIE/SIOP lesson components are clearly stated and developed in lessons. |
| TPE 15 Lesson meets Social Justice and Equity | Candidates do not address issues of social justice and equity in the classroom, and lessons are not designed for students from diverse backgrounds. Multicultural resources are scant or inappropriate for EL students or lesson. | Candidates have addressed some issues of social justice and equity. Lessons partly include instructional practices for diverse students and are inconsistently grounded in theories of multicultural education. | Candidates know and can apply issues of social justice and equity in the classroom. Lessons include instructional strategies that are grounded in multicultural education, and provide equitable outcomes for all students from different linguistic, cultural, social and economic backgrounds. |
| Calendar & Thematic Plan | Candidate followed few directions on how to write calendar & connect all content areas for multicultural unit and assessments. | Candidate followed some directions on how to write calendar & connect all content areas for multicultural unit and assessments. | Candidate followed all directions on how to write calendar & strongly connect all content areas appropriately for multicultural unit and assessments. |
| Guidelines: SDAIE Unit Plan | Candidate has followed few directions on how to structure and submit SDAIE/SIOP Unit Plan. Limited participation in class/group preparation & planning could have affected outcome. | Candidate has followed some directions on how to structure and submit SDAIE/SIOP Unit Plan. Partial or full participation in class/group preparation & planning could have affected outcome. | Candidate has followed all directions on how to structure and submit SDAIE/SIOP Unit Plan. Full participation in class/group preparation & planning is evident. |
| Poster Session Presentation | Presentation of SDAIE/SIOP Unit Plan was limited in techniques to make it vivid, engaging, and incorporate visual aids in class. Displayed limited resources appropriate for multicultural unit. | Presentation of SDAIE/SIOP Unit Plan incorporated some techniques to make it vivid, engaging, and incorporate visual aids in class. Resources reflected some appropriate resources for multicultural unit. | Various techniques incorporated into the presentation of SDAIE/SIOP Unit Plan to make it vivid, engaging with the use of visuals. All resources/books highly appropriate for multicultural unit. |

EL QUESTIONNAIRE-10 POINTS

| Criteria | Developing 2 Point | Approaching 3 Points | Meets 5 Points |
|------------------------------------|--|--|---|
| Learning About English Learners | Teacher candidate had incomplete information to ascertain background of ELs. Candidate's questions briefly address all the topics. Writing didn't followed format given. | Teacher candidate had adequate information to ascertain background of ELs. Candidate's questions addressed some of the topics. Writing followed format given. | Teacher candidate provided excellent information to ascertain background of ELs. Candidate's questions clearly & effectively addressed the topics. Writing was focused and well organized. |
| Interview Guidelines | Candidate followed few directions on how to structure and submit questionnaire. Demonstrated limited engagement & participation in class activities & group discussions. | Candidate followed some directions on how to structure and submit questionnaire. Demonstrated some engagement & participation in class activities & group discussions. | Candidate followed all directions on how to structure and submit questionnaire (referred to directions given in class). Demonstrated full engagement & participation in class activities & group discussions. |

PBL REFLECTION- 5 POINTS

| Criteria | Developing 1 Point | Approaching 3 Points | Meets 5 Points |
|--|---|--|---|
| TPE 7 English Learners and Followed Reflection Guidelines | Candidate demonstrated one/limited knowledge and application of pedagogical theories, principles, and instructional practices for comprehensive instruction of ELs. Candidate integrated none/limited personal thoughts, connections, & experiences in achieving new insights. Candidate followed none/limited directions on how to structure and submit PBL reflection. Candidate demonstrated none/limited engagement/participation in group discussions. | Candidate demonstrated some knowledge and application of pedagogical theories, principles, and instructional practices for comprehensive instruction of ELs. Candidate integrated some personal thoughts, connections, & experiences in achieving new insights. Candidate followed some directions on how to structure and submit PBL reflection. Candidate demonstrated some engagement/participation in group discussions. | Candidate demonstrated knowledge and application of pedagogical theories, principles, and instructional practices for comprehensive instruction of ELs. Candidate integrated personal thoughts, connections, experiences & questions in achieving new insights. Candidate has followed all directions on how to structure and submit PBL reflection. Candidate demonstrated full engagement & participation in group discussions. |

ELD/SDAIE LESSON OBSERVATION-13 POINTS

| Criteria | Developing 1 Point | Approaching 3 Points | Meets 5 Points |
|--|--|---|--|
| TPE 7 Teaching English Language Learners | Teacher candidate is unable to determine if instructional practices and adaptations to lesson observed are consistent with pedagogical theories, access to the state-adopted content standards, and differentiated instruction for English language learners. Candidate has not mentioned how to modify or supplement lesson from knowledge learned in the course. | Teacher candidate is partially able to determine if instructional practices and adaptations to lesson observed are consistent with pedagogical theories, access to the state-adopted content standards, and differentiated instruction for English language learners. Candidate has made some mention on how to modify or supplement lesson from knowledge learned in the course. | Teacher candidate is able to determine if instructional practices and adaptations to lesson observed are consistent with pedagogical theories, access to the state-adopted content standards, and differentiated instruction for English language learners. Candidate has clearly explained how to modify or supplement lesson from knowledge learned in the course. |
| TPE 15 Social Justice And Equity | Candidate of English learners is unaware if lesson observed values socially equitable teaching, learning, and schooling in a variety of organizational settings in public education | Candidate of English learners is partially aware if lesson observed values socially equitable teaching, learning, and schooling in a variety of organizational settings in public education. | Candidate of English learners is very aware if lesson observed values socially equitable teaching, learning, and schooling in a variety of organizational settings in public education by examples given in the write-up. |
| Guidelines: SDAIE Observation | Candidate has followed few directions on how to structure and submit observation. Candidate has not attached a completed <i>SIOP</i> checklist. | Candidate has followed some directions on how to structure and submit observation. Candidate has attached a partial <i>SIOP</i> checklist with some notes used during observation. | Candidate has followed all directions on how to structure and submit observation. Candidate has attached a completed <i>SIOP</i> checklist with notes used during observation. |