CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMS 521: Elementary Literacy I
CRN: 41371
Alvin Dunn Elementary, Tuesdays 9 – 3:15
Fall 2007

Instructor: E. Garza
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Office and Hours: 210, T 3:30 – 4:30 & By Appointment

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College of Education Mission Statement

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

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Authorization to Teach English Learners

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

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (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.

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,

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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 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://library.csusm.edu/plagiarism/index.html If there are questions about academic honesty, please consult the University catalog.

Use of Technology:
Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WEBCT6, 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. Assignments will be submitted online, and some will be submitted hard copy as well.

Electronic Communication Protocol:
Electronic correspondence is part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received email in a timely manner. Please be reminded that email 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 email and on-line discussion messages you send to your colleagues, to faculty members in the College 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.

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.

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 in all class activities. At a minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible *(Adopted by the COE Governance Community, December, 1997).*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Credential (Single Subject, Multiple Subject, Special Education, etc.). 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. The following TPEs will be addressed in this course: TPE 3: Assessment and TPE 8: Learning About Students

California Teacher Performance Assessment (TPA)

General Information

"Teachers are committed to students and their learning. Accomplished teachers act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students one from the other and taking account of these differences in their practice. They adjust their practice as appropriate, based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships" (from National Board Core Proposition I).

This course includes assignments designed to help you prepare for successful completion of part of the California Teacher Performance Assessment, a legislatively mandated evaluation. These assignments help you to think about individual student needs within the context of whole class instruction and assessment. As a teacher, you will use assessment on a regular basis to determine how and what your students are understanding so that you can monitor their progress and also inform your teaching decisions. The information that you generate through the TPA assignments can be transferred to Task Stream for the CA-TPA assessment and scoring.

COURSE DESCRIPTION

Official description from the course catalog: "The primary aim of this course is for students to develop a preliminary understanding of the theory, methodology and assessment of English Language Arts and second language learning in integrated and inclusive K-8 school classrooms. This course is aligned with the California 2042 standards."

Course Prerequisite:

Admission to the Multiple Subject/CLAD Teacher Credential Program.

Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. The following standards are a primary emphasis for this course:
3- Relationship between theory and practice   4-Pedagogical thought and reflective practice
5-Equity, Diversity & Access   7-Equity, Preparation to Teach Reading Language Arts

Course Objectives:

KNOWLEDGE - Teacher candidates will:
- Gain an understanding of how a first and second language is acquired.
- To understand the reading process and its relationship to thought, language and learning.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with current approaches to the teaching of reading and writing and the theoretical bases of such approaches.

- Become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms.
- Become familiar with classroom diagnostic techniques and evaluation procedures.
- Become familiar with current approaches to the teaching of reading and writing to children with special learning needs.

SKILLS - Teacher candidates will:
- Become sensitive observers of children's language using behaviors.
- Analyze children's reading /writing behavior as basis for making instructional decisions.
- Translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plan.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
- Learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

ATTITUDES AND VALUES – Teacher candidates will:
- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students' own personal and professional growth.
- Develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.

Required Texts:
Students must bring to class the required texts listed in the readings for each session.

Johns, J. (2000). ***Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments. 9th Edition.*** Kendall-Hunt.
Tompkins, G. E. (2006). ***Literacy for the 21st Century: A Balanced Approach. 4th Edition.***
Zarrillo, J. J. (2002). ***Ready for RICA:*** *A test preparation guide for California's Reading Instruction Competence Assessment.* Merrill Prentice Hall. (packaged as one).
Culham, R. (2003). ***6 + 1 Traits Writing: The Complete Guide***. Scholastic Professional Books.
Galindo, Mary Sue. (2001). **Icy Watermelon: Sandía fría.** Piñata Books

Additional Texts:
Additional texts on-line will be assigned, such as the English Language Arts Standards, the ESL standards, as well as select websites and on-line articles.
WEBCT 6:
This course is *Web Based Instruction enhanced using WEBCT*. On-line access and completion of web based assignments is required. The only exception is if student makes alternative arrangements with the instructor ahead of time. Students must follow guidelines for appropriateness in on-line discussions. You can find the site for this course at http:// courses.csusm.edu. Find WEBCT 6 by going to Library page on CSUSM website & click WEBCT 6 link in the upper right hand corner.
Task Stream:
This course requires students to use a Task Stream electronic portfolio.
http://lynx.csusm.edu/coe/eportfolio/index.asp. This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.

. This is the Task Stream home page where you will register for Task Stream and return to when working on your electronic portfolio.

Grading Standards

The following grading scale will be used. *Note: The College requires completion of this course with a C+ or higher in order to meet credentialing requirements.*

93-100 points	**A**	**88-89 points**	**B+**	**75-79 points**	**C+**
90-92 points	**A-**	**83-87 points**	**B**		
		80-82 points	**B-**		

All students are expected to participate in class activities and demonstrate reflective learning. Students must bring to class the required texts listed in the readings for each session. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting.

ALL assignments are to be submitted on the due date to WEBCT6. Assignments not submitted on due date will lose 10 % of earned credit per day. All assignments should be typed in size 11 Times Roman font. All assignments should be double spaced except for TPE reflections and RICA Study sheets.

At a minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade. **For every day of absence students will lose 8 points** unless the student submits an approved MAKE UP worth 5 points. Students missing more than 2 class sessions will not receive a passing grade. Attendance will be taken during the first 5 minutes of class and at the end of class. Three tardiness or "early exits" will be the equivalence of an absence.

- Field Observations Sheets (x 6)   15 points
- Writing Strategy Lesson Plan & Presentation   20 points
- Literacy Case Study   30 points
- Web CT 6 Discussion Board Assignments (x 2)   15 points
- TPA Tasks 1 - 4   20 points
- RICA Study Sheets: key terminology in each column

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100 Total Points Possible

- Attendance: 8 points are deducted each class session a student is absent
- Multicultural/Multilingual Literacy Options: A total of 8 make up points can be earned.

Descriptions of Assignments

- Multicultural/Multilingual Literacy Options: A total of 8 extra credit/make up points can be earned by attending and writing a 2 page reflection on an "options" event approved by the instructor. The 2 page reflection must include the following: 1) a brief summary of the event, 2) the insights you made as a result of your experience at this "options" event about culture, language and literacy, 3) your thoughts on how this influences your development as a teacher.

- **Assignment Description: RICA "Field Observations" (Task Stream Artifact)**

In both the Literacy courses EDMS 521 and EDMS 522, you will complete several Field Observation (FOB) forms. Each FOB topic is related to a RICA area. Find the list of FOB topics in the table below under the title of the literacy course you are taking this semester. You will complete one FOB form for each topic listed under the course title.

RICA Field Observations for EDMS 521 Alvin Dunn Fall 07	RICA Field Observations for EDMS 522 Alvin Dunn Spring 08
Literacy Assessment	Concepts about Print
Phonics Instruction	Phonemic Awareness
Spelling Instruction	Independent Reading
Comprehension – Narrative	Literary Response and Analysis
	Vocabulary Development
Supporting Reading through Oral and Written Language	Content Area Literacy
Structure of English Language	Comprehension –Expository

To complete the FOB, you must observe lessons teaching each topic. For example, if the topic is comprehension of narratives, make sure that you are observing a lesson which teaches narrative comprehension. Your observations should be written on the left hand side of the form and your reflections should be written on the right hand side of the FOB form. In other words, on the left hand side of the form, you do not make any judgments but only write what you observe the teacher doing during the lesson. On the right side of the form, you should reflect on the effectiveness of the lesson and express your opinions and evaluations. Below is the FOB form with a brief example. Replicate the FOB form on your computer. Completed forms should be no longer than one full page. To complete the forms, type them using size 10 Times New Roman font, with 1 ½ spacing. Please remember to compile all FOB forms into one document file, one after the other, and submit them as one document.

FIELD OBSERVATION FORM SAMPLE

Topic: RICA 5, Phonics	**Date:** 9/7/98
Grade Level: Kindergarten	**Additional Descriptors:** SEI class
Activity:	**Reflective Notes to Myself**
Teacher taught "B" sound using alphabet cards and the pocket chart. The students sat together on the carpet as a whole group. The teacher asked the students to help her place the picture cards and the word cards together in a matching activity. Then, the teacher had the students work at the tables writing words beginning with B then illustrated the following – bird, ball, balloon, and boat.	The teacher did a good job being inclusive with all students. Accommodations were made for second language learners when the teacher used some words that were close cognates (ball-bola) to help the students make connections. She was very effective in selecting children to participate actively. I would modify this lesson in order to help English learners by using some cognates in Spanish and showing the students how the beginning sounds work in their language.

- **Assignment Description: WEBCT Discussion Boards and Chat Reflections**

Students engage in Discussion Board conversations on WebCT6 and submit reflections on their chats. Students must follow guidelines for appropriateness in on-line discussions. See "Guidelines for On-Line Discussions" below. All WEBCT6 assignments are due on the due date indicated in the syllabus. Failure to submit WebCT6 assignments will lose points both for the assignment and for attendance and may be counted as an absence.

- Discussion Board Assignment Protocol: You must first read the professor's prompt/question and/or participate in your group's CHAT discussion. Then you must write your reflection / response (for CHAT see below). Finally, you must read and **converse with at least 2 other students more than once**. Each entry will be evaluated for quality of thought in response to the prompt, including referencing required reading material as well as referencing personal experience and for quality of contribution to the overall discussion.

- For each Chat reflection, you must first participate in the CHAT regarding the assigned topic of discussion for your CHAT group. Then you must submit a reflection about your CHAT to the discussion board and follow Discussion Board protocol. The reflection must include: 1) a **brief** summary of your chat conversation, 2) the insights you gained from the chat conversation about the assigned chat topic, 3) your thoughts on how this influences your development as a teacher.

Guidelines for On-Line Discussions

Electronic correspondence is part of your professional interactions. All electronic messages should be crafted with professionalism and care. They are a very specific form of communication, with their own form of nuances and meaning. For instance, messages sent in all upper case letters, with major typos, or in slang often communicate more than the sender originally intended. Please be mindful of all messages you send, to your colleagues, to faculty members in the CoE, and to persons within the greater educational community.

The core rules of "Netiquette" are described at the following link: http:// www. albion.com/netiquette/corerules.html. If there is ever a concern with an electronic message sent to you, talk to that person face-to-face to correct any confusion.

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?

- **Assignment Description: WRITING Strategy Lesson Plan**

In triads, you will write and present a Writing Strategy Lesson Plan that is active, meaningful and accessible to diverse students. The lesson plan must conform to the guide in this syllabus and should teach a writing strategy from the Culham text. You lesson plan MUST be sufficiently detailed so that it describes what the teacher's actions are during each phase of the lesson. During your 10 minute lesson presentation, the 3 of you will teach the THROUGH part of the lesson just as you would to the students in your classroom. The lesson presentation will be evaluated on the following criteria:
- **Presenters collaboratively teach the "THROUGH" of the written lesson plan to the class.**
  - demonstrating quality **direct instruction and shared instruction** of writing strategy
  - demonstrating quality **guided practice** activity of reading writing strategy
  - demonstrating comprehensible input techniques for **English Learners**
  - demonstrating effective use of an appropriate **graphic organizer**

WRITING STRATEGY LESSON PLAN GUIDE
Facts About Learners: Write a BRIEF description of your students as learners.
The Writing Strategy: Write the ONE writing strategy you will teach.
English Language Arts Standard: Write ONE standard your lesson teaches.

Lesson Objective: Complete this sentence frame:
Our students will use the _____ strategy to improve the writing trait of _____
while writing a narrative (or) expository piece called _____.

Lesson Assessment: Lesson Assessment: Create a rubric for evaluating student writing products, making sure to include evaluative criteria for the trait you are teaching in this lesson.

Trait	1	3	5

INTO:
Write a sufficiently detailed paragraph on what you plan to do **before** your direct instruction to prepare students to learn from your lesson. Make sure that your INTO also addresses the following:
- *We interest students in the topic by_____*
- *We activate students' prior knowledge related to the writing strategy by_____*
- *We will pre-teach the following three key vocabulary words_____ before the main lesson by _____ .*

THROUGH:
Write sufficiently detailed paragraphs on what you plan to do **during** your lesson for
modeled instruction   shared instruction   guided instruction

Be sure to incorporate the use of a **graphic organizer** when teaching this lesson and also make sure that you use **comprehensible input techniques** that will support EL students' understanding of your instruction.

BEYOND:
Write what you plan to do **after** the lesson to review key concepts and give students opportunities to apply the writing strategy in other contexts.

- **Assignment Description: California Teacher Performance Assessment (CA-TPA)**
  Task # 3 Classroom Assessment of Academic Learning Goals
  Steps 1 – 4

The CA-TPA assignment is designed to help you think about individual student needs within the context of whole class instruction and assessment. As a teacher, you will use assessment on a regular basis to determine how and what your students understand so that you can monitor their progress and also inform your teaching decisions. In addition, this assignment helps to prepare you for successful completion of part of the California Teacher Performance Assessment, a legislatively mandated evaluation.

Analyzing and Writing your Findings:

This will be a written academic piece. While the general directions and guide questions are meant to be addressed in your writing, they are provided as a guide only. Please refer to **The Literacy Case Study & CA-TPA Handbook** for guidance on your TPA assignment. They are not meant to be answered in bullet form or brief comments with incomplete sentences. First, you will submit your TPA Task 3 responses to WebCT6 in paragraph form. Then after receiving feedback on the TPA Task 3 Steps, you will also complete the same TPA Task 3 Steps on Task Stream for CA-TPA assessment and scoring.

The TPA Task 3 Steps that you must complete during your first 8 weeks of the semester:

Task 3, Step 1: Assessment Selection and Planning for the Whole Class
Task 3, Step 2: Learning about Students: Whole Class and 2 Focus Students
Task 3, Step 3: Assessment Adaptations for Two Focus Students

The TPA Task 3 Step that you must complete during your second 8 weeks of the semester:

Task 3, Step 4: Giving the Assessment to the Whole Class, Including Two Focus Students
Remember that Task 3, Step 4 will be conducted during student teaching. Also, the narrative portions of steps 4 and 5 will be addressed in the second semester in EDMS 522.

- **Assignment Description: LITERACY Case Study**

  Each student will conduct a literacy case study of a reader. You MUST follow the guidelines laid out in **The Literacy Case Study & CA-TPA Handbook** in order to receive credit for this assignment. The instructor will distribute the guide via email and/or post it to WEBCT6. During the Literacy Case Study, you will conduct a wide variety of literacy assessments in order to collect data on the literacy knowledge and skills of ONE child. The student must either be an English Learner (EL) or a student identified with a special need.

  You will interpret the data and identify salient findings. You will then analyze your findings about the child's literacy knowledge and skills in order to find the main literacy strengths and needs of the child in your case study. Next, you will develop appropriate, research-based recommendations.

  Then, you will submit the written Literacy Case Study to the instructor on the due date and share your recommendations with your classmates using visual aids, such as a graphic organizers or representative drawings.

- **Assignment Description: RICA CONTENT AREA STUDY SHEETS:**

RICA Content Area Study Sheets include information on (a) what the RICA content area is about, (b) ways of assessing it, (c) ways of teaching it. Besides the course readings, Dr. Alice Quiocho's web site can also serve as a resource. The address is: http://www.csusm.edu/Quiocho. Click on "reading instruction portfolio." See the section on accommodations for ideas on ways to support second language learners. Note: See **www.ed.gov/free/** for free Educational Materials.

Name of RICA Content Area	**RICA STUDY SHEET**	Your name
What is it?	**How do you assess it?**	**How do you teach it?**

Course Schedule / Course Outline

EDMS 521, Alvin Dunn, Fall 2007

The instructor reserves the right to make reasonable changes to the course schedule as needed.

Date	Topic	Readings
Session One August 28	Overview of course ELA Standards & Literacy Assessment Orientation to Literacy Case Study	Culham, Tompkins, Zarrillo http://www.cde.ca.gov www.sdcoe.net/standards
Session Two September 4	Writing Lesson Plan Workshop 6 Traits of Writing Phonics, Spelling & Running Records CHAT groups	Culham, Tompkins, JOHNS www.writingfix.com/Traits.htm www.madison.k12.wi.us/tnl/langarts/sixtrtcrsmtrl.htm
Session Three September 11 **WEBCT6**	Writing Sample Analysis Workshop TPA Task 3: Steps 1 & 2 ELs & Structure of English Language	Culham, Tompkins www.colorincolorado.org **DUE: WEBCT6 Assignment**
Session Four September 18	Oral Language & RAS Workshop TPA Task3: Step 3 Reading Comprehension – Narrative	Tompkins www.pammuñozryan.com http://home.att.net/~teaching/litlessons.htm
September 22	Border Pedagogy Conference	
Session Five September 25	IRI + Miscue Analysis Workshop ELs, Literacy & Family Stories CHAT Groups	Tompkins, Zarrillo, JOHNS **DUE: TPA Task 3: Steps 1 -3, WEBCT6**
Session Six October 2 **WEBCT6**	Data Analysis Workshop	Tompkins, Zarrillo, JOHNS **DUE: Present Writing Lesson Plans** **DUE: WEBCT6 Assignment**
Session Seven October 9 **Task Stream**	Lit. Recommendations Workshop TPE Review & Reflections TPA Task 3: Step 4	Culham, Tompkins, Zarrillo **DUE: TPA Tsk 3, Steps 1-3, Task Stream**
Session Eight October 16	Literacy Case Study Share Out RICA Study Workshop	Zarrillo **DUE: Literacy Case Study** **DUE: Field Observations**

Teacher Performance Expectations (TPE)
EDMS 521 ALVIN DUNN Fall 2007

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted**.**

SB 2042 - Authorization to Teach English Learners Competencies

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	**I. The Nature of Culture**
A. The sound systems of language (phonology)	**A.** Foundations	**A.** Definitions of culture
B. Word formation (morphology)	**B.** Organizational models: What works for whom?	**B.** Perceptions of culture
C. Syntax	**C.** Instructional strategies	**C.** Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	**II. Theories and Methods for Instruction In and Through English**	**D.** Physical geography and its effects on culture
E. Language in context	**A.** Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	**E.** Cultural congruence
F. Written discourse	**B.** Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**
G. Oral discourse	**C.** Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	**A.** What teachers should learn about their students
H. Nonverbal communication	**D.** Working with paraprofessionals	**B.** How teachers can learn about their students
I. Language Change		**C.** How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**III. Cultural Contact**
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	**A.** Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	**B.** Methods	**B.** Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	**C.** The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**D.** Strategies for conflict resolution
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**IV. Cultural Diversity in U.S. and CA**
		A. Historical perspectives
		B. Demography
		C. Migration and immigration