# CALIFORNIA STATE UNIVERSITY, SAN MARCOS
## COLLEGE OF EDUCATION

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| **EDMI 555** | **Middle Level Multilingual Education** | **Fall 2006** |
| **Sec. 1 - CRN 41928** | **Woodland Park Middle School, San Marcos** | **8 weeks** |

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| **Instructor:** | **Ana Hernandez, Distinguished Teacher in Residence** |
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| **Office Hours: before or after class, and 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, October, 1997).*

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### COURSE DESCRIPTION

This course addresses the needs of middle 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 Objectives

- Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.
- Demonstrate understanding of the most important goals of bilingual/multicultural education.
- Explain the theoretical framework upon which bilingual education is founded.
- Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.
- Explain the connections between bilingual education, English as a second language, and SDAIE methodologies.
- Demonstrate understanding of multicultural education and the implications for curriculum, instruction, and educational policy.
- Explain the meaning of culture, differentiated index, and the necessity for cultural convergence in schools.
- 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.

### Required Texts

Echevarria, J., Vogt, M., and Short, D. (2004). *Making Content Comprehensible for English Language Learners: The SIOP Model, 2nd Edition*. Boston, MA: Allyn and Bacon.

Course Reader - available at CopyServe 754 S. Rancho Santa Fe Road, San Marcos
Phone: 599-9923

### 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)*

**Teacher Performance Expectation (TPE) Competencies**
The course objectives, assignments, and assessments have been aligned with the CTC standards. This course is designed to help teachers 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:

**TPE 7: Teaching English Learners**
- Understanding and applying theories, principles, and instructional practices for English Language Development
- Understanding how to adapt instructional practices to provide access to the state-adopted student content standards
- Drawing upon student backgrounds and language abilities to provide differentiated instruction

**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

**Task Stream for TPE's and Artifacts**
TPE Reflective Writing for Task Stream:
This course requires that you address the TPE's listed above for your Task Stream Electronic Portfolio. You will address these TPE's by completing course assignments. Completion of the course assignments includes submitting them in the appropriate format to your electronic portfolio. Assessment of your TPE's is directly related to the assessment of your course assignments. You will write reflections to TPEs 7 and 15 to be submitted, responded to, and archived via Task Stream. **Technology: Student Help Desk 750-6505**

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.

http://www.taskstream.com
This is the TaskStream home page where you will register for Taskstream and return to when working on your electronic portfolio

http://www.webct6.csusm.edu
This is the web site where we will communicate through our email container and post our 5 journal entries. Please check email regularly on WebCT6.

**College of Education Attendance Policy**
Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively.  Absences and late arrivals/early departures will affect the final grade. At a minimum, students must attend more than 80% of

class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. If you miss 3 class sessions, you cannot receive a grade of A or A-; if you miss four class sessions, you cannot receive a grade of B+ or B. Three tardiness or "early exits" will be the equivalence of an absence. 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).*

**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.

**Academic Honesty**
It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, consult the University Catalog.

**Appeals**
Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

**Course Requirements**
All students are expected to participate in class activities and demonstrate reflective learning. Students who do not attend a class session, or do not participate in class activities will not receive attendance and participation points for that session. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. **All students should post assignments on WebCT6 by 6:00 PM the evening before it is due**. Unless otherwise negotiated with the instructor, all assignments (hard copies) are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of earned credit per day. No credit will be awarded if the assignment is 1 week late**. Assignments should be typed and double-spaced (yes, including the reading reflections). Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. Students are expected to adhere to academic honesty and integrity.

- Attendance, Participation, & Professional Disposition        10 points
- Reading Reflections (journal entries) / ELD Standards        20 points
- ELD / SDAIE Lesson Observation & Write-up        15 points
- Multicultural Resources / Lesson Plan        20 points
- SDAIE "Unit" Plan        25 points
- Reflective Statements: TPEs 7 and 15        10 points

**Grading**

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

# ASSIGNMENT DESCRIPTIONS

**I. Journal Entries & ELD Standards**                                   **20 points**
Theme reflections based on the readings and class discussions will cover the following topics, and are due on the following class sessions:

**Themes and Journal Entries:**

| Themes | Reading Reflections for Journal | Due Dates |
|---|---|---|
| **Theme #1**: Learning happens in caring communities. | **Journal Entry #1**: A caring community supports second language acquisition and validates the cultural identity and primary language of ELLs. | **Session #3** September 7 |
| **Theme #2**: Students are the center of our work. | **Journal Entry #2**: ELLs are in the center of our work when informed instructional decisions are based on the students' diverse backgrounds and sociolinguistic needs. | **Session #5** September 14 |
| **Theme #3**: Teaching is the negotiation among theory, practice, and students. | **Journal Entry #3**: Teaching ELLs involves the use of specially designed strategies across the curriculum to support their second language acquisition and content learning.. | **Session #8** September 26 |
| **Theme #4**: Empowerment of students is essential to the students' meaningful participation in a democratic society. | **Journal Entry #4**: The strategy to empower students in a democratic society involves building a strong home-school connection, learning in meaningful contexts, and implementing assessments that guide their instruction. | **Session #13** October 11 |
| **Theme #5**: Education requires political action to achieve a just society. | **Journal Entry #5**: Considering the historical and political challenges surrounding second language learning, how can ELLs achieve social justice and equity in their educational environments? | **Session #14** October 17 |

**IMPORTANT: Late journal entries and assignments will be marked down**.
Post your journal entry by 6:00 PM on WebCT6 the night before the due date to avoid loss of points. On the due date, a hard copy will be collected at the beginning of class. Be prepared to participate in the reading discussions.

Reading reflections (journal entries) will be discussed at the beginning of the class session on which they are due, and will include:
- A written analysis of the assigned topic that reflects understanding of the key concepts, including comments / analysis from the required readings.
- A reflection of the topic including connections that can be made between the topics and teaching English language learners, **with specific examples from school observations, or other personal experiences in diverse settings. *Your reading reflections must address TPEs 7and 15 (see rubric).***

### Reading Reflections (Journal entries) – Scoring Rubric

| Criteria | Developing | Nearly Meets | Meets | Exceeds |
|---|---|---|---|---|
| **TPE-7 Teaching English Learners** | Candidates demonstrate in their reading reflections that they know and can apply **few** | Candidates demonstrate in their reading reflections that they know and can apply **some** | Candidates demonstrate in their reading reflections that they know and can apply | Candidates demonstrate in their reading reflections that they know and can apply |

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| | pedagogical theories, principles, and instructional practices for comprehensive instruction of English. | pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. | pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. | pedagogical theories, principles, and instructional practices for comprehensive instruction of **ALL** English learners. |

<u>ELD Standards Requirement</u>

For the 4th class session, you will need to download the ELD standards and print a copy for yourself. Please bring the standards to class. You can download the ELD standards from the CDE website (www.cde.ca.gov).

**II. ELD / SDAIE Lesson Observation**                                 **15 points**

For this assignment you will observe an ELD or SDAIE lesson at a school site. You will collect and document evidence of any instructional modifications made to provide comprehensible academic input for the English learners in the class. As part of your write-up, you are to discuss how (if necessary) you would modify the lesson/activity in light of the information and knowledge gained in the course. ***Your lesson observation should address TPEs 7 and 15 (see rubric).***

<div align="center">Lesson Observation – Scoring Rubric</div>

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

| | | community resources appropriately. | community resources appropriately. | the classroom environment. |
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## III. Multicultural Literature Resources / Lesson Plans                    20 points

With another person, you will have the opportunity to collect multicultural resources (books, websites, text sets, etc.), and develop a lesson plan based on the resources and rooted in social justice and equity for middle school students. ***This assignment must address TPEs 7 and 15.***

The following questions should help guide your selection of multicultural resources:
- Does this resource help English learners have access to the core curriculum?
- Does this resource help scaffold an equitable classroom?
- Does this resource promote social justice and equity?
- Does this resource help your students feel as if they are part of the culture of the school?

The required elements of the assignment are:
1. With your partner, choose **six** multicultural resources that address appropriate proficiency and content area knowledge for middle school students.
2. For each selection, you will write a brief (one paragraph) annotated bibliography encompassing:
   a. Appropriate grade level
   b. Appropriate ELD proficiency level(s)
   c. Appropriate content area(s)
   d. Description of the story/text
3. At least **two** of the resources must be bilingual (English and another language).
4. With your partner, submit 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, non-readers, novice/reluctant readers).

Poster Sessions (20 minutes each)
Tables will be set up to provide space for the partners to present/display their multicultural resources and lesson plans.

**Note:** Dr. Alice Quiocho's website has an excellent bibliography of children's literature and multicultural books (http://www.csusm.edu/Quiocho), or the Barahona Center at the CSUSM Library has an excellent collection of books in Spanish (http://www.csusm.edu/csb/).  Our new education librarian is Antonia Olivas, please call her at 750-4333, if you need assistance.

### Multicultural Resources / Lessons – Scoring Rubric

| Criteria | Developing | Nearly Meets | Meets | Exceeds |
|---|---|---|---|---|
| **TPE-7 Teaching English Learners** | Multicultural resources are not authentic, do not reflect the diversity in | Candidates select some authentic multicultural resources, primary language is not | Candidates select authentic multicultural resources that reflect diversity of | Teaching candidates include justification for the selection and purpose of each resource, taking into |

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| | schools, and the primary language of students is not considered. Lessons do not support English learners. | included or not well translated. Lesson reading and writing activities are inappropriate for levels of proficiency in English and primary language, and assessments are non-existent or inappropriate. | the classroom, to include the primary language of English learners. Lesson plans include instructional activities appropriate for levels of proficiency in English and primary language, and have relevant assessments. | account the varying learning and social needs of individual students or groups in their own classroom. Lessons include language activities meet the academic and social needs of **all** students. |
| **TPE-15 Social Justice and Equity** | Multicultural assignment does not address issues of social justice and equity in the classroom. Lesson plans are not designed for students from diverse backgrounds. | Candidates select some multicultural resources that address issues of social justice and equity. Lesson plans do not include instructional practices for diverse students and are not grounded in theories of multicultural education. | Candidates select authentic multicultural resources that address issues of social justice and equity. Lesson plans are designed to include instructional practices that are grounded in theories of multicultural education, and provide equitable outcomes for students from different linguistic, cultural, social and economic backgrounds. | Candidates include justification for each multicultural selection that show how issues of social justice and equity are addressed for **all** students. Lesson plans apply instructional strategies grounded in theories and principles of multicultural education, ensure equal outcomes for **all** students from different backgrounds, and are designed with stakeholders representing **all** students in the classroom. |

**VI. SDAIE "Unit" Plan / TPE Reflective Statement  and Artifact          25 points
Critical Assessment Task (CAT)**

Applying the SDAIE methodologies and principles discussed in class, create a SDAIE "unit plan" appropriate for English learners at various proficiency levels.  Each lesson in the unit should contain the following:
1. Grade level, Content standard(s) / objectives, ELD standard(s) / objectives, requisite background information (i.e.  Who are your students?  What are your English learners' proficiency levels?  What do your students need to know prior to the lesson?)  Materials / resources necessary for the lesson.
2. A plan for assessment
   - How will your students demonstrate mastery of the content and language standards/objectives?
   - What varied authentic products will be produced?
   - What multi-level assessment criteria will be used?  Different levels of mastery?

3. Vocabulary and grammatical structures (if applicable) to be learned or reinforced in the lesson – how will you make vocabulary development part of the lesson?
4. How do ALL your students have access to the content you are presenting?
   - Do the activities you have designed for the lesson support the content and ELD standards you have selected?
   - What SDAIE strategies are you using to make the content accessible to all your students?
   - Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work-group techniques?
   - Does the lesson incorporate the language and culture of language minority students?
   - Do all students have access to academic language?
5. How will you ensure that your lesson provides equitable outcomes for ALL your students (from diverse linguistic, cultural, social and economic backgrounds)?

You may work in a group of 2-4 students. Each group member will develop his/her own SDAIE lesson plan as part of the "unit." During several class sessions, students will have the opportunity to work on their unit plan by applying what they have learned from the readings, class discussions, and their classroom experiences. ***This assignment must address TPEs 7 and 15 (see rubric).***

**SDAIE Unit Plan/Presentation – Scoring Rubric**

| Criteria | Developing | Nearly Meets | Meets | Exceeds |
|---|---|---|---|---|
| **TPE-7 Teaching English learners** | Candidates know and can apply few of the pedagogical theories, principles, and instructional practices for English learners. English learners do not comprehend key academic concepts and ideas. | Candidates know many pedagogical theories, principles, and instructional practices for English learners, but cannot apply them in a comprehensive manner. | Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. | Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of **ALL** English learners. |
| **TPE 15 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. | Candidates know many issues of social justice and equity, but lessons do not include instructional practices for diverse students and are not grounded in theories of multicultural education. | Candidates know and can apply issues of social justice and equity in the classroom. Lessons include instructional practices that are grounded in multicultural education, and provide equitable outcomes for students from different linguistic, | Candidates know and apply issues of social justice and equity in their lessons. Lessons apply instructional strategies grounded in theories, principles & ideas of multicultural education, ensure equitable outcomes for **all** students from different backgrounds, and are designed collaboratively with |

| | | | cultural, social and economic backgrounds. | stakeholders representing **all** students in the classroom. |
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SDAIE Presentations
Each group will have 15-20 minutes to present their SDAIE Unit Plan.


**V. TPE Reflective Statements** **10 points**
In EDMI 555, you are specifically responsible for writing a reflective statement for TPEs 7 and 15 in the TaskStream Electronic Portfolio.  Each reflection (TPE 7 and 15) should be approximately 250-350 words (the goal is to be succinct not to count words) and focus on a description, analysis, and reflection sequence. ***You must attach your SDAIE lesson plan as an artifact to support your ideas for both reflective statements (TPEs 7 and 15)***.  You may attach other artifacts which also support your ideas.  The same artifact may appear in multiple TPE reflections.  When you submit each TPE reflection, you will receive feedback from me.  When the reflection is finalized, it will become a permanent record in your TaskStream Portfolio.  You may return to the TPE at another point in your program and make modifications as your understanding deepens.

***Drafts of your TPE Reflective Statements are due on Session 13 (5 points each).***

Each TPE reflective statement must include:
1.  a <u>description</u> of the teacher candidate's learning with respect to the specific TPE being addressed  (refer to *TPEs-at-a-Glance with Salient Features*)
2.  an <u>analysis </u>of how the attached artifact(s) is (are) <u>evidence</u> of that learning
3.  a <u>reflection</u> describing personal significance of this learning and/or next steps in the journey toward continuing to meet this TPE

**Course Outline**
**Fall 2006, Course EDMI 555 at Woodland Park Middle School**
**Instructor, Ana Hernández, Distinguished Teacher in Residence**

**(Tentative Timeline Subject to Change pending on "Teachable" Moments)**

| Date | Topic | Assignment |
|---|---|---|
| Session 1<br><br>Thurs. 8/31<br>12:45-3:30 | Introduction / Overview / Syllabus<br>**Theme 1: Creating a Community of Learners**<br>Who are English Language Learners?<br>• Linguistically, culturally, demographically | Banks, "Social Justice & Global Citizen" (Reader) |
| Session 2<br><br>Tues. 9/5<br>12:45-3:30 | **Theme 1: Valuing Cultural Identity**<br>What is Social Justice and Equity?<br>• Classroom culture & teacher's role<br>• Primary language & student's culture | Krashen – Chapters 1, 6 & 7 on "Bilingual Education" (Reader) |
| Session 3<br><br>Thurs. 9/7<br>12:45-3:30 | **Theme 1: Supporting Language Acquisition**<br>Second Language Acquisition<br>• Theoretical Frameworks<br>• Types of Programs<br>(Goals, Designs, Populations) | Peregoy & Boyle–Chapter 1 "ELLs" & Chapter 2 Second Language Acquisition" (Reader)<br><br>**DUE:  Journal Entry #1- Reflections on Theme 1 readings** |
| Session 4<br><br>Tues. 9/12<br>12:45-3:30 | **Theme 2: Meeting Linguistic Needs**<br>English Language Development Standards<br>• Proficiency levels & expectations<br>• Analyzing the ELD Standards<br>• The profile of an English Learner<br>• Managing various levels instructionally | **DUE: Download and bring to class the ELD Standards from CDE Website** |
| Session 5<br><br>Thurs. 9/14<br>9:00-11:45 | **Theme 2: Informing Instructional Decisions**<br>Matching Students with Program Placement<br>• Home Language Survey<br>• Student Identification & Placement<br>• CELDT Assessment & Results<br>• Language Appraisal Teams<br>• Redesignation requirements<br>*Explain in class the "Multicultural Literature & Resources/Lesson Plan," assignment due 10/3* | Collier, "Acquiring a Second Language for School" (Reader)<br><br>Kuntz, " My Spanish Standoff" (Reader)<br><br>**DUE:  Journal Entry #2 - Reflections on Theme 2 readings** |
| Session 6<br><br>Fri. 9/22<br>9:00-11:45 | **Theme 3: From Theory into Practice**<br>Sheltered English Instruction<br>• Overview: Specially Designed Academic Instruction in English (SDAIE) | Echevarria, Vogt & Short, SIOP Model<br>Ch. 1 "Sheltered Instruction"<br>Ch. 2 "Lesson Preparation<br>Ch. 3 "Building Background" |
| Session 7<br><br>Mon. 9/25<br>9:00-11:45 | **Theme 3: Negotiation of Meaning**<br>SDAIE Strategies<br>• Oral Language Development<br>• Peer Interactions & activities<br>Sheltered Instructional Observation Protocol (SIOP) | Echevarria, Vogt & Short, SIOP Model<br>Ch. 4 "Comprehensible Input"<br>Ch. 5 "Strategies"<br><br>Peregoy & Boyle, Chapter 4 "Oral Language" (Reader) |

| Session 8<br><br>Tues. 9/26<br>12:45-3:30 | **Theme 3: Closing the GAP on Student Performance**<br><br>SDAIE Strategies<br>• Reading & Writing in a Second Lang.<br>• Tools for Learning Across Disciplines<br><br>*Explain & prepare in class for "ELD/SDAIE Observations"* | Echevarria, Vogt & Short, SIOP Model<br>Ch. 6 "Interaction"<br>Ch. 7 "Practice/Application"<br>Ch. 8 "Lesson Delivery<br><br>Echevarria & Graves,<br>Ch. 4 "Affective Issues" (Reader)<br><br>**DUE: Journal Entry #3 - Reflections on Theme 3 readings**<br><br>**ELD/SDAIE Observation this Thurs 9/28** |
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| Session 9<br><br>Mon. 10/2<br>9:00-11:45 | **Theme 3: Instructional Strategies**<br>Debrief/Discuss ELD/SDAIE Observations<br><br>Cognitive Academic Language Learning Approach (CALLA)<br>• Instructional Strategies for ELs<br>• Academic English<br><br>*Explain & plan in class for "SDAIE Unit Plan" due 10/17* | Chamot & O'Malley,<br>Chs. 3 & 4 "CALLA" (Reader)<br><br>Scarcella, Chapter 1 "Academic English" (Reader)<br><br><br>**DUE: ELD / SDAIE Observation** |
| Session 10<br><br>Tues. 10/3<br>12:45-3:30 | **Theme 3: Promoting Multicultural Literature & Resources**<br>Presentations: Poster Sessions<br>• Multicultural Literature & Resources<br>• Bibliography<br>• Lesson Plan | **DUE: Multicultural Literature & Resources, Bibliography, and Lesson Plan** |
| Session 11<br><br>Fri. 10/6<br>9:00-11:45 | **Theme 4: Assessing Learning to Guide Instructional Practices**<br>How do we measure learning in a L2?<br>We have results. So…, what is our next step?<br>• Listening, Speaking, Reading & Writing<br>• Content Areas<br>*Explain & plan in class for "TPE Statements," drafts due 10/11* | Echevarria, Vogt & Short, SIOP Model<br>Ch. 9 "Review & Assessment"<br><br>O'Malley & Pierce, Ch. 7 "Content Area Assessment" (Reader) |
| Session 12<br><br>Mon. 10/9<br>9:00-11:45 | **Theme 4: Empowering Students**<br><br>Reading and Writing Across the Curriculum<br>Creating a climate for a democratic society | Echevarria, Vogt & Short, SIOP Model<br>Ch.10 "Special Ed. and ELLs"<br><br>Scarcella, Ch. 6 "Effective Writing Instruction for ELLs" (Reader) |
| Session 13<br><br>Wed. 10/11<br>9:00-11:45 | **Theme 4: Beyond our Classrooms**<br><br>Involving Parents, Families, and Communities<br><br>Social Aspects of ELLs' Schooling Experiences<br>• Conversing with Miguel – case study<br>• Portraits of migrant families | Valdes, "Language & Immigrant Children" (Reader)<br>Rubinstein-Avila, "Conversing with Miguel" (Reader)<br>Quezada, et.al, "Latino Parents" (Reader)<br><br>**DUE: Journal Entry #4 - Reflections on Theme 4 readings**<br><br>**DUE: Drafts TPE Reflective Statements** |

| Session 14 Mon. 10/16 9:00-11:45 | **Theme 5: Politics of Second Language Learning** <br> Historical Overview of Bilingual Education <br> • Social, Political, & Legal Foundations <br> Current Political Challenges & Legal Mandates <br> Teachers as Advocates for Language Learners | Crawford, Ch.13 "Disaster at the Polls," & Prop. 227 (Reader) <br> Olsen, "Learning English…" (Reader) <br><br> **DUE:  Journal Entry #5 - Reflections on Theme 5 readings** |
|---|---|---|
| Session 15 <br><br> Tues. 10/17 9:00-11:45 | **Theme 5: Achieving Social Justice & Equity in our Classrooms** <br> Presentations: SDAIE Unit Plans | **DUE: SDAIE "Unit" Plan** <br><br> **DUE:  Final Copy of TPE Reflective Statements** |

| PART 1:<br>LANGUAGE STRUCTURE AND<br>FIRST- AND SECOND-LANGUAGE<br>DEVELOPMENT | PART 2:<br>METHODOLOGY<br>OF BILINGUAL, ENGLISH LANGUAGE<br>DEVELOPMENT,<br>AND CONTENT INSTRUCTION | PART 3:<br>CULTURE AND<br>CULTURAL DIVERSITY |
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| I. Language Structure and Use:<br>Universals and Differences<br>(including the structure of English) | I. Theories and Methods of Bilingual<br>Education | I. The Nature of Culture |
| A. The sound systems of language (phonology) | A. Foundations | A. Definitions of culture |
| B. Word formation (morphology) | B. Organizational models: What works for whom? | B. Perceptions of culture |
| C. Syntax | C. Instructional strategies | C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures) |
| D. Word meaning (semantics) | II. Theories and Methods for Instruction In and Through English | D. Physical geography and its effects on culture |
| E. Language in context | A. Teacher delivery for both English language development and 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 |

**EDMI 555** stresses the highlighted competencies.