

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
SCHOOL OF EDUCATION

**EDSS 555 SINGLE SUBJECT MULTILINGUAL EDUCATION  
CRN 41123 – EVENING COHORT**

**FALL 2011**

**Wednesdays: 5:30pm – 9:45pm  
UH 442**

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**SCHOOL OF EDUCATION MISSION STATEMENT**

The mission of the School 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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.  
*(Adopted by College of Education Governance Community, October, 1997).*

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## **2. SINGLE SUBJECT COURSE WORK INFORMATION & REQUIREMENTS**

### **Course Prerequisites**

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

### **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. Teacher candidates successfully completing this program receive a credential with authorization to teach English learners.

*(Approved by CCTC in SB 2042 Program Standards, August 2002)*

### **Teacher Candidate Learning Outcomes**

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

### **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 online through Moodle Cougar Courses. TPA related questions and logistical concerns are to be addressed during the seminars. Your attention 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 seminars, and other TPA support materials can be found on the SOE website.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, teacher 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 teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible.

*(Adopted by the College of Education Governance Community, December, 1997)*

### **Teacher Candidates with Disabilities Requiring Reasonable Accommodations**

Teacher 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. Teacher 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**

The writing requirement 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.

Teacher candidates 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 teacher 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.

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact instructor or other teacher candidates, 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 electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all electronic 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 e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

## **3. EDSS 555 COURSE INFORMATION & REQUIREMENTS**

### **Course Description**

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

## Course Objectives

- Explain the philosophies, issues, history, state and federal legal mandates and practices related to the placement and education of English learners in California and the U.S.
- Demonstrate knowledge and application of ELD pedagogical theories, principles and practices, development of academic language and making content accessible to English learners in content area classrooms.
- Explain the theoretical framework upon which bilingual education, multicultural education and social justice and equity are founded, and their implications for curriculum, instruction, and educational policy.
- Explain the purposes, goals, content and connections between bilingual education, English as a second language, SDAIE and other English learner methodologies and programs, and how to implement instructional programs based on language and content development.
- Demonstrate ability to use initial, formative and summative assessment to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in state-adopted content standards.
- Demonstrate ability to differentiate instruction based on students' primary language and proficiency levels in English, and considering students' cultures, level of acculturation and prior schooling.
- Demonstrate understanding of students' individual factors affecting language acquisition, and the importance of students' family and cultural backgrounds, communicating effectively with parents and families in planning instruction and supporting student learning.

## Required Texts

Echevarria, J., Vogt, M., and Short, D. (2010). *Making Content Comprehensible for Secondary English Learners: The SIOP Model*. Boston, MA: Allyn and Bacon / Pearson.

Course Readings - available on the EDSS 555 course website (Cougar Courses)

## Course Requirements

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates 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.

All teacher candidates are expected to participate in class activities and demonstrate reflective learning. Teacher candidates who do not attend a class session, are consistently late, or do not participate in class activities will not receive attendance and participation points for that session. **Six (6) points will be deducted for each missed class session.** It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. **Assignments not handed-in on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced (yes, including the reading reflections). Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor.

## Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order

to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum competence in any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential. A full-text version of the TPE descriptions can be downloaded from the School of Education website. This course emphasizes the following TPEs:

**TPE 7 – Teaching English Learners**

**TPE 15 – Social Justice and Equity**

#### 4. EDSS 555 COURSE ASSIGNMENT DESCRIPTIONS & RUBRICS

- Attendance and participation 15 points
- Reading Responses / ELD Standards 20 points
- Questionnaire – Learning About Your English Learners 5 points
- ELD / SDAIE Lesson Observation 10 points
- SDAIE Lesson Design 15 points
- SDAIE / Multicultural Lesson Plan and Resources 25 points
- TPE 15 – Action Plan / Reflective Statement 10 points

#### GRADING

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

#### ASSIGNMENT DESCRIPTIONS

##### Reading Responses (5 points each) & ELD Standards 20 points

Responses based on the readings will cover the following topics, and are due during the following class sessions:

Social / Cultural Context of Bilingual Education	DUE: Session 1
Second Language Acquisition / BE Programs	DUE: Session 2
SDAIE Strategies in your Content Area	DUE: Session 5
Sociocultural Aspects of Schooling	DUE: Session 8

Reading Responses will be discussed at the beginning of the class session on which they are due, and **must** include:

- A written summary and/or 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 learners, **with specific examples from student teaching experiences, school observations, or other personal experiences in diverse settings.**

Reading Responses will be graded according to the comprehensiveness of the response, analysis of the response that demonstrates understanding of the issues, insightful connections of the readings to the candidate's experiences with **English learners**.

Readings Response Components/Criteria	No Credit	Partial Credit	Full Credit
<b>Comprehensiveness</b> 1 point	Response did not reference the required readings	Response referenced some of the required readings	Response referenced all required readings
<b>Analysis</b>	Response did not	Response included a partial	Response included an

2 points	include an analysis of the readings	analysis – of only one aspect and/or partial article / chapter of the assigned readings	analysis of each aspect and/or each article/chapter of the assigned readings
<b>Insightful Connections</b> 2 points	No connections were made between the topic(s) and the student's experiences with <b>English learners</b>	A connection was made between the topic(s) and the student's experiences with <b>English learners</b> that did not demonstrate understanding of the application of the reading topic(s) to practice	Connections were made between the topic(s) and the student's experiences with <b>English learners</b> demonstrating application to practice

### ELD Standards Requirement

For the **3<sup>rd</sup> class session**, you will need to download and print the ELD standards to work with in class. The ELD Standards - Grades 9-12 are available on the course website (Cougar Course) and/or you have access to them on the California Department of Education website.

### **Questionnaire – Learning About Your English Learners – Critical Assessment Task (CAT)**

**5 points**

In class, students will work in groups to write lists of questions to ascertain information about their English learners 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 English learners. This assignment is aligned to the TPAs.

### **ELD / SDAIE Lesson Observation**

**10 points**

For this assignment you will observe an ELD or SDAIE lesson at your student teaching school site. Your observation can be in any classroom with English learners (ELD, SDAIE / Sheltered, or “mainstream”). Your observation write-up should include a description of; the classroom, what the teacher did, what the students did. You can refer to the SIOP Protocol on pp. 234-235 as a guideline for what to look for in an effective lesson for English learners. As part of your write-up, you should discuss how (if necessary) you would modify the lesson/activity observed in light of the information and knowledge gained in the course.

### **SDAIE Lesson Design**

**15 points**

Each student will write and present a lesson design that clearly incorporates the SDAIE methodologies and principles discussed in class and in the course readings thus far in the semester. Your SDAIE lesson design should be appropriate for English learners at various ELD proficiency levels in your content area classroom. Your SDAIE lesson design will include an accurate assessment plan, and instructional strategies that are based on your English learners' proficiency level(s).

### **Single Subject SDAIE Lesson Design Rubric**

<b>Design Component &amp; Criteria</b>	<b>Approaching</b>	<b>Meets</b> (includes the criteria for Approaching)	<b>Exceeds</b> (includes the criteria for Approaching & Meets)
<b>Title, Curriculum Area &amp; Grade Level</b> 1 point	Provides a title that is related to the lesson activity	& addresses the unit it belongs to and in what curriculum area and grade	& describes where it fits within a unit plan.
<b>Student Information</b> 2 points	Identify the names of the students that need differentiation (both EL &	& describe each of the students readiness level, learning profile, interests <b>and ELD proficiency</b>	& includes prior successful differentiation

	Students w/ Sp Ed needs)	<b>level(s)</b>	strategies for each student.
<b>Rationale</b> 1 point	Describes the rationale for teaching this lesson ( <i>big ideas, enduring understandings, essential questions</i> ) ...	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson...	& explains how the assessment is a valid and reliable way to assess student learning.
<b>Standards and Objectives</b> 3 points	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria	& each objective is labeled by the type ( <i>cognitive, affective, psychomotor or language</i> ) and the number of the standard it addresses <b>and the ELD standard is based on student information (i+1)</b>	& identifies which of the six facets of understanding it is designed to address.
<b>Assessment</b> 2 points	Provides an assessment for each objective and articulates if it is <i>diagnostic, entry-level, formative or summative</i> assessment	& clearly communicates to students about the expectations (rubric)	& provides a sample of student work.
<b>Differentiation</b> 1 point	Describes the students differentiation strategy for the individual students...	& labels the strategy ( <i>lesson content, process or product</i> ) and the way it addresses the students' identity and developmental needs ( <i>readiness, interest or learning profile</i> )...	& provides how the strategy will be assessed for effectiveness and altered if needed.
<b>Instructional Strategies</b> 2 points	Provides an <i>into, through</i> and a <i>beyond</i> activity for lesson...	& describes in detail the steps the teacher will take to implement the lesson and any need materials (i.e. graphic organizer, ppt, model, rubric)...	& provides script for teacher and times for each activity.
<b>Student Activities</b> 2 points	Describes what the students will do during the <i>into, through</i> and <i>beyond</i> activity of the lesson...	& each activity is student centered with multiple opportunities for the instructor to check for understanding...	& provides times for each activity.
<b>Resources</b> 1 point	All instructional materials needed to implement the lesson are listed/described.	All instructional materials that are needed to implement the lesson are provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz...	& all materials listed for the unit are listed and/or provided.
<b>Self-Evaluation</b> (1 point will be deducted if not included)	Provides a copy of the rubric with the lesson plan...	& highlights or circles the evaluated criteria for each lesson component...	& provides evidence for each criteria marked.

**SDAIE / Multicultural Lesson Plan and Resources  
– Critical Assessment Task (CAT)**

**25 points**

Applying the SDAIE methodologies and principles you have learned in class, you will create a SDAIE lesson plan 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).

In addition, you will have the opportunity to collect resources (books, websites, articles, videos, etc.), that are rooted in multicultural education / social justice and equity for high school 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.

The required elements of the assignment are:

1. Each student will choose at least **three** multicultural resources that address appropriate proficiency and content area knowledge for high school students. Students are encouraged to find resources that are bilingual (English and another language).
2. Each student will write an APA-formatted reference for each reference along with a brief description of the resource (1-2 sentences).
3. Each student will write and present a SDAIE / Multicultural lesson plan that clearly incorporates at least **one** multicultural resource and delineates how every student will be a successful learner by providing universal access to diverse students.

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.

#### SDAIE Presentations

Each student will present her/his SDAIE Lesson Plan (format to be determined by the class).

***This assignment is aligned to address TPEs 7 and 15.***

#### Single Subject SDAIE / Multicultural Lesson Plan Rubric

<b>Design Component &amp; Criteria</b>	<b>Approaching</b>	<b>Meets</b> (includes the criteria for Approaching)	<b>Exceeds</b> (includes the criteria for Approaching & Meets)
<b>Title, Curriculum Area &amp; Grade Level</b> 1 point	Provides a title that is related to the lesson activity	& addresses the unit it belongs to and in what curriculum area and grade	& describes where it fits within a unit plan.
<b>Student Information</b> 2 points	Identify the names of the students that need differentiation (both EL & Students w/ Sp Ed needs)	& describe each of the students readiness level, learning profile, interests <b>and ELD proficiency level(s)</b>	& includes prior successful differentiation strategies for each student.
<b>Rationale</b> 2 points	Describes the rationale for teaching this lesson ( <i>big ideas, enduring understandings, essential questions</i> ) ...	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson <b>and how all students have access to equitable instruction...</b>	& explains how the assessment is a valid and reliable way to assess student learning.
<b>Standards and Objectives</b> 3 points	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria	& each objective is labeled by the type ( <i>cognitive, affective, psychomotor or language</i> ) and the number of the standard it addresses <b>and the ELD standard is based on student information (i+1)</b>	& identifies which of the six facets of understanding it is designed to address.
<b>Assessment</b> 3 points	Provides an assessment for each objective and articulates if it is <i>diagnostic, entry-level, formative or summative</i> assessment	& clearly communicates to students about the expectations (rubric), <b>are aligned to the content and ELD standards, and are accurate (equitable) for English learners (i+1)</b>	& provides a sample of student work.
<b>Differentiation</b> 1 point	Describes the students differentiation strategy for the individual students...	& labels the strategy ( <i>lesson content, process or product</i> ) and the way it addresses the students' identity and developmental needs ( <i>readiness, interest or learning profile</i> )...	& provides how the strategy will be assessed for effectiveness and altered if needed.
<b>Vocabulary</b>	<b><i>Provides vocabulary</i></b>	<b><i>&amp; describes how the</i></b>	<b><i>&amp; provides description</i></b>



<b>(Grammatical Structures – optional)</b> 2 points	<i>(optional grammatical structures) covered in the lesson...</i>	<b>vocabulary (optional grammatical structures) will be taught and/or reviewed</b>	<b>of how vocabulary (optional grammatical structures) connects to prior and future lessons</b>
<b>Instructional Strategies</b> 3 points	Provides an <i>into, through</i> and a <i>beyond</i> activity for lesson...	& describes in detail the steps the teacher will take to implement the lesson and any need materials (i.e. graphic organizer, ppt, model, rubric), <b>and how ELs have access to academic language...</b>	& provides script for teacher and times for each activity.
<b>Student Activities</b> 2 points	Describes what the students will do during the <i>into, through</i> and <i>beyond</i> activity of the lesson...	& each activity is student centered with multiple opportunities for the instructor to check for understanding...	& provides times for each activity.
<b>Resources</b> 1 point	All instructional materials needed to implement the lesson are listed / described.	All instructional materials that are needed to implement the lesson are provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz...	& all materials listed for the unit are listed and/or provided.
<b>Multicultural Resources</b> 5 points	<b>An APA-formatted reference is provided for each of the three multicultural resources chosen that are appropriate for the content area and English learners...</b>	<b>&amp; a 1-2 sentence brief description of each multicultural resource is provided AND at least one resource is clearly incorporated into the SDAIE lesson plan...</b>	<b>&amp; the lesson delineates how the resources are used for equitable and socially just teaching</b>
<b>Self-Evaluation</b> (1 point will be deducted if not included)	Provides a copy of the rubric with the lesson plan...	& highlights or circles the evaluated criteria for each lesson component...	& provides evidence for each criteria marked.

### TPE 15 – Action Plan / Reflective Statement

**10 points**

In EDSS 555, 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 high 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.

Drafts on your Action Plan / Reflective Statements are due on the last day of class for peer review and analysis.

**You MUST post your final TPE 15 – Action Plan / Reflective Statement to the course website (Cougar Courses) in order to receive credit for this assignment.**

## 5. EDSS 555 COURSE CALENDAR

Date	Topic	Assignment
Session 1 8/31	<ul style="list-style-type: none"> <li>• Introduction / Overview</li> <li>• Who are English Language Learners?</li> <li>• What is Social Justice and Equity?</li> </ul>	Banks – Teaching Literacy for SJE (course website) Crawford – Diminished Vision of Civil Rights (course website) <b>DUE: Reading Response #1 (in-class assignment)</b>
Session 2 9/7	<ul style="list-style-type: none"> <li>• Historical Overview of Bilingual Education– Social, Political and Legal Foundations</li> <li>• Second Language Acquisition: Theoretical Frameworks</li> <li>• BE Programs / Legal Mandates – Prop. 227 / Politics of Language</li> </ul>	Final Rpt on Prop. 227 (website) Diaz-Rico-Components of ELD Programs (course website) Diaz-Rico–Chapter 2 (course website) Collier – Acquiring A 2 <sup>nd</sup> Language for School (course website) Dutro & Kinsella – Chapter 3 (website) <b>DUE: Reading Response #2</b>
Session 3 9/14	<ul style="list-style-type: none"> <li>• Identification/Placement/Assessment of English Learners/CELDT</li> <li>• Working with the ELD Standards: Profile of ELs' proficiency levels</li> </ul>	Diaz-Rico & Weed-Ch.2 (website) Promoting Academic Literacy Among Secondary ELs (course website) Echevarria, Vogt & Short – Ch. 1 & 2 <b>DUE: Download the ELD Standards</b>
Session 4 9/21	<ul style="list-style-type: none"> <li>• SDAIE Overview - Lesson Prep and Building Background</li> <li>• Learning About Your English Learners</li> </ul>	Echevarria, Vogt & Short (SIOP) – Chapters 3 & 4
Session 5 9/28	<ul style="list-style-type: none"> <li>• SDAIE Strategies: Oral Language Development</li> <li>• SDAIE Strategies: Reading and Writing</li> <li>• SDAIE in the Content Areas</li> </ul>	Echevarria, Vogt & Short (SIOP) – Chapters 5 & 6 <b>DUE: Reading Response #3</b> <b>DUE: Questionnaire – Learning About Your English Learners</b>
Session 6 10/5	<ul style="list-style-type: none"> <li>• SDAIE Strategies: Oral Language Development / Reading and Writing</li> <li>• SDAIE in the Content Areas</li> <li>• Discussion of ELD / SDAIE Obsvs.</li> </ul>	Echevarria, Vogt & Short (SIOP) – Chapters 7 & 8 <b>DUE: ELD / SDAIE Observations</b>
Session 7 10/12	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• CALLA - Instructional Strategies for English learners</li> <li>• Academic English</li> <li>• SDAIE Lesson Design Presentations</li> </ul>	Echevarria, Vogt & Short – Ch. 9 & 10 Chamot & O'Malley–Ch. 3 (website) <b>DUE: SDAIE Lesson Design</b>
Session 8 10/19	<ul style="list-style-type: none"> <li>• Beyond the Classroom: Social Aspects of an EL's schooling experiences</li> </ul>	Diaz-Rico & Weed-Ch. 10 (website) Journey Towards Belonging (website) Olsen – Learning English... (website) Rubinstein-Avila – ...Miguel (website) <b>DUE: Reading Response #4</b>
Session 9 10/26	<ul style="list-style-type: none"> <li>• Parents, Families and Communities</li> <li>• SDAIE / MCE Lesson Plan and Resources - Presentations</li> <li>• SDAIE Review</li> <li>• TPE 15 Action Plans / Reflective Statements</li> </ul>	Moll – Funds of Knowledge (website) Quezada, et.al – Involving Latino Parents (website) <b>DUE: SDAIE / MCE Lesson Plans and Resources</b> <b>DUE: TPE 15 – Action Plan / Reflective Statement (draft)</b>
Session 10 11/2	No class session (class held during Fall final gathering)	<b>DUE: Post final TPE 15 – Action Plan / Reflective Statement</b>

