

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION**

**EDUC 653
Biliteracy Education I: Contexts for Learning
CRN 42140
Section 01
Fall 2011**

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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).*

COURSE DESCRIPTION

This course, conducted in Spanish, addresses the contexts for bilingual education and bilingualism in California public schools. The history, policies, programs and research on effective bilingual education are examined. The course explores bilingual sociolinguistic / sociocultural competence and implications for learning and instruction, as well as authentic parental participation in schools and the family as a cultural resource to student learning. *Conducted in Spanish*

Course Objectives

1. Demonstrate knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.
2. Demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.
3. Apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice, and apply research and its effects on the dimensions of learning in bilingual education program models.

4. Demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.
5. Demonstrate understanding of the interrelatedness among the four domains of language (listening, speaking, reading and writing) and to know forms and functions.
6. Demonstrate knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to instructional and assessment practices.
7. Promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy, demonstrate an understanding of the family as a primary language and cultural resource and be cognizant that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.

This course is aligned to the following standards for the Bilingual Authorization Teacher Preparation Program:

Standard 3: The Context for Bilingual Education and Bilingualism

The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.

Candidates apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models. The program prepares candidates' knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.

The program prepares candidates to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. The program promotes candidates' understanding of the family as a primary language and cultural resource. Candidates are cognizant that students' motivation, participation and achievement are influenced by an intercultural classroom climate and school community.

Standard 4: Bilingual Methodology (partially fulfilled in this course)

The bilingual teacher preparation program prepares bilingual candidates to understand the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. The program also prepares candidates to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. The program ensures that bilingual candidates have knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. In addition, programs develop bilingual candidates' understanding of

knowledge of intercultural communication and interaction that is linguistically and culturally responsive. The bilingual teacher preparation program further prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials. The program provides opportunities for teacher candidates to demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

GENERAL CONSIDERATIONS

Outcomes and Standards

The context for, and scope of this course is aligned with standards for the Bilingual Authorization Teacher Preparation Program, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the School of Education in development of the program approval documents. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS).

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 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. 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.

Required Texts

Diaz-Rico, L. & Weed, K. (2010). *The Cross-Cultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide (4th Edition)*. Boston, MA: Pearson, Inc.

Freeman, Y. & Freeman, D. (2009). *La enseñanza de la lectura y la escritura en español y en inglés en clases bilingües y de doble inmersión, Segunda edición revisada*. Portsmouth, NH: Heinemann Publishing.

Course Reader - Required readings on bilingual education, bilingualism and methodology.
Reader will be available as per class announcement.

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 for the Bilingual Authorization Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

California Teacher Performance Assessment (CalTPA)

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

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

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

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. 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. 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 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. 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.

Grading Standards

- A 90-100% Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing.
- B 80-89% Completion of assignment in good form with good syntheses and application of information and experiences; writing is good.
- C 70-79% Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate.

Grading Policy

An **A** student is one who:

- completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all the reading assignments and develops thoughtful and thorough responses.
- produces work that reveals a strong commitment to self-discovery and learning.
- produces work at a high professional level in terms of both writing and content.
- develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is fully engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives both in class, online, and in study groups.
- contributes to the positive environment of the class by respecting all members.

A **B** student is one who:

- completes all or almost all assignments, all or most on time, and demonstrates the ability to summarize, analyze, and/or reflect at fairly high levels, showing consistent improvement over time.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all or most of the reading assignments and develops thoughtful and fairly thorough responses.
- produces work that reveals a commitment to self-discovery and learning.
- produces work that is close to professional level in terms of both content and writing, working to develop a strong command of writing, speaking, planning and presenting.
- develops presentations, demonstrating significant learning
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is regularly engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

CSUSM Academic Honesty Policy

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

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the

class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

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

Plagiarism:

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

Use of Technology:

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

Electronic Communication Protocol:

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

Things to consider:

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

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

DESCRIPTION OF ASSIGNMENTS

Class Session Activities will be posted on the EDUC 653 course website (Cougar Courses) on a weekly basis.

1. Attendance, Disposition, and Class Participation

10 points

It is expected that all students will attend all class sessions and will actively participate in class discussions, activities, group discussions and all cooperative learning sharing activities, whether they are done face to face or on line. Please be cognizant of the fact that this is a HYBRID course and online assignments are to be submitted accordingly. Check the COE Attendance Policy and keep track of your attendance and assignments on a separate sheet which should be submitted as part of your final learning portfolio which will be due on the last day of class.

2. Reading Responses

20 points

Required readings will be discussed at the beginning of the class session on which they are due. Discussions will include summaries, descriptions or reactions to topics from the readings that demonstrate understanding of key concepts.

Reading Reflections **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 language learners, **with specific examples from teaching experiences, school observations, or other personal experiences in bilingual 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.

	No Credit	Partial Credit	Full Credit
Comprehensiveness	Response did not reference the required readings	Response referenced some of the required readings	Response referenced all required readings
Analysis	Response did not include an analysis of the readings	Response included a partial analysis – of only one aspect and/or partial article / chapter of the assigned readings	Response included an analysis of each aspect and/or each article/chapter of the assigned readings
Insightful Connections	No connections were made between the topic(s) and the student's experiences with English learners	A connection was made between the topic(s) and the student's experiences with English learners 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 English learners demonstrating application to practice

3. Bilingual / Multilingual Research Review

10 points

This assignment is to be completed in pairs or triads. For this assignment you are each to go to the CSUSM Library website, find and select two peer-reviewed journal articles published in the last 5 years on Bilingual or Multilingual Education.

- You will **read two** articles of those selected and provide a **summary / analysis of each article including an application of the research to a bilingual teaching setting.**
- Refer to the APA website for correct electronic reference listing at <http://www.apastyle.org/electsource.html>.
- As a group you will be expected to present a 5 minute quick-talk on one of your articles during the course of the semester.
- 5 points are allotted for the written review and 5 points are for your presentation.
- Following each presentation, your peers will assess your presentation quality and provide verbal feedback. I will provide immediate feedback as well.
- **You will present your articles during session 4.**

Rubric	No Credit (0 /10 points)	Partial Credit (6 /10 points)	Full Credit (10 /10 points)
Summary	Review did not include a summary of the research article APA formatting was not used	Review included a partial summary of the research – reader could not fully understand the research APA formatting was partially used	Review included a full summary of the research – the reader can fully understand the research APA format used through the review
Analysis	Review did not include an analysis of the research article	Review included a partial analysis of the research – the student provided a surface analysis of the significance of the research that did not show his/her full understanding of the research	Review included a full analysis of the research – the student provided an in-depth analysis of the significance of the research
Application of the Research to a Bilingual Teaching Setting	Review did not include an application of the research to a bilingual teaching setting	Review included a partial application of the research to a bilingual teaching setting – one partially developed example	Review included a comprehensive application of the research to a bilingual teaching setting several well-developed examples

4. Parent / Guardian Interview Assignment

15 points

For this assignment you will interview a parent or guardian of an English learner who comes from a different country/culture and has had to navigate the school system in the USA for his/her children. The questions can be modified to suit your needs. Please make sure to write each statement clearly since you will be transcribing the words and citing the parent. If you decide to interview one of your relatives you can add questions to fit your needs.

Questions to guide the dialogue:

1. What is your name? You will not use the person's name. Use a pseudonym!
2. Where are you from?
3. How old were you when you first came to the USA?
4. What difficulties did you face when you first came?
5. What did you miss the most from your place of origin?
6. What did you like the most from this country?
7. How many years of schooling were you able to complete in your country?
8. What made you come to the United States?
9. Have you found any differences between the school system in your country and the school system here?
10. Which differences did you find?
11. How were the teachers in your country?
12. How are the teachers here?
13. What do you like the most about your child's school?
14. If you could change something in your life what would it be?
15. What advice do you have for your children now?

Once you have completed the interview go over your notes. Analyze your experience in conducting the interview and then summarize it. Make sure you quote the parent's words and do not just try to interpret them. When writing your essay make sure to provide an introduction stating when/where/how the interview took place. Introduce the person to the reader and write a narrative essay quoting the person's words. Your essay should flow from section to section and should not be just a list of question/answers. If you have any questions please e-mail me.

Rubric for Parent Interview:

4 Excellent

3 Satisfactory

2 Meets basic elements

1 Does not meet basic elements

Content

Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.

Student can accurately answer a few questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.

Student can accurately answer a few questions about the person who was interviewed.

Student cannot accurately answer questions about the person who was interviewed.

Style

The student listened carefully to the person being interviewed and asked several relevant follow-up questions based on what the person said.

The student listened carefully to the person being interviewed and asked a couple of relevant follow-up questions based on what the person said.

The student asked a couple of follow-up questions based on what s/he thought the person said.

The student did not ask any follow-up questions based on what the person said.

Attractiveness

The report is well organized and contains accurate quotations and facts taken from the interview.

The report is well organized and contains accurate facts taken from the interview.

The report contains accurate quotations and facts taken from the interview.

The report is lacking facts and quotations from the interview OR the quotes and facts are not accurately reported

5. Language stories: Examining your own first and second language learning 15 points

“In order to learn to teach in a society that is increasingly culturally and linguistically diverse, prospective teachers . . . need opportunities to examine much of what is usually unexamined in the tightly braided relationships of language, culture, and power in schools and schooling. This kind of examination inevitably begins with our own histories as human beings and as educators--our own cultural, racial, and linguistic backgrounds and our own experiences as raced, classed, and gendered children, parents, and teachers in the world. It also includes a close look at the tacit assumptions we make about the motivations and behaviors of other children, other parents, and other teachers and about the pedagogies we deem most appropriate for learners who are like us and who are not like us” Cochran-Smith (1993). *Color blindness and basket making are not the answers: Confronting the dilemmas of race, culture, and language diversity in teacher education.*

For this assignment you will write a narrative essay about your own language learning, describing the experiences that have shaped both your own language acquisition and the attitudes and beliefs you have about language learning and usage. Reflect on your own experiences in terms of your own specific language learning, that which is determined by your own circumstances. It is the intention of this assignment for you to explore within yourself your “linguistic identity” as a learner, teacher and as a bilingual/bicultural individual.

- Include specific examples of events or situations that you feel shaped your views. Be sure to situate your examples in the context of assumptions about schooling and education, etc.
- You **must** reference readings from the class and/or your research review in your narrative, and can also include class discussions.
- Information will be presented in class and each student will have a maximum of five minutes to do this presentation. Please time your presentation ahead of time so you do not exceed the time allowed in consideration to the students that are waiting to present that night. **This assignment is due on Session 8**

(Language Story) Autobiography Rubric

	Excellent 9-10	Good 8	Fair 7	Needs Work 6 or below
Autobiography is complete and is a minimum of 5 paragraphs	Autobiography is at least 5 paragraphs	Autobiography is 4 paragraphs	Autobiography is 3 paragraph	Autobiography is 2 or less paragraphs
Autobiography contains the required elements	Autobiography covers the years from birth until present and has at least 5 items of personal data.	Autobiography covers the majority of the elements but not all of them	Autobiography covers 70% of the elements	Autobiography covers less than 70% of the elements
Autobiography is organized and flows effectively	Autobiography is organized and flows effectively	Autobiography is organized somewhat, but could flow better	Autobiography tries to be organized and flow but does not succeed	Autobiography doesn't attempt to be organized or flow
Autobiography is neat with no spelling or grammar errors	Autobiography is neat and spelling and grammar are correct	Autobiography is neat, but there are 3- 5 errors in spelling and grammar	Autobiography is not neat and 5-10 errors in spelling and grammar	Autobiography is not neat and there are more than 10 errors in spelling and grammar
Autobiography is original and creatively compiled	Autobiography is original creatively compiled	Autobiography attempts to be original and creative, but could be better	Autobiography does not attempt to be original or creative	Autobiography wasn't turned in

6. Primary Language (Spanish) Lesson Plan

10 points

You will write and present a lesson plan using one of the formats provided in class (CALLA, SIOP or College of Education). The lesson plans must that clearly incorporates the biliteracy methodologies and principles discussed in class and in the course readings thus far in the semester. Your lesson design should be appropriate for English learners in any content area and must focus on language development – listening, speaking, reading and writing. Your lesson plan will include language and content standards, an accurate assessment plan, and instructional strategies that are based on your English learners' proficiency level(s).

CALLA LESSON PLAN SEQUENCE (CH. 5)

Preparation: This stage requires activation of prior knowledge by finding out what the students already know and how they have been taught to approach the specific task. The students are told what the objectives of the unit are, and what is expected of them.

Activities should include: brainstorming, making graphic organizers, demonstrating how to do the project, role playing and prediction.

Presentation: The material to be covered needs to be presented in a variety of ways to address different learning styles. A positive approach is necessary to foster self-esteem and autonomy. Questioning is essential to encourage students in formulating questions for clarification purposes.

Activities: Questioning techniques, selective attention to key concepts, elaboration and inference to help comprehension.

Practice: During this stage students need to engage in interactive learning. Hands-on and exploration are essential.

Activities: Cooperative learning activities, Reciprocal teaching, brainstorming, organizational planning, and problem posing techniques.

Evaluation: This stage stresses self-evaluation through specific techniques. The teacher needs to provide samples of record-keeping activities to direct the process.

Activities: Summarizing, verifying previously made predictions, Self-check and correct, chart progress through learning log, cumulative check list on items covered, and self-reflection on progress made.

Expansion: In this stage the teacher incorporates class and home activities that build on previous knowledge and integrate newly acquired skills and information into existing concepts. Reflection is essential to connect past concepts with new information. Revision and re-creation of knowledge is also crucial at this point. Application of new knowledge into real life situation should be encouraged.

Activities: Systematic inquiry, reflection techniques, and discussion.

ASSESSMENT RUBRIC FOR EVALUATING CALLA INSTRUCTION LESSON PLAN

Criteria	Score: none weak good strong
	0
1. Clear, measurable objectives are stated for content, language, and learning strategies.	1 2 3
	0
2. Activities develop reading and writing.	1 2 3
	0
3. One (or two) learning strategies are explicitly taught and practiced.	1 2 3
	0
4. Preparation Phase. Students' prior knowledge about the topic is elicited.	1 2 3
	0
5. Presentation Phase. Skills and new information are made accessible to students through techniques like demonstration, modeling, visual support, etc. The learning strategy is modeled and explained.	1 2 3
	0
6. Practice Phase. Students use the information and skills/strategy learned in a variety of activities such as collaboration, problem solving, inquiry, hands-on.	1 2 3
	0
7. Self-Evaluation Phase. Opportunity for student self-evaluation of content, language, and/or strategy is included (how well did they learn the content, use the language and/or the strategy?)	1 2 3
	0
8. Expansion Phase. Activity and/or discussion addresses real-life application of the content.	1 2 3
	0
9. Contributions of students' own culture(s) related to the topic are identified/discussed	1 2 3
	0
10. Lesson plan is neatly typed and follows the CALLA lesson plan format	1 2 3

7. Reflective Journal:

10 points

You will be asked to examine the personal and professional effect of course content on your understanding and future teaching practice. The following questions should guide your Journal Entry:

1. What prior knowledge did you bring to this course in terms of the Course Competencies?
2. What were the most important new ideas or practices you encountered in this course and how did these modify your previous understandings?
3. How did the research that you read in this course change your understanding and your teaching?
4. In what specific ways can the material you are learning in this course be used in your classroom practice? Include descriptions of ways in which you have already implemented course learning and what you believe did or did not work to foster your students' learning.
5. What have you learned from your collegial discussions and collaborations with fellow degree candidates during this course?
6. What questions or concerns do you have about what you are learning?
7. What areas do you plan to investigate further to enhance your professional expertise?

Reflective Journal Rubric

The reflective journal is designed to help you organize your thoughts on a topic or concept, to document your work and experience, to provide a place for you to write questions and comments, and to help me by providing additional insight into your experiences. Journal entries will often be prompted with specific questions, but may at times be loosely guided with topic suggestions, or simply a general place for your reflections. Journal reflections are typically worth 20 points per week.

Criteria	Outstanding A	Proficient B	Basic C	Below Expectations D
Content	Reflection conveys extensive evidence of a personal response to the issues raised in the course materials. Student demonstrates personal growth and awareness Reflects well on own work, demonstrates a range of meta-cognitive practices and provides many examples	Reflection conveys evidence of a personal response to the issues raised in the course materials. Student demonstrates that he/she is beginning to develop new ways of reflecting on their world Demonstrates an ability to reflect on own work. Provides examples consistently. Begins to demonstrate good	Analysis conveys little or some evidence of a personal response to the issues/concepts raised in the course materials. Demonstrates an ability to reflect on own work but provides few examples	No personal response is made to the issues/concepts raised in the course materials. Does not reflect on own work at all and no examples are provided

		meta-cognition.		
Text	Is able to make inferences well and comprehends deeper meaning, consistently demonstrating insight and their relevance to the world and society	Is able to make inferences and comprehends deeper meaning on most occasions. Relates texts and issues raised to other texts consistently	Demonstrates some basic comprehension of texts but does not make connections with the bigger picture.	Is not comprehending or reflecting on what is read or viewed
Tasks	Work demonstrates that much effort was made to attempt all tasks set, with some originality and extra initiative	Work demonstrates that some effort was made to attempt all tasks set	Little effort was made to attempt all tasks set	Very little effort was made to attempt all tasks set

8. Community Footprint:

10 points

Students will select a school site and as a team design a plan to visit the site in order to collect data and information from a variety of sources that might include: interviews, observations, documents, surveys, video/still photography etc. Using this information they will present a cohesive ethnographic overview of that school site for other members of the class. This presentation (both written and oral) has the multiple purpose of: jigsawing information about areas schools and introducing the student to the process and value of ethnographic and (or) action research. Other assignments will build on this foundation of the teacher as researcher model including the Borich Observational Study and the Action Research curriculum design as part of the Service-learning project. Description/ details will be provided in class. **This assignment is due on Session 6**

Community Footprint Rubric

Level 1	Level 2	Level 3	Level 4
The majority of the *assignment components are poorly developed. Many of the *assignment components are not adequately addressed, or a few components are poorly developed.	Many of the *assignment components are not adequately addressed, or a few components are poorly developed.	Some *assignment components are not adequately addressed or are omitted, or the assignment is adequate but submitted two weeks late.	All *assignment components are fully addressed, and the assignment is submitted by the due date

Appendix

Guide for Reading Assignment: Bilingual Theoretical Framework (Session 6)

by [Rosario Diaz-Greenberg](#)

Guía para la lectura:

- 1) La lengua es un
- 2) El determinismo lingüístico es parte de:
- 3) Las teorías de Sapir y Whorf intentan explicar:
- 4) Piaget considera la adquisición de la lengua como:
- 5) Las fases descritas por Piaget son cuatro, a saber:
- 6) Wygotski diferencia cuatro fases principales de desarrollo que son:
- 7) Las razones por las cuales es necesario iniciar la educación utilizando la lengua materna son:
- 8) Las funciones de la lengua materna son:
- 9) La lecto-escritura debe iniciarse
- 10) Describa las condiciones socio-psicológicas y neurofisiológicas al adquirir una lengua
- 11) Describa las dos fases de la adquisición de la primera lengua o lengua materna:
- 12) Los niveles lingüísticos son:
- 13) La adquisición de la segunda lengua puede ser de dos tipos:
- 14) Meisel (1988) define adquisición natural precoz de dos lenguas como:
- 15) Explique las diferencias entre la adquisición natural de la L1 y aprendizaje escolar de la L2
- 16) Según Corder (1967) los procesos y estrategias más importantes son:
- 17) Krashen (1981) dice que la teoría monitor parte de
- 18) Según Schumann (1978) la distancia psicológica afecta al hablante de la siguiente manera:
- 19) Los rasgos esenciales de los métodos más comunes son:
- 20) Describa los cuatro métodos utilizados en proyectos bilingües.
- 21) Explique el período crítico en la adquisición de una segunda lengua
- 22) Describa las razones por las cuales el modelo canadiense dio resultado en escuelas de élite internacionales o binacionales
- 23) Según Arsenian (1945) los defensores del bilingüismo

- 24) Explique el postulado de Cummins (1979) y Skutnabb-Kangas (1976)
 25) Describa las dos hipótesis de Cummins y las cinco hipótesis de Krashen

Summary Table: ILR & ACTFL Scales of Language Proficiency

Language Skills	Interagency Language Roundtable (ILR) Foreign Service Institute (FSI) Scale Intermediate High (3.5)	American Council for the Teaching of Foreign Language (ACTFL) Advanced Low
Listening	Sufficient comprehension to understand. Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. Can follow some unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural, and literary material in subject-matter areas directed to the general listener.	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
Speaking	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Has a general vocabulary that is broad enough that he or she rarely has to grope for a word. Has an accent that may be obviously foreign; has a good control of grammar; and whose errors virtually never interfere with understanding and rarely disturb the native speaker. Occasional patterned errors occur in low- frequency and highly complex structures.	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
Reading	Proficiency includes comprehension of a variety of styles and forms pertinent to professional needs. Readers are able to comprehend many sociolinguistic and cultural references, but may miss some nuances and subtleties. They typically able to read with facility understand and appreciate contemporary expository, technical, or	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may

	<p>literary texts that do not rely heavily on slang and unusual idioms.</p>	<p>interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding</p>
<p>Writing</p>	<p>Able to write the language prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience. Able to write using simple low-frequency complex structures, vocabulary, and express subtleties and nuances. Able to write on some topics pertinent. The writer employs simple organizational patterns. Able to write on all topics normally pertinent to professional / educational needs and on social issues of a general nature. Writing adequate to express his/her experiences.</p>	<p>Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.</p>

Course Reader for EDUC 653

- Baker, C. (2006). Chapter 10: Types of Bilingual Education in C. Baker's *Foundations of Bilingual Education and Bilingualism*. Buffalo, NY: Multilingual Matters.
- Collier, V. & Thomas, W. (2002). A National Study of School Effectiveness for Language Minority Students' Long-term Academic Achievement. Executive Summary. Santa Cruz, CA: CREDE. Available at: <http://escholarship.org/uc/item/65j213pt#page-1>
- Diaz-Rico, L. (2008). Chapter 4: Programs for English Learners. *A Course for Teaching English Learners*. Boston, MA: Pearson.
- Echevarria, J., Vogt, E. & Short, D. (2010). Chapter 5: Strategies. *Making Content Comprehensible for Elementary English Learners: The SIOP Model*. Boston, MA: Pearson.
- Lindholm-Leary, K. & Genese, F. (2010). Chapter 6: Alternative Educational Programs for English Learners. In *Improving Education for English Learners: Research-Based Approaches*. Sacramento, CA: California Department of Education Publications.
- Little, C. (2004). A Journey Towards Belonging. *Educational Leadership*.
- Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory Into Practice*, XXXI, 2 (132-141).
- Olsen, L. (2000). Learning English and Learning America: Immigrants in the Center of a Storm. *Theory Into Practice*, 39, 4 (196-202).
- Pew Research Center (2009). Demographic Profiles of Hispanics by Country of Origin. Available at: <http://pewresearch.org/pubs/1344/demographic-profiles-american-hispanics-mexican-cuban-puerto-rican-salvadoran-dominican>
- Quezada, R., Diaz, D. & Sanchez, M. Involving Latino Parents. *Leadership*
- Saunders, W. & Goldberg, C. (2010). Chapter 1: Research to Guide English Language Development Instruction. In *Improving Education for English Learners: Research-Based Approaches*. Sacramento, CA: California Department of Education Publications.
- Von Gleich, Utta (1993). El Bilinguismo –Marco Teorico in *Pedagogia Intercultural Bilingua: Fundamentos de la Educacion Bilingue*. W. Kuper, ed Ediciones ABYA-YALA, Quito, Ecuador.

Schedule/Course Outline

La maestra se reserva el derecho a cambiar, quitar o aumentar los tópicos, actividades y tareas descritos a continuación.

Sesión	Tópico	Actividad
Sesión 8/30	Introduction to the course, review syllabus Who are English Language Learners?	Ice breakers Introduction, Class discussion on syllabus
Sesión 9/06	knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.	<ul style="list-style-type: none"> • Power Pt. on Hist of Bil. Ed: Highlight court cases such as Lau v. Nichols and Castañeda v. Pickard, discusses Title VII of the Elementary and Secondary Education Act (ESEA) and the implications for English learners with the reauthorization of the ESEA in 2002 under No Child Left Behind. Programs for English learners that can be offered under Proposition 227 are also presented to candidates. • Chapter 1: Learning about the Language Learner and Chapter 11: The Role of Education in Language Policy in the <i>CLAD Handbook</i> (Diaz-Rico & Weed), the Executive Summary of <i>A National Study of School Effectiveness for Language Minority Students' Long-term Academic Achievement</i> (Collier and Thomas), and Chapter 1: El contexto para desarrollar la lectoescritura en español y en inglés of <i>La enseñanza de la lectura y la escritura en español y en inglés</i> (Freeman and Freeman) that describe the history, policies, programs and research on bilingual education. Candidates write a reading response addressing the assigned readings to use as a basis for discussion during class session 2. The reading responses are assessed using the following criteria: 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 • Time-line in class assignment • Due in class: Readings Responses • Collier and Thomas article • www.usc.edu/dept/education/CMMR/CollierThomasExReport.pdf • Diaz-Rico & Weed –Chapter 1 & 11 • Freeman & Freeman – Chapter 1
Sesión 9/13	understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education	Before attending Session 3, students are required to read Crawford's Chapters 3, 12, and 13 in order to develop a position paper outline defining the legal and constitutional equity principles supporting bilingual education in order to demonstrate an understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on

	<p>and their effects on program design and educational achievement.</p>	<p>program design and educational achievement.</p> <p>In order to expand their understanding of such factors, during class sessions 3 and 4 of EDUC 653 candidates will read Chapter 2: Learning about Language Structure and Chapter 3: Learning about Second Language Acquisition of the <i>CLAD Handbook</i> (Diaz-Rico & Weed), and <i>El Bilingüismo –Marco Teórico</i> in <i>Pedagogía Intercultural Bilingüe: Fundamentos de la Educación Bilingüe</i> (Von Gleich), which discuss the foundations of bilingual education and their effect on program design and student achievement. These readings build upon the readings, assignments and activities from class session 2</p> <p>Drawing from these discussions, candidates are presented with a PBS documentary as well as a power point presentation on the foundations of bilingual education. Based on the readings and information presented in the power point presentations, candidates will work in small groups on presentations that outline the impact of a specified law, court case or proposition. Group presentations will be assessed as part of the class participation grade on both content and Spanish language abilities.</p> <p>Language Proficiency Assessment</p> <p>Due in class: Readings Crawford Chapters 3,12, and 13 and Position Paper PEW Research Center study PBS documentary Intro. Cummins and Krashen</p>
<p>Sesión 4 9/20</p>	<p>apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice.</p>	<p>In class activity: During class session 4 of <i>EDUC 653 – Biliteracy Education I: Contexts for Learning</i>, candidates will analyze readings and a power point presentation on bilingualism and biliteracy development. Using the power point presentation as a base, candidates will discuss the effects of additive versus subtractive perspectives of bilingual education and how each impacts instruction and biliteracy development. For example, candidate will discuss the effects of limiting the use of the primary language in instruction (subtractive) versus the benefits of promoting biliteracy and biculturalism in the classroom on academic and sociocultural development (additive). Candidates also will learn about brain research that explains the developmental processes of language development and how that knowledge can be used to effectively instruct English learners at various proficiency levels. Additionally during the class session 5 power point presentation, candidates will learn about comparing and contrasting language features in Spanish and English to understand how to apply that knowledge to developing English proficiency in all four language areas – listening, speaking, reading and writing.</p> <p>Language Loss Power Point Presentation</p>

		<p>Candidates will work in pairs or triads to research the effects of bilingualism and biliteracy as developmental processes in instruction through the “Bilingual / Multilingual Research Review” assignment. For the assignment, each candidate will read two peer-reviewed research articles published in the past 5 years on bilingual / biliteracy development. Candidates will provide a one page summary and analysis of the selected articles that must include an application of the research to a bilingual instructional practice. Bilingual / Multilingual Research Review</p> <p>Additionally, in their pairs or triads candidates will select one of their two articles to present during a 5-minute “quick talk” oral presentation to the class (in Spanish). Candidates are assessed on their language ability and content by the instructor and their peers in the class. Language Proficiency Assessment Diaz-Rico & Weed – Ch 2-3 Students begin to analyze the theories of Cummins and Krashen presented by Utta Von Glick in her article “Bilinguismo: Marco Teorico” <i>Peer Review Research articles are due today!</i> <i>Quick talk</i> <i>Reflective Journals</i></p>
Sesión 5 9/27	understand and apply research and its effects on the dimensions of learning in bilingual education program model Online Session!	<p>Cooperative Learning: Students work in groups on Community Footprint and develop presentation to be done in class next week.</p> <p>Prior to class session 5 of EDUC 653, candidates must research the bilingual program offered at the school site where they will conduct their field experience in a bilingual setting as part of the “Community Footprint” assignment. Candidates will prepare jigsaw presentations of the effectiveness of the program models based on the readings and available research discussed thus far in the course. During this activity, candidates will apply the knowledge gained during previous class sessions to the programs offered at their school sites and prepare a 5-minute “quick talk” oral presentation to be done in class (in Spanish) during class sessions 7. The presentations being prepared in today’s session will need to include the characteristics and components of the bilingual program and any limitations of the program candidates can assess based on the research they have done and their knowledge of the various bilingual education programs. Candidates are assessed on their language ability and content by the instructor and their peers in the class.</p> <p>Students finish analyzing the theories of Cummins and Krashen presented by Utta Von Glick in her article “Bilinguismo: Marco Teorico” by answering 25 questions based on the article read, by reading and analyzing <i>(See questions and Rubric in another</i></p>

		<i>section of the syllabus</i>
Sesión 6 10/04	understand and apply research and its effects on the dimensions of learning in bilingual education program models	<p>During class session 6 of <i>EDUC 653 – Bilingual Education I: Contexts for Learning</i>, candidates read about the various bilingual education models in the following book chapters; Chapter 1: Research to Guide English Language Development Instruction. In <i>Improving Education for English Learners: Research-Based Approaches</i> (Saunders & Goldberg) Chapter 6: Alternative Educational Programs for English Learners. In <i>Improving Education for English Learners: Research-Based Approaches</i> (Lindholm-Leary & Genese), and Chapter 4: Programs for English Learners in <i>A Course for Teaching English Learners</i> (Diaz-Rico).</p> <p>Community Footprint presentations are due! Jigsaw and Quick talk . The instructor and their peers in the class assess candidates on their language ability and content. Community Footprint Assessment Criteria Chapters 1 & 6 – Improving Education for English Learners (CDE) Diaz-Rico Ch 4</p>
Sesión 7 10/11	knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages	<p>During class session 7 of <i>EDUC 653 – Bilingual Education I: Contexts for Learning</i>, candidates will learn about transferability from the primary language to the target language through activities, an assigned reading and a power point presentation. Candidates will write and share their own autobiographical language stories which they will use to analyze their own experiences as bilingual / biliterate individuals. Candidates will gain an understanding of the transferability of knowledge between primary and secondary languages as well as how compatibility levels affect transferability by participating in class discussions, and analyzing each other's language stories for strengths and weaknesses that contributed to that individual's bilingual / biliterate identity. Language Story Example Language Story Example-Spanish Language Stories Assessment Criteria</p> <p>Also prior to class session 7 of EDUC 653, candidates will read Thonis' chapter in <i>Schooling and Language Minority Students: A Theoretical Framework</i>. This reading represents seminal work in the area of transferability and explains, at length, how transferability of skills takes place. Thonis determines a Transfer period in which students benefit the most from this approach and she explains that, "excellence in the native language improves the chances of better second language functioning." Once students have analyzed and discussed this reading they will do a quick write and proceed to analyze J. K. Mora's Module on Transferability from English to Spanish. In this module, J. K. Mora defines metalinguistic awareness, compares and contrasts the Spanish and English alphabets,</p>

		<p>and provides a grade by grade phonology, orthography, morphology, syntax, grammar, and learning activities set that guides the teaching of such items.</p> <p>Transferability Presentation</p> <p>These class activities are followed by an English/Spanish Cognates Metalinguistic Analysis Activity which will serve as a foundation for the candidates to create a Transferability Lesson. In class session 7, each candidate will design a Transferability lesson in which they plan, develop, implement, and asses standards-aligned content instruction in the target language. They develop, implement, and critically analyze a lesson that explicitly targets language, skills, and concept transference. In their lessons, candidates will highlight the difference between positive, negative, or neutral transference between the native and target languages.</p> <p>PpT on Trans. Skills Article on Transfer of Skills www.cal.org/acquiringliteracy/pdfs/skills-transfer.pdf Article on Trans. Skills (E. Thonis) JK Mora Module on Transferability See SDSU website for it. Autobiographical Language Stories due! Transfer Lesson done in class</p>
<p>Sesión 8 10/18</p>	<p>understand the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms</p>	<p>In <i>EDUC 653 – Bilingual Education I: Contexts for Learning</i>, candidates learn about the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and language forms and functions during class session 9 through readings, discussion and a power point presentation. Candidates read Chapter 4: Oracy and Literacy for English for English Language Development in <i>A Course for Teaching English Learners</i> (Diaz-Rico & Weed), and Chapters 5-8 in <i>La enseñanza de la lectura y la escritura en español y en inglés</i> (Freeman and Freeman). Candidates write a reading response to the assigned readings to use as a basis for discussion during class session. The reading responses are assessed using the following criteria: 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.</p> <p>Language Domain Power Point Presentation Reading Response Assessment Criteria</p> <p>During class session 8 of EDUC 653, candidates will use the readings and their responses as a basis for a discussion on the variations in students’ primary languages including any dialectical differences. The discussion will focus on how knowledge of those variations can be used to facilitate development of social and academic language. Candidates will also discuss their knowledge of language structures such as roots, prefixes and suffixes, and be presented with how to use</p>

		<p>that knowledge in developing effective language and literacy instruction in Spanish and English.</p> <p>Diaz-Rico & Weed - Chapter 4, and by that target each of the domains of language. Freeman & Freeman: Chapters 5-8</p>
<p>Sesión 9 10/25</p>	<p>have knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment</p> <p>Use Lesson Plan template from “Making Content Comprehensible for Elementary English Learners The SIOP Model” by Echeverria, Vogt, and Short</p>	<p>During class sessions 9 and 10 in <i>EDUC 653 – Biliteracy Education I: Contexts for Learning</i>, candidates learn about bilingual instructional models, instructional strategies and materials during class through required readings and assignments that discuss the benefits and limitations of bilingual instructional models, strategies and materials. Candidates read the following; Chapter 6 - Theories and Methods of Bilingual Education in Diaz-Rico & Weed’s <i>The CLAD Handbook</i>, Chapter 10 – Types of Bilingual Education Programs in Baker’s <i>Foundations of Bilingual Education and Bilingualism</i>, and Chapter 5 - Strategies in Echevarria, Vogt & Short’s <i>Making Content Comprehensible for English Learners: The SIOP Model</i>. Candidates write a Reading Response on these readings and then discuss them further in class. The reading responses are assessed using the following criteria: 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. Reading Response Assessment Criteria</p> <p>Candidates apply the knowledge from these readings, the discussion and class presentations on the various bilingual education program models to design a primary language lesson plan. Lesson plans must focus on language development (listening, speaking, reading and writing) as well as state-adopted content standard(s). Candidates will demonstrate how the activities and assessments in their lessons which are differentiated based on their students’ language proficiency levels in the primary (Spanish) and target (English) language and their various learning styles. Example - Primary Language Lesson Plan Primary Language Lesson Plan Assessment Criteria</p> <p>During class sessions 10 and 11 of EDUC 653, candidates describe their lessons through an oral presentation in which they are assessed on their language ability and content by the instructor and their peers in the class. Language Proficiency Assessment</p> <p>Students read chapter # 6 of the CLAD Handbook by Diaz-Rico Developing lesson plans in class Chapter 5 “Strategies” and Chapter Making Content Comprehensible for Elementary English Learners The SIOP Model by Echeverria, Vogt, and Short Chapter 10 “Types of Bilingual Education” in C. Baker’s Foundations of Bilingual Education and Bilingualism</p>

<p>Sesión 10 11/1</p>	<ul style="list-style-type: none"> • have knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment • Use Lesson Plan template from “Making Content Comprehensible for Elementary English Learners The SIOP Model” by Echeverria, Vogt, and Short 	<p>Students read chapter # 6 of the CLAD Handbook by Diaz-Rico Developing lesson plans in class Chapter 5 “Strategies” and Chapter Making Content Comprehensible for Elementary English Learners The SIOP Model by Echeverria, Vogt, and Short Chapter 10 “Types of Bilingual Education” in C. Baker’s Foundations of Bilingual Education and Bilingualism</p>
<p>Sesión 11 11/8</p>	<p>actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy.</p>	<p>During class session 11 of <i>EDUC 653 – Biliteracy Education I: Contexts for Learning</i>, candidates read research and articles on how to promote authentic Latino parent involvement such as Involving Latino Parents (Quezada, et. al) and a report titled, A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Prior to class session 12, candidates investigate how their school site where they will conduct their field experience communicates with parents / guardians who do not speak English as their primary language. Candidate bring information to class on how teachers communicate with parents / guardians, as well as how the school communicates including whether or not teachers and/or the school communicates in the parents’/guardians’ primary languages. The class discussion will focus on home-school communication in various contexts such as parent conferences, phone calls, written communications including letters and e-mails and home visits.</p> <p>Candidates discuss this information in class and use it as a basis for the “Parent Interview” assignment. For this assignment, candidates interview a parent who comes from a different country/culture and has had to navigate the school system in the United States for his/her children. The interviews</p>

		<p>will include a discussion with the parent / guardian on the educational goals for his / her child, how they know about the programs available at their child's school site, their understanding of their role in supporting their child's academic achievement, and any opportunities the parent / guardian may have to participate in school and / or district policy discussions. During class sessions 12 and 13, candidates will present their interviews to the class and participate in discussions on their interviews.</p> <p>Parent Interview Example Parent Interview Assessment Criteria</p> <p>Read Quezada, et. al – Involving Latino Parents Read: A New Wave of Evidence The Impact of School, Family, and Community Connections on Student Achievement Parent Interview Assignment Class presentation on interview and discussion</p>
Sesión 12 11/15	understanding of the family as a primary language and cultural resource.	<p>During class session 12 of <i>EDUC 653 – Biliteracy Education I: Contexts for Learning</i>, candidates read articles on families as primary language and cultural resource such as Funds of Knowledge for Teaching (Moll, et. al). Candidates write a reading response to the assigned readings to use as a basis for discussion during class sessions 12 and 13 of EDUC 653. The reading responses are assessed using the following criteria: 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.</p> <p>Reading Response Assessment Criteria</p> <p>In the class discussions centered on the readings for class session 13 of EDUC 653 and the "parent interview" assignment, candidates engage in discussions on how they can use parents' language and cultural knowledge in their classes as a teaching resource. Candidates also will discuss how they can support the parents / guardians of their students by learning about available community resources and local organizations.</p> <p>Parent Interview Assessment Criteria</p> <p>Moll et. al – Funds of Knowledge Parent Interview Assignment Class presentations on interview and discussion</p>
Sesión 13 11/22	Candidates are cognizant that students' motivation, participation and achievement are influenced by an intercultural	<p>During class sessions 13 and 14 of <i>EDUC 653 – Biliteracy Education I: Contexts for Learning</i>, candidates read Chapter 10: Culturally Responsive Schooling and Chapter 12: Culturally and Linguistically Diverse Learners and Special Education from <i>The CLAD Handbook</i> (Diaz-Rico & Weed) along with the articles, A Journey Towards Belonging (Little) and Learning English and Learning America (Olsen) which discuss the sociocultural aspects of schooling for English learners. Candidates write a</p>

	<p>classroom climate and school community.</p>	<p>reading response to the assigned readings to use as a basis for discussion during class session. The reading responses are assessed using the following criteria: 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. Reading Response Assessment Criteria</p> <p>Candidates revisit their autobiographical language stories during the class discussion to explore the sociocultural contexts that helped to shape their language acquisition and learning. As an extension, candidates then connect their own language stories to the experiences they have with English learners in public schools today. The impact of classroom climate and school community is also discussed during the "parent interview" assignment. Finally, candidates revisit their Transferability and Primary Language (Spanish) lesson plans they have designed for this course, to analyze strategies used to incorporate group collaborations, cooperative learning and peer assistance activities.</p> <p>Diaz-Rico & Weed – Chapters 10 & 12 Olsen – Learning English and Learning America Little – A Journey Towards Belonging Parent Interview Assignment Class presentation on interview and discussion</p>
<p>Sesión 14 11/29</p>	<p>Candidates are cognizant that students' motivation, participation and achievement are influenced by an intercultural classroom climate and school community.</p>	<p>During class sessions 13 and 14 of <i>EDUC 653 – Biliteracy Education I: Contexts for Learning</i>, candidates read Chapter 10: Culturally Responsive Schooling and Chapter 12: Culturally and Linguistically Diverse Learners and Special Education from <i>The CLAD Handbook</i> (Diaz-Rico & Weed) along with the articles, A Journey Towards Belonging (Little) and Learning English and Learning America (Olsen) which discuss the sociocultural aspects of schooling for English learners. Candidates write a reading response to the assigned readings to use as a basis for discussion during class session. The reading responses are assessed using the following criteria: 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. Reading Response Assessment Criteria</p> <p>Candidates revisit their autobiographical language stories during the class discussion to explore the sociocultural contexts that helped to shape their language acquisition and learning. As an extension, candidates then connect their own language stories to the experiences they have with English learners in public schools today. The impact of classroom climate and school community is also discussed during the "parent interview" assignment. Finally, candidates revisit their Transferability and Primary Language (Spanish) lesson plans they have designed for this course, to analyze strategies used to incorporate group</p>

		<p>collaborations, cooperative learning and peer assistance activities. Diaz-Rico & Weed – Chapters 10 & 12 Olsen – Learning English and Learning America Little – A Journey Towards Belonging Parent Interview Assignment Class presentation on interview and discussion</p>
	<p>Final Reflections: What have we learned? Where do we go from here?</p>	<p>Students discuss their Outcome Assessment assignments and debrief on the effects of coursework application to Clinical Practice experience</p>

Name: _____

Class # _____

**Checklist for assignments
Greenberg**

EDUC 653

Dr. Diaz

Reading Responses	20 points	
Bilingual / Multilingual Research Review	10 points	
Parent / Guardian Interview Assignment	15 points	
Language stories	15 points	
Primary Language (Spanish) Lesson Plan	10 points	
Reflective Journal	10 points	
Community Footprint	10 points	
Attendance and Participation	10 points	