

California State University San Marcos
College of Education
EDMI 511 – Middle Level Teaching and Learning I
Course Number 40250
Fall 2008 – Woodland Park Middle School—Arranged

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TABLE OF CONTENTS	
Subject	Page(s)
Course Description, Mission of the College, Authorization to Teach English Learners, Special Education Inclusion	1
Students with Disabilities Requiring Accommodations, Attendance Policy, Writing Requirement, Academic Honesty, Plagiarism	2
Grading and Expectations	2-3
Use of Technology, Electronic Protocol	3
Course Objectives	3-4
Required Texts, TPEs, TPAs	
Assignments (Beginning the School Year, Lesson Planning Workshop, Shadow a Young Adolescent, Creating a Classroom Environment, Participation)	4-10
Course Schedule	11-12
SB 2042 Competencies	13

Course Description: EDMI 511 focuses on developing a preliminary understanding of learning theory and instructional practice in integrated and inclusive middle level classrooms. This course is aligned with California's SB 2042 Standards. **Prerequisite:** Admission to the Middle Level/CLAD Teacher Credential Program.

Mission of the College of Education at Cal State San Marcos: 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)

Authorization to Teach English Learners: The Cal State San Marcos credential programs have 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 2002)

Special Education Inclusion: Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices.

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS

to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

College of Education Attendance Policy: Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. COE attendance policy states, "At a minimum, students must attend 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 you have extenuating circumstances, please contact the instructor as soon as possible. **In this section of EDM1 511, the following attendance policy will apply: One class session may be missed without penalty to your grade. Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss four or more class sessions, you will earn an F.**

All University Writing Requirement: Every course at the university must fulfill the university's writing requirement of at least 2,500 words. In this course, this is accomplished through the following written assignments: Beginning of the Year, Interview of a Young Adolescent, and Creating a Classroom Environment.

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 a future 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.

Grading & Expectations: Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Furthermore,

- You must maintain a B average (3.0 GPA), with all grades at a C+ or better, in your teacher education courses to receive a teaching credential from the State of California.
- You can miss one class session without penalty. For each class session missed thereafter, your grade will decline by 1/3 for each absence (A to A-, A- to B+ etc.).
- Late assignments will be accepted only under extenuating circumstances. Consult the instructor in advance if an assignment will be turned in late.

A	94-100 points	A-	90-93 points
B+	88-89 points	B	83-87 points
B-	80-82 points	C+	78-79 points
C	73-77 points	C-	70-72 points

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, 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. 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 College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

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

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

Course Objectives

- Students will demonstrate knowledge of the principles of effective schooling for young adolescents.
- Students will demonstrate effective standards-based lesson planning that is responsive to the needs of diverse young adolescents.
- Students will interpret major theories of young adolescent development through course assignments.
- Students will identify and analyze a variety of multicultural/multilingual learner centered instructional strategies including those that maximize comprehensible input, student interactions, and learning strategies for content and language development.
- Students will develop strategies for designing student-centered classroom environments.

Required Texts

Brown, Dave F, Knowles, Trudy. (2007). *What Every Middle School Teacher Should Know*. Portsmouth, NH: National Middle School Association.

National Middle School Association. (2003). *Research and Resources in Support of This We Believe*. Westerville, OH.

National Middle School Association. (2003). *This We Believe: Successful Schools for Young Adolescents*. Westerville, OH.

Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2007). *Exceptional Lives: Special Education in Today's Schools, 5th Ed.* Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.

Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Task Stream Electronic Portfolio, Must register and pay fee online @ <http://www.TaskStream.com> (register for 1 year minimum).

Recommended Text

Marzano, Robert J. (2003). *Classroom Management That Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subjects Credential. This course is designed to help teachers seeking the Multiple Subjects Credential with Middle Level Certificate to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 6e: Middle Level Philosophy and School Organization

The Teacher Performance Expectation identified here is addressed in EDMI 511 through class discussions, activities, oral/visual presentations, and written assignments.

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, COE 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 COE website provided at the website provided:

<http://lynx.csusm.edu/coe/CalTPA/CalTPAdocuments.asp>

Assignments

Assignment 1:

Beginning the School Year (Critical Assessment Task TPE 6e)

Due: September 7

The beginning of the school year is a crucial time for students and teachers alike. Routines are established; expectations are set; classroom climate is forming. The purpose of this assignment is to have you discover the ways in which districts/schools/teachers establish climate, routines, and

expectations for their students. If all goes well, much of this effort becomes invisible later on in the school year, so it is important to learn about the first days of the year. If you are able to do so, you will observe a teacher during teacher days and the first few days of school. If you are unable to do that, you will interview a teacher about the beginning of the year. Show your teacher this assignment—a copy is provided for that purpose. *Assure the teacher that you will not use real names in the written report.*

Collecting the data: Observe the beginning of the school year for a teacher or interview a teacher during this time. Take notes; these are the data for your written reflection about the beginning of school. In order to guide your observation/interview, the following points are suggested. Feel free to tailor your notes to your situation; add things not included here. Your role is to report and analyze, not to evaluate.

- I. During faculty meeting time prior to the first day of school:
 1. What topics are addressed for whole-faculty consideration?
 2. What questions or concerns do the teachers have?
 3. What needs to be done to prepare the classroom for the first day?
 4. What have you learned about the community, school and students?

- II. Interview the teacher. Suggested interview questions:
 1. Tell me about how you open the school year. What is most important to you in your first days?
 2. What do you expect of students in this class?
 3. What are some of the things you think I should look for that will help me to understand your classroom better?
 4. Tell me about the main things you want students to learn in this class. Are your goals academic, or also social, etc.? Do you expect the same thing of *all* the students?
 5. What role does multicultural education play in your classroom?
 6. What role does multilingual education play in your classroom? Do you adapt your instruction for students who are learning English? If so, how?
 7. What kinds of information do you already have about your students' abilities and achievement (test scores, transcripts, other records, informal assessments)? How important is that information to you now? How do you differentiate instruction for students with a wide range of abilities and achievements?
 8. What kinds of information about your students do you want to get within the first few weeks (academic? non-academic?)? How will you do that?
 9. How do you communicate with parents/caregivers at the beginning of the year?
 10. Do you coordinate your teaching with any others in the school (interdisciplinary team, subject area colleagues, etc.)? Who determines the content of your curriculum and the pace of your instruction for the year?

- III. If you are on site prior to the students coming into the classroom:
 1. Draw a diagram or take photos of the physical environment.
 2. Take note of: bulletin boards and content, national/international symbols, multicultural/multilingual displays, posted lists of rules or expectations, other features of the classroom, how the teacher is dressed.
 3. In what ways does this classroom environment suggest, "diversity is valued here"?

- IV. If you are on site, choose one class period for detailed observation. As students enter the room:
 1. Where is the teacher standing/sitting?
 2. How do students enter?
 3. How do students get their seats (assigned)?
 4. Draw a seating chart. Describe each student by gender, ethnicity/race, and any noticeable special needs.
 5. How does the teacher greet the students?
 6. How do students greet each other?
 7. Where do students put personal belongings/jackets/etc.?
 8. What are the students wearing?

- V. During the first three days of class:
1. How soon does class start?
 2. How does the teacher let students know class has started?
 3. What are the teacher's first words?
 4. How does the teacher introduce himself/herself to the class?
 5. How does the teacher learn students' names?
 6. Note any "mixer" activity used to introduce students to each other. How do students learn their peers' names? How is a sense of community established in the classroom?
 7. How is the course (content) introduced? What does the teacher say the class is about?
 8. What does the teacher say about classroom expectations/student behavior? What does the teacher negotiate with the students?
 9. Note anything the teacher does or says to show that diversity is valued in the class.
 10. What kinds of collaboration between teacher/student, student/student, and student/others do you see?
 11. How does the teacher close the class session?
- VI. Interview a student. Suggested interview questions:
1. How do you feel in this class?
 2. What is most important to you about the beginning of school?
 3. What are you expecting in this class?

Reflection (or, what to do after your observation/interview period is over):

Once you have collected your observation and interview data, you are ready to write a reflection of 3 to 4 pages double-spaced (1,500-2,000 words). When you write, use pseudonyms for the teacher, school and students. *Never breach confidentiality by using the real names of persons in your writing for class.*

How did the district/school/teacher establish a tone for the year? In what ways did the practices you observed relate to the middle school concept (*TWB*)? What were the most important experiences of the teacher and students in the first few days of school? What questions remain unanswered in your mind following your observation?

You are not judging or evaluating the teacher/s; rather, you are interpreting that particular “beginning of the year” for your classmates and instructor to understand.

Exemplary reflections are characterized by:
 Interesting and supportive examples for generalizations
 Integration of *This We Believe* books
 Correct grammar, syntax, spelling

Assignment 2:
Lesson Planning Workshop

Due: October 10

Complete a lesson plan as described in class.

Assignment 3:
Shadow a Young Adolescent (Critical Assessment Task TPE 6e)

Due: September 15

In this case study, you will focus on a particular middle school student. The purposes of this assignment are: (1) to help you make connections between the theoretical material you have read concerning early adolescence and the actual students in your schools, and (2) to help you raise additional issues or questions regarding middle school students.

Collecting information: Spend one full day with your assigned student, following the student through the school day. As the day starts, make an arrangement with the student regarding your proximity to him or her. It is not necessary that you sit next to the student in classes—the back of the room is fine. Most

students enjoy the shadowing and will invite the observers to join them at lunch, etc. But you can observe from a distance if necessary. Ask the student some questions during the day in as informal a manner as possible, or arrange a short interview after school or another day. *Do not tape record the student and do not use the student's real name in the case study report.* Ask yourself the following questions and make notes on each:

How does the student behave in different classes and contexts? Are there consistent patterns of behavior or do you notice different behaviors in different contexts? In addition to classes, be sure to include observations of lunch, playground, gym, and any after school activities.

What is the school day like from a student's perspective? What are the highs and lows? What is the horizontal curriculum (i.e., across different courses and subject areas) like? Are connections made among the student's various courses? To what degree do teachers send messages that the student is "valued"?

What are the student's perceptions of what school is all about? What are her/his perceptions of each subject? What does it mean to your student to learn "math" or "language arts"? What are her/his favorite and least favorite subjects? Why? What is her/his attitude toward assessment?

Note the student's *physical* development. Does s/he seem to feel "comfortable" with her/his appearance? Note the student's *social* development. Who are the student's friends? Do these friends spend time with one another outside of school? Does s/he appear to be more influenced by peers or by parents? Does s/he interact frequently with members of the opposite gender? Note the student's sense of *identity* (versus inferiority). Note the student's sense of *ethics*. If s/he confronted a dilemma during the observation, note how the student reacted. Note the student's frame of *thinking*. Does s/he appear to be more of a concrete thinker or more of a formal thinker? *Writing the case study report:* After collecting information, write your case study in two parts: (1) a description of the student and her/his day and (2) an analysis of the student and her/his day. These should be near-equal parts of the case study.

Description: Report to your readers what the day was like. Lead us through the school day chronologically so that we see what happened from arrival through departure. Describe the student physically. Tell us a little bit about each class period or activity, although you will not be able to report a great deal of detail. In this section, include the episodes that will be important to your analysis.

Analysis: After describing the student's day, think about what this case means. In your analysis, incorporate what you have been learning about early adolescence and instructional implications of early adolescent development. You will not be able to answer all of the following questions, but perhaps they will give you somewhere to begin in thinking about your analysis:

Where does the student seem to be in her/his development (physically, socially, ethically, personality/identity and/or cognitively)? Provide support from your data. Make connections to the theoretical models we have addressed in class, but *do not diagnose the student in any absolute terms*. (E.g., do not say, "This student is at the concrete operational stage." Instead, say, "When the student was working on his math problems, his use of manipulatives indicated he may have been thinking at the concrete operational stage.") Remember, you have seen the student for only one day, and it would be presumptuous of you to make sweeping statements that categorize the student based on such a short acquaintance.

What have you learned about the student in relationship to the school? How does your case fit within the material covered in your readings and in class? What issues about middle level schooling are raised through your observations?

What are the implications of your case for your work as a teacher? If you were a teacher to this student, what are some still unanswered questions that you would like to have answered? What do you think you might do in your classroom to address the needs of this student?

Focus on a particular theme or issue that best characterizes what you have observed. This may be a theme concerning the student (e.g., “the enthusiastic student”), the day (“a day in the 7th grade village”), or an issue (“caring for a special needs middle school student”). Choose the most interesting or important aspects of this experience to include in the case study. *Even though we have suggested many questions for you to think about, do not try to be all-inclusive in your analysis.*

Criteria for evaluation:

Exemplary papers are characterized by:

- Completeness of description
- Interesting and supportive examples for analysis
- Reasonable inferences so that the analysis and the descriptive data are compatible
- Integration of your readings & class sessions into the case study
- Correct grammar, syntax, spelling

Assignment 4:
Creating the Classroom Environment

Due: October 15

I HAVE THE JOB! (Now, what do I do?)

Pretend you’ve just shaken the principal’s hand and accepted that job offer! You’re excited, prepared to change the world! You walk away from her office, and wonder, “What do I do now?” Remembering this assignment, you’ll say, “Oh, I have a plan!”

Create a plan for managing your first classroom environment, one serving the needs of adolescents. Divide your plan into the sections; use the labels listed below.

Section 1 - My Students: Make up a class including grade level, subject area, and demographics. There are 32 students in your class. Be realistic; analyze data from school districts’ web sites at which you might apply. Include data and cite your source.

- What percentage will have Individualized Instruction Plans or 504 Plans?
- What percentage will be English Language Learners?
- What other kids might have special needs not identified? Who are they?
- Cite your sources.

First Days – Section 2: Describe at least three activities building community in your classroom at the beginning of the school year.

- What will you do the first days of the school year to introduce yourself, learn about students, encourage students to learn about each other, and build a community of learners? Keep in mind the needs of adolescent learners!
- Use a resource, and cite your source.

Classroom – Section 3: *Map* and *describe* the physical arrangement of your classroom. In detail, draw student desks, teacher desk (or work area), multimedia devices, computers, windows, bookcases, sinks, etc. Visit a school, take pictures, or use your imagination.

- How does your arrangement accommodate adolescents?
- Use a resource, and cite your source.

Procedures – Section 4: Describe procedures for the day-to-day operation of your classroom.

- How do you begin the day?

- How do students sharpen pencils? When do they ask to go the bathroom or get a drink of water?
- How do they pass out and collect papers or materials?
- How do you dismiss the students after the bell rings?
- What other procedures might you consider?
- Use one resource, and cite your source.

Rules/Agreements – Section 5: Describe the rules or agreements in your classroom.

- What is the process you use for developing rules or agreements?
- Do you have a rule about which you feel strongly?
- How will you enforce consequences for kids' positive and negative choices?
- Use a resource, and cite your source.

Grouping – Section 6: Identify two (2) or three (3) different grouping strategies you will use.

- How will you make certain group members are accountable to you and to their group?
- Why and when will you group them differently? What are the purposes for different grouping strategies?
- Use a resource, and cite your source.

Communication – Section 7: A community of learners includes teachers, students, parents, and caregivers; communication is key to building community.

- How will you communicate with parents and other caregivers?
- How will you let students know about important events and assignments?

Put it Together: Use a notebook with dividers, or have another creative way to put it together!

An exemplary Classroom Management Plan follows directions explicitly and completely (answers bulleted questions, cites sources, labels sections, etc.) It is very thoughtful, and has few – if any – errors in spelling/mechanics. It is presented neatly and professionally.

Schedule for this assignment: Due on October 15 by 5 PM to the WebCT site; plus a hard copy to Bonnie in class

Participation

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. To receive credit for class participation, you will submit a self-assessment on WebCT by October 19. The instructors will take your self-assessment into account when determining the participation grade.

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others' opinions?
- Are you supportive of others' ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others' ideas as well as your own to be heard?

Assignment	Points	Due Date
1. Beginning the School Year	20	9/7
2. Lesson Plan	25	10/10
3. Shadow a young adolescent	20	9/15
4. Classroom Environment Plan	20	10/15
5. Participation self-assessment	15	10/15

EDMI 511 Course Schedule Fall 2008

(The instructors reserve the right to alter the course schedule depending on guest speakers and teachable moments.)

Date	Topic	Readings and Assignments Due
August 28 AM (ED)	Building community Debrief beginning of year	Brown, Knowles (Chapter 1) This We Believe Research/Resources TWB
Sept 2 PM (BI)	Middle school concept	Brown, Knowles (Chapter 4) Skim the gr 6-8 standards at CDE: http://www.cde.ca.gov/be/st/ss/ Explore Testing/Accountability at CDE: http://www.cde.ca.gov/ta/
Sept 3 AM (BI)	Part 1: Young adolescent development (physical, cognitive)	Brown, Knowles (Chapter 2) This We Believe Research/Resources TWB
Sept 3 PM (ED)	Motivation	Beginning of the Year Study due to WebCT Sunday, September 7
Sept 8 AM (BI)	Part 2: Young adolescent development (emotional, social development)	Brown, Knowles (Chapter 3) www.nmsa.org Research summary on Young Adolescent Development
Sept 8 PM (BI)	Introduction to lesson planning: academic learning goals CA content standards	Brown, Knowles (Chapter 6, 7) Skim the grades 6-8 standards at CDE: http://www.cde.ca.gov/be/st/ss/ Explore Testing Accountability at CDE: http://www.cde.ca.gov/ta/
Sept 11 AM & PM	Shadow a student	
Sept 16 AM (BI)	YA Panel Lesson Plan Workshop 1	Brown, Knowles (Chapter 8, 9)
Sept 17 PM (ED)	Students with special needs	Villa/Thousand, Turnbull
Sept 22 PM (BI)	Lesson Plan Workshop 2	Lesson Planning Workshop Due to Web CT, October 10
Sept 24 AM (ED)	Differentiation	Villa, Thousand, Turnbull
Oct 1 PM	Classroom Environment	Brown, Knowles (Chapter 5, 11) Marzano (Chapters 1-4)

(BI)	Plan 1	
October 3 AM (BI)	Lesson plan Workshop	Bring: All lesson planning materials
Oct 6 AM (BI)	Classroom Environment Plan 2	www.nmsa.org RMLE Online 2004 vol 28 no 1 "Young Adol Voices" Research summary May 2004 "ID Teaming" Creating the Classroom Environment due Oct 15 on WebCT – bring hardcopy to class. TPEs 6e due during class on TaskStream Participation due Oct 15 on WebCT
Oct 15 AM (BI)	Differentiation	Brown and Knowles, (Chapter 7)
Oct 17 PM (ED)	Send off to student teaching	

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

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