**Course: Multilingual/Multicultural Education, EDMS 555**

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

**EDMS 555, Elementary Multilingual Education, CRN 41758**
**University Hall 443, T 7:30am – 2:15pm**
**Fall 2008**

**Instructor:** **Kathy Rocha, Distinguished Teacher in Residence**
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**Office:** **412 University Hall**
**Office Hours: After class, Th/F 10am – 12:00, or by appointment**

| College of Education Mission Statement |
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| 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 addresses the needs of elementary school teachers faced with the growing diversity in today's classrooms.  It will focus on bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners, as well as effective and appropriate English language development (ELD) techniques and successful bilingual, multilingual education for language minority students.
**Course Prerequisite:**
Admission to the Multiple Subject/CLAD Teacher Credential Program

**Course Objectives:**
1) You will have opportunities to become familiar with basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.

2) You will have opportunities to demonstrate understanding of the most important goals of bilingual/multicultural education.

3) You will have opportunities to explain the theoretical framework upon which bilingual education is founded.

4) You will have opportunities to demonstrate understanding of existing student identification, assessment, and language redesignation requirements for the state of California.

5) You will have opportunities to explain the connections between bilingual education, English as a second language, SDAIE and other pertinent methodologies.

6) You will demonstrate several models of multicultural education and their implications for curriculum, instruction, and educational policy.

7) You will have opportunities to explain the meaning of culture, differentiated index, the necessity for cultural convergence in schools, and other research-based related notions of multicultural education.

8) You will learn to develop and understand each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.

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**Required Texts:**
 Echevarria, J., Vogt, M., and Short, D. (2008). *Making Content Comprehensible for English Language Learners: The SIOP Model,* 3rd Edition. Boston, MA: Allyn and Bacon.

 Peregoy, S. F. & Boyle, O. F. (2008) *Reading, Writing, & Learning in ESL* (5th Edition). Longman.

English-Language Development Standards for California Public Schools K-12 (You can download the ELD standards from the CDE website (www.cde.ca.gov).

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| Authorization to Teach English Learners |
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| 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 the program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB2042 Program Standards – August 2002*). |

## Student Learning Outcomes
**Teacher Performance Expectation (TPE) Competencies:**
The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple and Single Subject(s) Credential. This course is designed to help teachers develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students.  The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE is addressed in this course:

**TPE 15**: **Social Justice and Equity**
- Valuing socially equitable teaching, learning, and schooling in a variety of organizational settings
- Incorporating pluralism and divergent perspectives on educating diverse students
- Democratizing public education to achieve social justice and equity

**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

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**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. 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 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.

## Course Requirements:

### Course Requirements and Grading Standards

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|---|---|
| • Attendance, Participation, & Professional Disposition | 10 |
| • Interview | 15 |
| • Lesson Observation & Write-up | 15 |
| • Lesson Design | 25 |
| • Collection of Lesson Designs | 30 |
| • Reflective Statement for TPE 15 | 5 |

## ASSIGNMENT DESCRIPTIONS

**1.    Attendance, Professional Disposition, and Class Participation                                 10 points**

 First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, and discussions on various topics and assigned reading. Professional, credentialed educators are evaluated on "performance of non-instructional duties and responsibilities" by their administrators. Punctuality, attendance, collaboration with colleagues, and professionalism fall under this category. Your Professional Disposition is related to how you conduct yourself in class and at a school site. Please communicate any attendance issues directly with the instructor. Please see the description below and the CSUSM College of Education's Mission Statement for guidelines.

### CSUSM College of Education Professional Dispositions

The California State University San Marcos College of Education fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

- **Social Justice and Equity:** Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.

- **Collaboration:** Candidates learn and practice the skills of collaboration in their coursework and use them in their professional interactions with students, colleagues, parents, caregivers and those in the wider community.

- **Critical Thinking:** Candidates analyze various professional contexts, resulting in more informed decision making about professional practice.

- **Professional Ethics:** Candidates learn to make and act on well-reasoned, principled judgments.

- **Reflective Teaching and Learning:** Candidates critically review their professional practice and the impact it has on student success.

- **Life-Long Learning:** Candidates are committed to actively seeking new knowledge, skills and experiences throughout their career.

2. **ELL/Immigrant Interview**                                             **15 points**
The purpose of this assignment is to better understand the life of an English language learner and/or immigrant living in our country. You will interview an individual who has learned or is learning English as a second language. This adult person can be a fellow student, someone you know, or someone you seek out.   Through the interview process, you will find out how the person acquired/is acquiring English and any challenges/successes faced by immigrants as they learn a new language and culture. Guideline for the interview questions and a rubric for scoring this assignment will be shared in class. Assignment will be submitted in class; length 2-3 pages maximum. More information on the criteria and expectations of this assignment will be explained in detail in class.

3.    **ELD / SDAIE Lesson Observation & Write-up**                       **15 points**
The purpose of this assignment is for you to see instruction for English Language Learners in action and to observe the strategies teachers implement during instruction, as well as the engagement and interaction of all the students.
**Part 1** – You will *observe* a lesson at a school site in a class that has an observable number of English Language Learners. Please consult with the classroom teacher first. You will collect and document evidence of any instructional modifications made during the lesson to provide comprehensible input, build background knowledge, scaffold instruction, address content & language objectives, build vocabulary, adapt the materials/curriculum, and provide student interaction for English language learners (ELLs) in the class.  Please copy & use the checklist in your *SIOP Textbook* on pages 228-230 to guide you as you observe the lesson.
**Part 2** - In your *write-up* explain your observations and discuss how (no lesson is perfect) you would modify the lesson and/or activities observed in light of the information and knowledge gained in the course and your *SIOP Textbook*.
Use *SIOP* checklist during your observation and attach to your write-up.
Please structure your 2-3 page write-up as follows:
- Set the scene: Use descriptive language to help me visualize the classroom and instruction you observed.  Identify the program (Structured English Immersion "SEI", Mainstream English Cluster "MEC" etc.), grade level, content/subject, standards/objectives addressed in lesson, and number of ELL students and their proficiency levels.
- Describe how the teacher engaged, grouped and promoted interaction throughout the lesson.
- Describe how the teacher used SDAIE strategies (choose only 3 to discuss)
- Determine if the lesson observed used effective SDAIE strategies and rationalize their effectiveness.
- Explain how you would modify the lesson/activities to better serve the needs of the ELLs.

Information on the criteria and expectations of this assignment will be explained in detail in class.

4.  **Content Area Lesson Design**                                        **25 points**
**(Coordinated Assignment with EDMS 545)**
As you learn to design lessons in content areas, you will consider the needs of English Language Learners, and make appropriate modifications to your lessons to ensure that every student has access to engage in the core curriculum as they work toward meeting grade level standards.  This assignment will be done for credit in both EDMS 545 and EDMS 555.  For this class, your lesson design will be graded on how well you create your lesson design to meet the needs of every student in the class, including minority students and English Learn More information on the criteria and expectations of this assignment will be explained in detail in class.  A rubric will be shared for scoring this assignment.

5.  **Critical Assessment Task**

**Social Justice and Equity Lesson Designs**                                    **30 points**

The purpose of this assignment is to provide differentiated instruction with the sound methodologies, principles, and strategies appropriate for English language learners at 3 different language proficiency levels using the TPA Lesson Design Template.

You may work in a group of 4 students to create a Collection of Lesson Designs. Together you will collaborate to select a grade level, content area and Social Justice Theme to center your collection around.  Each group member will then individually design a lesson using the Lesson Design Template. Submit all 4 Lesson Designs bound together.

**The Collection of Lesson Designs must include the following:**

**1. Rationale**
Each group member will submit a Rationale as an introduction to their particular Lesson Design. Why was the following lesson designed? What provided your motivation and inspiration: Student interests? Grade level standards? Current events? How does your lesson design meet the needs of your students and how does it meet the issue of social justice and equity in your classroom? This is one page maximum in length.

**2. Lesson Design**

**3. Appendix**
Please include an appendix of any supplementary materials you designed or borrowed including black line masters of graphic organizers, worksheets, or assessments. Remember to give credit where credit is due.

Please submit a well organized Collection of Lesson Designs upon the due date. You will be asked to share your Collections goals and objectives with the class. More information on the criteria, expectations and scoring rubric will be explained in class.

 **Presentations**
Each group will have 15-20 minutes to present their SDAIE and Social Justice and Equity Lesson Designs.

6**. TPE Reflective Statement**                                                       **5 points**

In EDSS 555, you are specifically responsible for writing a reflective statement for TPE15 in the TaskStream Electronic Portfolio. ***You must attach your   lesson plan as an artifact to support your ideas for your TPE 15 reflective statement***.  You may attach other artifacts which also support your ideas.

As you write your reflective statement, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the "so what?") and where you need to go next related to the TPE.  Your reflective statement will include:
- **Introduction**:  Introduction to your response that uses the words of the TPE.  DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE.  This is basically an extended thesis statement related to the TPE  (refer to *TPEs-at-a-Glance with Salient Features*)
- **Evidence**:  Explain how one attached artifact is evidence of your learning related to the TPE.  The key here is "evidence."  How does this artifact prove that you have learned something specific related to the TPE?
- **Reflection**:   Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE.  This addresses the "so what?" of your learning.

Please be succinct in your writing; more is NOT better.  State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts.  When you submit your TPE response, you will receive feedback from the instructor that asks for revisions or says that you are done.  You will not get full credit for this assignment if you are asked to revise and you do not.  Please continue to check your Taskstream

portfolio until the instructor says you are done with each TPE response for the course.

## Grading Standards

In this class, all students begin with 100 points.  Points will be deducted from your total, based on the quality of the work you turn in for each assignment.

In addition, all students are expected to participate in class activities and demonstrate reflective learning.  It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before class meetings.  Unless otherwise negotiated with the instructor, all assignments are to be submitted as specified in class on the due date.  **Assignments not submitted on due date will lose 10% of earned credit per day.**  Assignments should be typed and double-spaced.  All work needs to be turned in to WebCT Assignments by October 10/15**.**

The following grading scale will be used with the points students have remaining at the end of class:

| | | | | | |
|---|---|---|---|---|---|
| A = 93 – 100% | A- = 90 – 92% | |
| B+ = 88 – 89% | B = 83 – 87% | B- = 80 – 82% |
| C+ = 75 – 79% | C = 72 – 75% | C- = 70 – 71% |
| D = 60 – 69% | | |
| F = 59% and below | | |

*Note:*  *Students are reminded that the College requires completion of this course with a C+ or higher.*

## All University Writing Requirement:
Writing requirements for this class will be met as described in the assignments above.  Every course at the university, including this one, must have a writing requirement of at least 2500 words.  TPA Assessment will count toward this requirement.

## 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, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. 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, WebCT 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.

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| Date | Topic | Assignment (if any) |
|------|-------|---------------------|
| Session 1<br>8/ 26 | **Creating a Community of Learners**<br>Getting to Know Your Students<br>**Who** Are English Language Learners? | Peregoy & Boyle Chapters 1 & 2<br><br><br>**Preview: Interview** |
| Session 2<br>9/2 | **Supporting Second Language Acquisition**<br>Second Language Acquisition<br>Theories Program<br>Placements/Classroom Environment | Read:  Peregoy & Boyle Chapter 3<br><br><br>**Due: Interview**<br>**Preview: Observation** |
| Session 3<br>9/9 | **Meeting Student Needs/Making Instructional Decisions**    Using the ELD Standards and the CA Content Standards.  Differentiated Instruction | Read:  Peregoy & Boyle Chapter 4 |
| Session 4<br>9/16 | **Making Instructional Decisions**<br>Using the SIOP Model, SDAI strategies and GLAD.  Differentiated Instruction. | Read:  Peregoy & Boyle Chapter 5<br><br>**Due: Observation**<br>**Preview:  Lesson Design** |
| Session 5<br>9/23 | **Using Assessment to Inform Instruction.**  Pre, interim, and post assessment, CELDT, CST.  How to use the data to modify instruction and ensure student success.  Differentiated Instruction. | Read:  Peregoy & Boyle Chapter  6 & 7 |
| Session 6<br>9/30 | **Emergent Literacy: Learning to Read**<br>**Content Areas: Reading to Learn.**<br>Differentiated Instruction. | Read:  Peregoy & Boyle Chapter 8 & 9<br><br>**Due: Lesson Design**<br>**Preview:  SJ&E Lesson Designs, TPE 15 Reflection** |
| Session 7<br>10/7 | **Empowering and Engaging All Students**:<br>Gifted English Language Learners<br>English Language Learners with Special Needs | Read:  Peregoy & Boyle Chapter 10<br><br><br>**Due:  Draft of TPE Reflective Statement** |
| Session 8<br>10/14 | **Transforming Public Education**<br>Lesson Presentations | **Due:  Critical Assessment Task**<br>**Social Justice and Equity Multicultural Literacy Lesson Designs**<br> **TPE 15 Reflection** |

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## SB 2042 - Authorization to Teach English Learners Competencies

| PART 1:<br>LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT | PART 2:<br>METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION | PART 3:<br>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** | tact |
| **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 |