

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

**CRN # 40536 EDMS 555B Elementary Multilingual Education
Fall 2008**

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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 focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary and middle level classrooms. This course is aligned with California's SB 2042 Standards. *May not be taken for credit by students who have received credit for EDML 552.*

CSUSM Course Catalog 2008-2010

Course Prerequisites: Admission to the College of Education.

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 re-designation 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, 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.

Required Texts

Echevarria, J. (2008) *Making Content Comprehensible for English Language Learners*. Pearson Education, Inc. ISBN-13:978-0-205-51886-9

Peregoy, S. F. & Boyle, O. F. (2008) *Reading, Writing, & Learning in ESL*. (5th Edition). Longman. ISBN-13:978-0-205-61136-2

English-Language Development Standards for California Public Schools K-12
www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf

WebCT account for announcements, email, grades, useful resources, etc.

Supplemental Text Referred to in Class

Selected Chapters from:

Quiocho, A. & Ulanoff, S. (2009) *Differentiated literacy instruction for English language learners*. Allyn & Bacon ISBN-13: 978-0-13-118000-0

Ebook available through www.coursesmart.com

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 Multiple Subject 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:

TPE 7: Teaching English Language Learners

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>

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.

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.

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, 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 Requirements

1. Attendance, Professional Disposition, and Class Participation 10 points or 10%

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. Interview

15 Points or 15%

The purpose of this assignment is to better understand the life and experiences of an English Language Learner. You will interview an **adult** who has learned or is learning English as a second language. This person can be a student or someone you know. Through the interview process, you will find out how the person acquired/is acquiring English and any challenges/successes faced by English Language Learners as they learn/acquire a new language and culture. A **hard copy** of the assignment will be submitted in class; length 1-2 pages maximum. More information (i.e. what type of questions to ask) on the criteria and expectations of this assignment will be explained in detail in class. A rubric will be shared for scoring this assignment. Late work will be marked down.

3. Lesson Observation

15 points or 15%

The purpose of this assignment is to observe instruction for English Language Learners in action and the strategies their 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 a number of English Language Learners at any proficiency level. Please consult with the classroom teacher first for permission. 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 in context, adapt the materials/curriculum, and provide student interaction for English Language Learners (ELLs) in the class. **Please copy & use the checklist in your *SIO P 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 *SIO P Textbook*.

Please structure your 2-3 page write-up as follows:

(1) Set the scene: Use descriptive language to help me visualize the classroom and instruction you observed.

(2) 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 (**make time to confer** with the classroom teacher for this information).

(3) Describe how the teacher engaged, grouped and promoted interaction throughout the lesson.

(4) Describe how the teacher used various instructional strategies (choose only 3 to discuss).

(5a) Determine if the lesson observed used effective strategies and determine their effectiveness

or

(5b) or explain how you would modify the lesson/activities to better serve the needs of the ELLs

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. **Submit a hard copy** of the assignment on the due date. Late work will be marked down.

4. Lesson Design

25 points or 25%

The purpose of this assignment is to integrate the practical theory and knowledge from your EDMS 544B class with this EDMS 555 class and apply it into the adopted TPA Lesson Design Template. Special attention will be applied to the section dedicated to **differentiated instruction based on the learning goals and instructional strategies-English Learner**. Your choice of instructional strategies, adaptations and effectiveness of your selected strategies, the monitoring of progress towards learning goals and your rationale for decisions made will be focused upon in this class. More information on the criteria and expectations of this assignment will be explained in detail in this class and in your other content area classes. A rubric will be shared for scoring this assignment. **Submit a hard copy** of the total Lesson Design on the due date. Late work will be marked down.

5. Collection of Lesson Designs

30 points or 30%

This Critical Assessment Task will be submitted to Taskstream as an artifact for TPE 15.

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.

TPE 15 Reflective Statement

5 points or 5%

This course requires that you address TPE 15. Write a reflective essay of approximately 250-350 words. The reflection and attached artifact (i.e. Lesson Design or your portion of the Collection of Lesson Designs) provides evidence that you have met your TPE.

Upload to your Taskstream account and “Request Feedback”.

The TPE reflective statement **must include a paragraph for each of the following** (COE format):

1. a description of the teacher candidate’s learning with respect to the specific TPE being addressed (refer to *TPEs-at-a-Glance with Salient Features* <http://lynx.csusm.edu/coe/fieldExperience/index.asp>)
2. an analysis of how the artifact(s) is (are) evidence of that learning (one paragraph for each piece of evidence)
3. a reflection describing personal significance of this learning, next steps in the journey toward continuing to meet this TPE, and how it will make you a highly qualified teacher.

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. 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. Late work will be marked down.

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

Course Requirements and Grading Standards

• 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

Total 100 points

Grading Scale

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

Schedule/Course Outline

Specific text chapters have been intentionally omitted to allow for teachable moments and needs of learners.

Date	Topic	Assignment (if any)
Session 1 August 27	Creating a Community of Learners Getting to Know Your Students through Assessment Who Are English Language Learners? Proficiency Levels	Using Peregoy & Boyle (P&B) Ch. 1 pgs.1-16; Ch. 3 pgs. 104-109 SIOp ch. 1; Quiocho ch. 2/4 Preview: Interview (two weeks to complete) Prepare for next time: P&B Ch 1 pgs. 23-28 and Ch. 2
Session 2 Sept 3	When and why they are learning the way they are learning: Second Language Acquisition Theories	Prepare for next time: P&B: ch. 3 pgs. 72-102; Ch 4 SIOp: Ch. 2 &6 Quiocho:
Session 3 Sept. 10	What are they learning? ELD Standards and Content Standards Language vs. Content Objectives Proficiency levels	Due: Interview Preview: Observation Prepare for next time: P&B: SIOp: Quiocho:
Session 4 Sept. 17	Where are they learning? Program Placements and Classroom Environment	Prepare for next time: P&B: SIOp: Quiocho:
Session 5 Sept 24	How will they learn? Building Background Knowledge Comprehensible Input	Prepare for next time: P&B: SIOp: Quiocho:
Session 6 Oct. 1	Instructional Strategies Scaffolding	Due: Observation Prepare for next time: P&B: SIOp: Quiocho:
Session 7 Oct.8	How do you know they are learning? Lesson Delivery and Assessment	Prepare for next time: P&B: SIOp: Quiocho:
Session 8 Oct. 15	Listening/Speaking Oral Language Development	Prepare for next time: P&B: SIOp: Quiocho:
Session 9 Oct. 22	Emergent Literacy: Learning to Read	Due: Lesson Design Prepare for next time: P&B: SIOp: Quiocho:

Session 10 Oct 29	Content Areas: Reading to Learn	Prepare for next time: P&B: SIOp: Quiocho:
Session 11 Nov. 5	Writing: Throughout the day and everyday	Prepare for next time: P&B: SIOp: Quiocho:
Session 12 Nov 12	Writing Part 2	Prepare for next time: P&B: SIOp: Quiocho:
Session 13 Nov. 19	Empowering and Engaging All Students: Gifted English Language Learners and English Language Learners with Special Needs Class time for Group Collaboration	Due: Collection of Lesson Designs Prepare for next time: P&B: SIOp: Quiocho:
Session 14 Nov 26**	Testing as a Genre Implications of Standardized Testing	Prepare for next time: P&B: SIOp: Quiocho:
Session 15 Dec. 3	Reflections and Future Your role as student, teacher candidate and future teacher: Social Justice/Equity issues in Classrooms today	Due: TPE 15 uploaded to Taskstream Remember to "Request Feedback."

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