

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

EDSS 555

**Single Subject Multilingual Education
CRN 40292 – EVENING COHORT**

Fall 2008

**Wednesdays: 5:30pm – 9:45pm
UH 441**

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

Course Prerequisite

Admission to the Single Subject/CLAD Teacher Credential Program.

Course Objectives

- Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.
- Demonstrate understanding of the most important goals of bilingual/multicultural education.
- Explain the theoretical framework upon which bilingual education is founded.
- Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.
- Explain the connections between bilingual education, English as a second language, SDAIE and other English learner methodologies.
- Demonstrate understanding of the meaning of culture, cultural convergence, the models of multicultural education and their implications for curriculum, instruction, and educational policy.
- 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., Vogt, M., and Short, D. (2008). *Making Content Comprehensible for English Language Learners: The SIOP Model, 3rd Edition*. Boston, MA: Allyn and Bacon.

Course Reader - available at CopyServe 754 S. Rancho Santa Fe Road, San Marcos
Phone: 599-9923

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)

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 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>

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Single Subject Credential. This course is designed to help teachers seeking the Single Subject 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. The following TPE's are addressed in this course:

Primary Emphasis:

TPE 7: Teaching English Learners

TPE 15: Social Justice and Equity

Secondary Emphasis:

TPE 1: Specific Pedagogical Skills for Subject Instruction

TPE 4: Making Content Accessible

TPE 6: Developmentally Appropriate Teaching Practices

TPE 8: Learning About the Student

TPE 9: Instructional Planning

TPE 13: Professional Growth

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.

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.

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. Prado-Olmos, Associate Dean.

Writing

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

Course Requirements

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

Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor.

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

Grading

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

ASSIGNMENT DESCRIPTIONS

Reading Reflections (5 points each) & ELD Standards 20 points

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

Social / Cultural Context of Bilingual Education	DUE: Session 1
Second Language Acquisition / BE Programs	DUE: Session 2
SDAIE Strategies in your Content Area	DUE: Session 6
Sociocultural Aspects of Schooling	DUE: Session 9

Reading Reflections will be discussed at the beginning of the class session on which they are due, and will 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 student teaching experiences, school observations, or other personal experiences in diverse settings.**

ELD Standards Requirement

For the **4th class session**, you will need to download and print the ELD standards to work with in class. You will be sent a copy of the Grades 9-12 ELD Standards via e-mail and/or have access to them on the California Department of Education website, and on Taskstream.

Questionnaire – Learning About Your English Learners 5 points – Critical Assessment Task (CAT)

In class, students will work in groups to write lists of questions to ascertain information about their English learners in the following areas: linguistic background; academic language abilities, content knowledge, and skills; physical, social and emotional development; cultural and health considerations; and interests and aspirations. From these lists, each student will create a questionnaire that can be administered to his/her English learners. This assignment is aligned to the TPAs.

ELD / SDAIE Lesson Observation

10 points

For this assignment you will observe an ELD or SDAIE lesson at your student teaching school site. Your observation can be in any classroom with English learners (ELD, SDAIE / Sheltered, or “mainstream”). Your observation write-up should include a description of; the classroom, what the teacher did, what the students did. You can refer to the SIOP Protocol on pp. 228-229 as a guideline for what to look for in an effective lesson for English learners. As part of your write-up, you should discuss how (if necessary) you would modify the lesson/activity observed in light of the information and knowledge gained in the course.

Multicultural Resources / Lesson Design

20 points

You will have the opportunity to collect multicultural resources (books, websites, text sets, etc.), and develop a lesson design based on at least one of the resources collected that is rooted in social justice and equity for high school students. The following questions should help guide your selection of multicultural resources:

- Does this resource help English learners have access to the core curriculum?
- Does this resource help scaffold an equitable classroom?
- Does this resource promote social justice and equity and/or multiple perspectives?
- Does this resource help your students feel as if they are part of the culture of the school?

The required elements of the assignment are:

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

SDAIE Lesson Plan

25 points

– Critical Assessment Task (CAT)

Applying the SDAIE methodologies and principles discussed in class, create a SDAIE lesson plan appropriate for English learners at various proficiency levels. You will write and present a lesson plan that clearly delineates how every student will be a successful learner by providing universal access to diverse students (e.g., gifted, English learners, special needs, non-readers, poor readers). Your lesson plan should include the following components:

1. Grade level, Content standard(s) / objectives, ELD standard(s) / objectives, requisite background information (i.e. Who are your students? What are your English learners’ proficiency levels? What do your students need to know prior to the lesson?) Materials / resources necessary for the lesson.
2. A plan for assessment
 - How will your students demonstrate mastery of the content and language standards / objectives?
 - What varied authentic products will be produced?
 - What multi-level assessment criteria will be used? Different levels of mastery?
3. Vocabulary and grammatical structures (if applicable) to be learned or reinforced in the lesson – how will you make vocabulary development part of the lesson?
4. How do ALL your students have access to the content you are presenting?
 - Do the activities you have designed for the lesson support the content and ELD standards you have selected?

- What SDAIE strategies are you using to make the content accessible to all your students?
 - Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work-group techniques?
 - Does the lesson incorporate multicultural / social justice and equity resources, strategies, principles, etc, that validate the language(s) and culture(s) of your students?
 - Do all students have access to academic language?
5. How will you ensure that your lesson provides equitable outcomes for ALL your students (from diverse linguistic, cultural, social and economic backgrounds)?

During several class sessions, students will have the opportunity to work on their lesson plan both individually and in small groups by applying what they have learned from the readings, class discussions, and their classroom experiences.

SDAIE Presentations

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

This assignment is aligned to address TPEs 7 and 15 (see rubric).

SDAIE Lesson Plan Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-7 Teaching English Learners	Multicultural resources are not authentic, do not reflect the diversity in schools, and the primary language of students is not considered. Lessons do not support English learners.	Candidates select some authentic MCE resources, primary language is not included or not well translated. Lesson reading and writing activities are inappropriate for levels of proficiency in English and primary language, and assessments are non-existent or inappropriate.	Candidates select authentic MCE resources that reflect diversity of the classroom, to include the primary language of English learners. Lesson plans include instructional activities appropriate for levels of proficiency in English and primary language, and have relevant assessments.	Teaching candidates include justification for the selection and purpose of each resource, taking into account the varying learning and social needs of individual students or groups in their own classroom. Lessons include language activities meet the academic and social needs of all students.
TPE-15 Social Justice and Equity	Multicultural assignment does not address issues of social justice and equity in the classroom. Lesson plans are not designed for students from diverse backgrounds.	Candidates select some multicultural resources that address issues of social justice and equity. Lesson plans do not include instructional practices for diverse students and are not grounded in theories of multicultural education.	Candidates select authentic multicultural resources that address issues of social justice and equity. Lesson plans are designed to include instructional practices that are grounded in theories of multicultural education, and provide equitable outcomes for students from different linguistic, cultural, social and economic backgrounds.	Candidates include justification for each multicultural selection that show how issues of social justice and equity are addressed for all students. Lesson plans apply instructional strategies grounded in theories and principles of multicultural education, ensure equal outcomes for all students from different backgrounds, and are designed with stakeholders representing all students in the classroom.

TPE 15 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 SDAIE 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.

Course Outline
(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Assignment
Session 1 8/27	<ul style="list-style-type: none"> • Introduction / Overview • Who are English Language Learners? • What is Social Justice and Equity? 	Banks – Literacy for SJE (Reader) Crawford – Diminished Vision of Civil Rights (Reader) Echevarria, Vogt & Short (SIOP) – Chapter 1 DUE: Reading Reflection #1 (in-class assignment)
Session 2 9/3	<ul style="list-style-type: none"> • Historical Overview of Bilingual Education– Social, Political and Legal Foundations • Second Language Acquisition: Theoretical Frameworks 	Diaz-Rico–Chapters 2 & 4 (Reader) Collier – Acquiring A 2 nd Language for School (Reader) DUE: Reading Reflection #2
Session 3 9/10	<ul style="list-style-type: none"> • BE Programs / Legal Mandates – Prop. 227 / Politics of Language • Identification/Placement/Assessment of English Learners/CELDT 	Crawford – Ch.13, Prop. 227 (Reader) Kuntz – My Spanish Standoff (Reader) Olsen – Learning English... (Reader)
Session 4 9/17	<ul style="list-style-type: none"> • Working with the ELD Standards: Profile of ELs’ proficiency levels • SDAIE Overview - Lesson Prep and Building Background • Learning About Your English Learners 	Echevarria, Vogt & Short (SIOP) – Chapters 2 & 3 DUE: Download the ELD Standards
Session 5 9/24	<ul style="list-style-type: none"> • SDAIE Strategies: Oral Language Development / Reading and Writing • SDAIE in the Content Areas 	Echevarria, Vogt & Short (SIOP) – Chapters 4 & 5 DUE: Questionnaire – Learning About Your English Learners
Session 6 10/1	<ul style="list-style-type: none"> • SDAIE Strategies: Oral Language Development / Reading and Writing • SDAIE in the Content Areas 	Echevarria, Vogt & Short (SIOP) – Chapters 6 & 7 DUE: Reading Reflection #3
Session 7 10/8	<ul style="list-style-type: none"> • SDAIE: Reading and Writing Strategies (continued) • Discussion of ELD / SDAIE Observations 	Echevarria, Vogt & Short – Ch. 8 Scarcella – Chapter 6 (Reader) DUE: ELD / SDAIE Observations
Session 8 10/15	<ul style="list-style-type: none"> • Assessment • CALLA - Instructional Strategies for English learners • Academic English • MCE Resources/Lesson Presentations 	Echevarria, Vogt & Short – Ch. 9 Chamot & O’Malley–Ch.3 (Reader) DUE: MCE Resources / Lesson Design
Session 9 10/22	<ul style="list-style-type: none"> • Parents, Families and Communities • Beyond the Classroom: Social Aspects of an EL’s schooling experiences • Special Education for ELs 	Echevarria, Vogt & Short – Ch. 10 Rubinstein-Avila – Conversing with Miguel (Reader) Quezada, et.al – Involving Latino Parents (Reader) DUE: Reading Reflection #4
Session 10 10/29	<ul style="list-style-type: none"> • SDAIE Lesson Plan Presentations • Planing for the Future • SDAIE Review / TPE 15 	DUE: SDAIE Lesson / Presentation DUE: TPE 15 Reflective Statement

Generally Accepted Attributes of Highly Effective Teachers (as seen in pre-service programs)

(Stall, 2007; Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

The following will be used as a guideline for defining each attribute:

1. **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.
2. **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket): respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.
3. **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
4. **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
5. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.
6. **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.
7. **Commitment to ensuring social justice and equity for all students:** is able to identify issues of social justice and equity in the classroom; possesses and continually develops pluralistic and divergent perspectives on educating students; holds high expectations for all learners; applies appropriate instructional strategies to ensure equal outcomes for diverse students; is willing and eager to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.
8. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

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