



SCHOOL OF EDUCATION

EDMS 555B-01 - Elementary Multilingual Education – CRN 40607
UH 440 Mondays, 4:00-6:45pm
16 Week Course Fall 2012

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Office Hours: By appointment; before or after class

School of Education Mission Statement

The mission of the School 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/socio-cultural 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 Prerequisites Admission to the Multiple Subject/CLAD Teacher Credential Program

Course Objectives

1. Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US and knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.
2. Demonstrate understanding of the most important goals of bilingual/multicultural education. Understand and apply research and its effects on the dimensions of learning in bilingual education program models.
3. Explain the theoretical framework upon which bilingual education is founded and demonstrate understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on program design and educational achievement.

4. Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.
5. Explain the connections between bilingual education, English as a second language, and SDAIE, SDAIS/CALLA methodologies. Apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice
6. Demonstrate understanding of models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy. Become cognizant of the fact that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.
7. Gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and varying perspectives of the populations referenced in *the Non-Discrimination Policy of the State of California*
8. Demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.
9. Promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and understanding of the family as a primary language and cultural resource.

Unique Course Requirements (optional)

Teacher candidates will be required to observe specific strategies for ELD / SDAIE instruction in a classroom setting at a local school with students who are English Learners. Details for observation will be provided by instructor.

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.

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

Moodle – Assigned articles and other related information

TaskStream Account to upload your TPAs

Recommended Text: Echevarria, J., Vogt, M., and Short, D. (2008). *99 Ideas and Activities for Teaching English Learners with The SIOP Model*. Boston, MA: Allyn and Bacon.

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)

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

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

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

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

For this course: Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Be cognizant of punctuality, since arriving late or leaving early by more than 20 minutes counts as an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence. Unless extraordinary circumstances are made known, this is not negotiable.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

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.

CSUSM Academic Honesty Policy

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

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

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

Plagiarism:

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

Use of Technology:

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

Electronic Communication Protocol:

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

School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

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

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

Course Requirements

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 School of Education. **Note: Professor reserves the right to change, add to, or delete any material or assignment from the course.**

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| • Attendance, Participation, & Professional Disposition (instructor's discretion) | 10 points |
| • 3 Reading Reflections (5 points each) | 15 points |
| • Multicultural Books Annotated Bibliography & Presentation | 10 points |
| • EL/Immigrant Interview | 15 points |
| • Questionnaire – Learning About Your English Learners | 5 points |
| • ELD/SDAIE Lesson Observation & Write-up | 15 points |
| • Multicultural SDAIE “Unit” Plan (Critical Assessment Plan) | 20 points |
| • TPE 15 – Action Plan / Reflective Statement | 10 points |

Total 100 points

Grading Standards

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 the class meeting. 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. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. **Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).**

90 – 100	A
80 - 89	B
70 – 79	C

ASSIGNMENT DESCRIPTIONS

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. Please see the guidelines for the **School of Education Attendance Policy** and the attendance requirements for this course on page 3 of this syllabus. Please communicate any attendance issues directly with the instructor.

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. See *Generally Accepted Attributes of Highly Effective Teachers* at end of this syllabus to fully *understand expectations for attendance, professional disposition, and class participation* as it relates to this course and your grade.

Reading Reflections (5 points each) & ELD Standards **15 points**
Assignments Due: September 10, October 15, and November 12

Reflections based on your reading assignments are due on the dates listed on your course outline. Hard copies of the 3 reading reflections will be brought to class and discussed at the beginning of the session on which they are due. Late reflections will be marked down. Reflections **must** include:

- A written *summary and analysis* of one of the assigned readings that reflects understanding of the key concepts. Length: 1-2 typed pages maximum.
- The reflection must include *connections* between the topics and teaching English Learners. Relate connections with specific examples from classroom observations, tutoring, volunteer work, or other personal experiences in diverse settings.

Reading Reflections – Scoring Rubric (5 points total)

Criteria	Developing – 1 point	Approaching – 3 points	Meets – 5 points
TPE 7 English Learners	Candidate demonstrated none/limited knowledge and application of pedagogical theories, principles, and instructional practices for comprehensive instruction of ELs. Candidate integrated none/limited personal thoughts, connections, & questions in achieving new insights.	Candidate demonstrated some knowledge and application of pedagogical theories, principles, and instructional practices for comprehensive instruction of ELs. Candidate integrated some personal thoughts, connections, & questions in achieving new insights.	Candidate demonstrated knowledge and application of pedagogical theories, principles, and instructional practices for comprehensive instruction of ELs. Candidate integrated personal thoughts, connections, & questions in achieving new insights.
TPE 15 Social Justice and Equity	Candidate demonstrated none/limited understanding on valuing socially equitable teaching, learning, and schooling in a variety of settings. Candidate integrated none/limited personal thoughts, connections, & questions in achieving new insights.	Candidate demonstrated some understanding on valuing socially equitable teaching, learning, and schooling in a variety of settings. Candidate integrated some personal thoughts, connections, & questions in achieving new insights.	Candidate demonstrated understanding on valuing socially equitable teaching, learning, and schooling in a variety of organizational settings. Candidate integrated personal thoughts, connections, & questions in achieving new insights.
Reflection Guidelines	Candidate followed none/limited directions on how to structure and submit reading reflection. Candidate demonstrated none/limited engagement/participation in group discussions.	Candidate followed some directions on how to structure and submit reading reflection. Candidate demonstrated some engagement/participation in group discussions.	Candidate has followed all directions on how to structure and submit reading reflection. Candidate demonstrated full engagement & participation in group discussions.

ELD Standards Requirement

For the **4th class session**, you will need to download and print (optional) the ELD standards to work with in class. The ELD Standards - Grades K-12 are available on the following California Department of Education website. [PDF] [English Language Development Standards - Curriculum Frameworks](#)

Multicultural Books Annotated Bibliography & Presentation

10 points

Assignment due on Cougar Course after presentation

Select and present 2 multicultural books that represent the heritage, culture, language or social justice issues pertaining to students in K-8 education. This culturally responsive literature is essential to reaching all students, to introduce a lesson, or augment a topic (i.e., immigration, diversity, traditions, customs, family, etc.). At least one book must be bilingual. You will *write an annotated bibliography* that will be posted on Cougar Courses for your classmates to access as a resource. You will bring the books to class, *make a short presentation*, and allow classmates to view the books. Our CSUSM library has a wonderful children's library at the **Baharona** Center on the 5th floor. The APA annotated bibliography should include the author, date, title, city, and publisher along with a short description of the book theme and content. Sample will be provided in class. Students will sign-up to present. Presentations will be ongoing through semester.

Multicultural Books Annotated Bibliography & Presentation - Scoring Rubric (10 points)

Criteria	Developing – 2 points	Approaching – 3 points	Meets – 5 points
TPE 7 Lesson meets Teaching English Learners TPE 15 Lesson meets Social Justice and	Candidate may not know how to select multicultural books grounded in the principles of critically responsive literature that address issues of social justice and equity for diverse populations. Candidate followed limited directions on how to write an APA annotated bibliography. Books may or may not be bilingual.	Candidate knows how to select multicultural books grounded in the principles of critically responsive literature that address issues of social justice and equity for diverse populations. Candidate followed partial directions on how to write an APA annotated bibliography. At least 1 book is bilingual.	Candidate knows how to select multicultural books grounded in the principles of critically responsive literature that address issues of social justice and equity for diverse populations. Candidate followed all directions on how to write an APA annotated bibliography. At least 1 book is bilingual.
Presentation	Book presentation was limited in techniques to make it vivid or engaging. Book may or may not have been shared with class.	Book presentation incorporated some techniques to make it vivid and engaging. Book shared with class.	Presentation techniques enhanced book: engaging and vivid . Book shared with class

Questionnaire – Learning About Your English Learners

5 points

Assignment due on Cougar Course, October 8, 2012

The purpose of this assignment is to provide insight of the various factors that impact the success of EL students in your future classroom. This is aligned to the Teacher Performance Assessments (TPAs). 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 his/her own unique questionnaire*. This questionnaire can be administered to your future English learners. Submit questionnaire on Cougar Course for credit.

EL/Questionnaire - Scoring Rubric (5 points)

Criteria	Developing – 2 points	Approaching – 3 points	Meets – 5 points
Learning About English Learners	Teacher candidate had incomplete information to ascertain background of ELs. Candidate's questions briefly address all the topics. Candidate followed few directions on how to structure and submit	Teacher candidate had adequate information to ascertain background of ELs. Candidate's questions addressed some of the topics. Candidate followed some directions on how to structure and submit questionnaire.	Teacher candidate provided excellent information to ascertain background of ELs. Candidate's questions clearly & effectively addressed the topics. Writing was focused and well organized . Demonstrated full

	questionnaire. Demonstrated limited engagement & participation in class activities & group discussions.	Demonstrated some engagement & participation in class activities & group discussions.	engagement & participation in class activities & group discussions.
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EL/Immigrant Interview

15 points

Assignment due October 22, 2012

The purpose of this assignment is to better understand the life of an English Learner and/or immigrant living in our country. You will *interview and write* about 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 has acquired or is acquiring English and any challenges and/or successes faced by immigrants as they learn a new language and culture. Guideline for the interview questions will be shared in class. Assignment hardcopy will be submitted in class; length 2-3 pages maximum.

EL/Immigrant Interview - Scoring Rubric (15 points)

Criteria	Developing – 2 points	Approaching – 3 points	Meets – 5 points
TPE 7 Teaching English Language Learners	Teacher candidate conducted interview and write up for assignment. Candidate briefly described all the topics. Writing followed order given.	Teacher candidate conducted interview and write up for assignment. Candidate somewhat described all the topics. Writing followed order given.	Teacher candidate conducted interview and write up as describe in assignment directions. Candidate communicated the topics clearly and effectively . Writing was focused and well organized .
TPE 15 Social Justice And Equity	Candidate was unaware of knowledge & understanding of issues regarding social justice. Candidate integrated few personal thoughts and insights learned regarding the experiences of ELL/Immigrants in the US.	Candidate was partially aware of knowledge & understanding of issues regarding social justice. Candidate integrated some personal thoughts and insights learned regarding the experiences of ELL/Immigrants in the US.	Candidate was able to demonstrate knowledge and understanding of issues regarding social justice. Candidate integrated various personal thoughts and insights learned regarding the experiences of ELL/Immigrants in the US.
Guidelines: SDAIE Observation	Candidate followed few directions on how to structure and submit interview. Included or omitted interview notes. Demonstrated partial engagement & participation in group discussions.	Candidate followed some directions on how to structure and submit interview. Included interview notes. Demonstrated some engagement & participation in group discussions.	Candidate followed all directions on how to structure and submit interview (referred to directions given in class). Included interview notes. Demonstrated full engagement & participation in group discussions.

ELD / SDAIE Lesson Observation and Write-up

15 points

Assignment due October 29, 2012

For this assignment you will *observe an English Language Development (ELD) or Specially Designed Academic Instruction in English (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, and how you would modify the lesson/activity observed in light of the information and knowledge gained in this course. Make a copy of the SIOP Checklist in textbook pp. 234-235 as a guideline for what to look for in an effective lesson for

English Learners. Check off the boxes and take notes as you observe the class. This will guide you through the lesson components. You will *turn in the SIOP checklist with your write-up* as part of your lesson observation grade. That gives you all the descriptions and terminology you will need to write the paper. A hard copy of the assignment will be brought to class; length 2-3 pages maximum.

SDAIE Lesson Observation and Write-Up - Scoring Rubric (15 points)

Criteria	Developing – 2 points	Approaching – 3 points	Meets – 5 points
TPE 7 Teaching English Language Learners	Teacher candidate is unable to determine if instructional practices and adaptations to lesson observed are consistent with pedagogical theories, access to the state-adopted content standards, and differentiated instruction for English language learners. Candidate has not mentioned how to modify or supplement lesson from knowledge learned in the course.	Teacher candidate is partially able to determine if instructional practices and adaptations to lesson observed are consistent with pedagogical theories, access to the state-adopted content standards, and differentiated instruction for English language learners. Candidate has made some mention on how to modify or supplement lesson from knowledge learned in the course.	Teacher candidate is able to determine if instructional practices and adaptations to lesson observed are consistent with pedagogical theories, access to the state-adopted content standards, and differentiated instruction for English language learners. Candidate has clearly explained how to modify or supplement lesson from knowledge learned in the course.
TPE 15 Social Justice And Equity	Candidate of English learners is unaware if lesson observed values socially equitable teaching, learning, and schooling in a variety of organizational settings in public education.	Candidate of English learners is partially aware if lesson observed values socially equitable teaching, learning, and schooling in a variety of organizational settings in public education.	Candidate of English learners is very aware if lesson observed values socially equitable teaching, learning, and schooling in a variety of organizational settings in public education by examples given in the write-up.
Guidelines: SDAIE Observation	Candidate has followed few directions on how to structure and submit observation. Candidate has not attached a completed <i>SIOP</i> checklist.	Candidate has followed some directions on how to structure and submit observation. Candidate has attached a partial <i>SIOP</i> checklist with some notes used during observation.	Candidate has followed all directions on how to structure and submit observation. Candidate has attached a completed <i>SIOP</i> checklist with notes used during observation.

TPE 15 – Action Plan / Reflective Statement

10 points

Assignment due on Cougar Course, November 26, 2012

In this course, you are specifically responsible for demonstrating that you have met TPE 15: Social Justice and Equity in your coursework. Each student will *create a personalized diversity / social justice action plan* designed specifically for his/her English learners and/or their parents. Your plan will discuss how you, as a future teacher of English Learners, will address an issue of diversity, social justice and/or equity in your school classroom. Your plan will include the following; identifying / defining the issue you have chosen to address, a description of the English Learners and/or parents your plan is designed for, a reflection of the reasons you chose the issue, and a description of the personalized action plan (specific activities) you have created. Your action plan and reflective statement **MUST** reference TPE 15 so that you are demonstrating how you have met the TPE through this assignment.

Drafts on your TPE 15 Action Plan / Reflective Statements are due for peer review and analysis. See the course outline for due dates. Final Action Plan will be submitted to Cougar Courses.

TPE 15 Action Plan / Reflective Statement – Scoring Rubric (10 points)

Criteria	Developing – 2 points	Approaching – 3 points	Meets – 5 points
TPE 15 Action Plan / Reflective Statement meets Social Justice and Equity	Candidate does not address or clearly define an issue of social justice and equity in the action plan / reflective statement. Activities for action plan are scant or inappropriate for EL students and/or parents.	Candidate addresses and defines an issue of social justice and equity adequately in the action plan / reflective statement. Activities for action plan are adequate for EL students and/or parents.	Candidate fully understands and can apply issues of social justice and equity for ELs. Candidate clearly addresses and provides excellent description of an issue in the action plan / reflective statement that is grounded in TPE 15. Activities are appropriate for EL students and/or parents.
Guidelines	Candidate has followed few directions on how to structure and submit Action Plan / Reflective Statement. Limited preparation & participation in peer review and analysis could have affected outcome.	Candidate has followed some directions on how to structure and submit Action Plan / Reflective Statement. Partial or full preparation & participation in peer review and analysis could have affected outcome.	Candidate has followed all directions on how to structure and submit Action Plan / Reflective Statement. Full preparation and participation in peer review and analysis is evident.

SDAIE / Multicultural Unit Lesson Plan and Resources – Critical Assessment Task (CAT)

20 points

Assignment due December 10, 2012

Applying the Specially Designed Academic Instruction English (SDAIE) methodologies and principles you have learned in class, you will *create a SDAIE lesson plan* that includes an accurate assessment plan, instructional strategies, and interactive activities that are 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, poor readers, non-readers). This is a group task (2-4 students) and members will need to coordinate unit lessons around a central theme.

In addition, you will have the opportunity to *collect multicultural resources* (books, websites, articles, videos, etc.), that are rooted in multicultural education / social justice and equity for elementary school students. The term “multicultural” includes the following categories; race or ethnicity, gender, religion, sexual orientation, socioeconomic status, age, and physical or mental ability and language.

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. Group lessons will be compiled into a notebook and submitted to professor. Detailed information on assignment will be shared in class. Students will have the opportunity to *present their Multicultural Unit Plan & Resources* in a poster session format and/or round table discussions.

SDAIE Multicultural Unit Plan / Presentation - Scoring Rubric (20 points)

Criteria	Developing – 2 points	Approaching – 3 points	Meets – 5 points
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<p>TPE 7</p> <p>Lesson meets Teaching English Learners</p>	<p>Candidates know and can apply few of the pedagogical theories, principles, and instructional practices for English learners. Candidates do not comprehend key academic concepts and ideas for the development of a SDAIE lesson.</p>	<p>Candidates know some pedagogical theories, principles, and instructional practices for English learners. Candidates partially apply pedagogy in a comprehensive manner. Some of the SDAIE lesson components are included, but ideas are partially developed or inconsistent.</p>	<p>Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of all English learners. SDAIE lesson components are clearly stated and developed in lessons.</p>
<p>TPE 15</p> <p>Lesson meets Social Justice and Equity</p>	<p>Candidates do not address issues of social justice and equity in the classroom, and lessons are not designed for students from diverse backgrounds. Multicultural resources are scant or inappropriate for EL students or lesson.</p>	<p>Candidates have addressed some issues of social justice and equity. Lessons partly include instructional practices for diverse students and are inconsistently grounded in theories of multicultural education.</p>	<p>Candidates know and can apply issues of social justice and equity in the classroom. Lessons include instructional strategies that are grounded in multicultural education, and provide equitable outcomes for all students from different linguistic, cultural, social and economic backgrounds.</p>
<p>Calendar , Thematic Plan & Guidelines: SDAIE Unit Plan</p>	<p>Candidate followed few directions on how to write calendar & connect all content areas for multicultural unit. Candidate has followed few directions on how to structure and submit SDAIE Unit Plan. Limited participation in class/group preparation & planning could have affected outcome.</p>	<p>Candidate followed some directions on how to write calendar & connect all content areas for multicultural unit. Candidate has followed some directions on how to structure and submit SDAIE Unit Plan. Partial or full participation in class/group preparation & planning could have affected outcome.</p>	<p>Candidate followed all directions on how to write calendar & strongly connect all content areas appropriately for multicultural unit. Candidate has followed all directions on how to structure and submit SDAIE Unit Plan. Full participation in class/group preparation & planning is evident.</p>
<p>Poster Session Presentation</p>	<p>Presentation of SDAIE Unit Plan was limited in techniques to make it vivid, engaging, and incorporate visual aids in class. Displayed limited resources appropriate for multicultural unit.</p>	<p>Presentation of SDAIE Unit Plan incorporated some techniques to make it vivid, engaging, and incorporate visual aids in class. Resources reflected some appropriate resources for multicultural unit.</p>	<p>Various techniques incorporated into the presentation of SDAIE Unit Plan to make it vivid, engaging with the use of visuals. All resources highly appropriate for multicultural unit.</p>

Tentative Schedule/Course Outline

The instructor reserves the right to alter the instructional timeline, add, delete, and/or change topics and assignments in response to individual and class needs.

EDMS 555B – 01 Elementary Multilingual Education CRN 40607 Dr. Rosario Diaz Greenberg Fall 2012		
Date	Topic	Assignment
Session 1 August 27	Community of Learners/ Valuing Cultural Identity <ul style="list-style-type: none"> • Introduction / Overview / Syllabus • Who are English Learners? • What is Sheltered Instruction? • Explain Reflections & MC Book Bibliography 	SIOP Ch. 1: Sheltered Instruction Bring copy of syllabus
Session 2 September 3	Labor Day!!!!	No class today!
Session 3 September 10	Supporting Second Language Acquisition <ul style="list-style-type: none"> • Theoretical Frameworks & EL Programs • Historical Overview of Bilingual Education • Preparing Lessons for ELs • Explain EL Interview Assignment 	SIOP Ch. 2: Lesson Preparation Cougar Courses: Forbidden Language (Gándara & Hopkins, 2010) Due: Journal Reflection 1
Session 4 September 17	Informing Instructional Decisions <ul style="list-style-type: none"> • CELDT Assessment & Results • English Language Development Standards • Lesson Development: Building Background 	SIOP Ch. 3: Building Background Due: Download ELD Standards, CDE Website
Session 5 September 24	From Theory into Practice <ul style="list-style-type: none"> • Lesson Development: Comprehensible Input & Strategies; SIOP Checklist • Explain SDAIE/ELD Lesson Observation/Write-up 	SIOP Ch. 4: Comprehensible Input SIOP Ch. 5: Strategies
Session 6 October 1	Techniques, Strategies, & Linguistic Needs <ul style="list-style-type: none"> • Differentiating Instruction • Lesson Development: Student Interaction • Explain EL Questionnaire Activity & Assignment 	SIOP Ch. 6: Interaction
Session 7 October 8	Content Instruction <ul style="list-style-type: none"> • Lesson Development: Practice & Application • Making content accessible to ELs • How to use textbooks for instruction with ELs 	SIOP Ch. 7: Practice & Application Due: Questionnaire – Learning About Your English Learners - Cougar Course
Session 8 October 15	Assessing Learning to Guide Instructional Practices <ul style="list-style-type: none"> • Lesson Development; Formal & Informal Assessments; Accountability; Progress Monitoring • ELD Strategies & Academic Language 	SIOP Ch. 8: Lesson Delivery SIOP Ch. 9 “Review & Assessment” Due: Journal Reflection 2

Session 9 October 22 NO face-to-face Class	Strategies for ELs <ul style="list-style-type: none"> EL Interview Discussion: analysis & synthesis Online Session! 	Cougar Courses: Case Study (Brantley, 2007) Due: Interview with EL/Immigrant
Session 10 October 29	Culturally Responsive Teaching <ul style="list-style-type: none"> Debrief/Discuss ELD/SDAIE Observations Integrating a Culture & Language Curriculum Explain "SDAIE Multicultural Unit Plan" Writer's Workshop – MC Lessons/Unit Plan 	Cougar Courses Due: ELD / SDAIE Observation Write-up
Session 11 November 5	Parental Support & Involvement <ul style="list-style-type: none"> Involving Parents, Families, and Communities Writer's Workshop - SDAIE MC Unit Plans Special Education Issues Regarding ELs Special Ed.& Accommodations	Cougar Courses: Latino Parents (Quezada, et. al, 2003) Bring necessary materials to develop unit plan. SIOP Ch.10: Special Ed. and ELLs Due: Journal Reflection 3
Session 12 November 12	Veteran's Day! School is closed today!	No class today!
Session 13 November 19 NO face-to-face Class	Writer's Workshop – Group work <ul style="list-style-type: none"> Work on SDAIE MC Unit Plans Use class time to meet with groups Provide peer review for Action Plan 	Cooperataive Learning/Group work Due: TPE15 Action Plan for Peer Review
Session 14 November 26	Special Education Issues Regarding ELs Discuss Ch 10 SIOP Chp 8 and 9	Bring your sample work for feedback. Due: TPE15 Action Plan - Cougar Course
Session 15 December 3	Differentiation of instruction for SDAIE MC Unit Plans <ul style="list-style-type: none"> Prepare for Poster Session Finaliaze SDAIE MC Unit Plan 	Bring your sample work for feedback.
Session 16 December 10	Teaching & Learning – Celebration <ul style="list-style-type: none"> Poster Session of completed MC Units & roundtable presentations Course evaluations 	Due: Multicultural Unit Plan and Poster/Table Celebration

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:

- General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.
- 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.
- 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.