



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDMI 555
Title	Mid Level Multilingual Education
CRN	41024
Days	Vary (See super syllabus)
Time	9:00-11:45 and 12:45-3:30
Course Location	Woodland Park Middle School 1270 Rock Springs Road San Marcos, 92069
Semester / Year	Fall 2015
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Hours	By Appointment or before/after class

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

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. May not be taken for credit by students who have received credit for EDML 552. Requires participation in the public schools.

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

Course Prerequisites

Admission to the Single 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

Students will be required to do classroom observations in schools and have access to elementary students to conduct some class assignments.

Credit Hour Policy Statement

This course is delivered in a face-to-face instruction. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Texts

- *Making Content Comprehensible for English Language Learners: The SIOP Model, 4th Edition.* (Echevarria, Vogt, & Short, 2013). ISBN: 978-0-13-268972-4
- *Common Core for the Not-So-Common Learner, Grades 6-12 English Language Arts Strategies.* (Hongsfeld & Dove, 2013). ISBN: 9781452257815

Cougar Courses

- You can download the ELD standards from the CDE website (www.cde.ca.gov)
- Download: 2012 English Language Development Standards for California Public Schools K-12. You can download the ELD standards from the CDE website (<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>)
- Download: California's Common Core State Standards from California Department of Education Common Core website (www.cde.ca.gov/re/cc).
- Download: Appendices A-D and Glossary from 2012 ELD Standards (<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>)

Task Stream Account

You will need to set up an account for your Multiple Subject Credential.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to (SWBAT):

- **SWBAT** to explain the basic terms, philosophies, goals, problems, issues, history, research, theoretical frameworks, and practices related to the education of language minority students, program design and educational achievement in California and the US through reading reflections and TPE 15 – Action Plan / Reflective Statement.
- **SWBAT** to demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California through reading reflections.
- **SWBAT** to apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice (bilingual education, English as a second language, and SDAIE, SDAIS/CALLA methodologies) through lesson plan development.
- **SWBAT** to demonstrate understanding of models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy through lesson observations and write-up.
- **SWBAT** to become cognizant of the fact that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community through English Learner Questionnaire and Multicultural Book and Multimedia Tool Presentation.
- **SWBAT** to 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 through reading reflections and lesson development.
- **SWBAT** to 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 through TPE 15 Action Plan / Reflective Statement.

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. Candidates 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 Single 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 15: Social Justice and Equity

Teacher candidates will be able to identify issues of social justice and equity in the classroom and can apply appropriate instructional strategies to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how 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.

TPE 7: Teaching English Learners

Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.¹ They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

¹ Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, 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. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

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

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997.*)

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate 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.

Candidates with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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. Candidates 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

Course Format

This course format is offered in a traditional face-to-face instruction following an 8-week cycle.

Necessary Technical Competency Required of Students

This course may have a few online sessions. To successfully complete online activities, you need to use Cougar Courses (download course documents, watch presentations and videos, upload your assignments, post discussion responses and reply to peers' posts, join online chats, etc.). You need to use e-mail effectively and know how to attach files. It is best that you know how to make minor configuration changes in a Web browser (change font sizes, open and close tabs, allow or disable pop-ups and plug-ins, enable Cookies and JavaScript, etc.). In addition, you are expected to use office applications (such as a word processor, a presentation tool, a spreadsheet tool, an image viewer, a PDF reader, etc.), engage in collaboration and file sharing (such as Dropbox and/or Google Drive & Apps), and apply Web literacy skills (conduct an effective search with a search engine, evaluate trustworthiness of web content, understand copyrights). Lastly, you may need to troubleshoot basic hardware and software problems.

Contact Information for Technical Support Assistance

If you need any technical support, contact IITS Student Help Desk: <http://www.csusm.edu/sth/>.

Use of Technology

Candidates 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. It is expected that work will be turned in on time. Note: Professor reserves the right to change, add to, or delete any material or assignment from the course.

* Attendance, Participation, & Professional Disposition	10 points
* 4 Reading Reflections (5 points each) (Due 9/18, 9/21, 10/2, 10/9)	20 points
*Multicultural Book and Multimedia Tool Presentation (Due throughout course)	10 points
* EL Questionnaire – Learning About Your English Learners (Due 9/28)	10 points
* ELD/SDAIE Lesson Observation & Write-up (Due 10/12)	15 points
* TPE 15 – Action Plan / Reflective Statement (Due 10/5)	10 points
* Draft & Final Lesson Plan - Multicultural Resources & SDAIE (Due 10/12-16)	25 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. 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).** A minimum of a C+ is required to pass this course.

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

ASSIGNMENT DESCRIPTIONS

Electronic Submissions of Assignments

This course is mostly paperless. Assignments are to be turned to Cougar Course on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman. Resources and/or citations will be referenced using APA format.

NOTE: Full assignment guidelines can be found on Cougar Courses. Rubrics for assignments and checklist are at end of this syllabus.

Attendance, Participation, and Professional Disposition - 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 syllabus.

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.

Reading Reflections Forum (4 reflections X 5 points each) - 20 points

Due 9/18, 9/21, 10/2, 10/9

Reflections based on your reading assignments, classroom discussions and clinical practice observations. Please post your reflections by the due date on the dates listed on your course outline. You are welcome and encouraged to respond to your colleagues’ thoughts but it is not a requirement. Reflections can include connections made between your reaction to the text, class discussions and observing English Learners. Think about the “take aways” and your interaction with the text. What are things you would like to implement or take from the readings that are important to you as a future teacher?

Multicultural Book & Multimedia Tool Presentation - 10 points

Due: Presentations due throughout course

Based on your discipline and with a partner create and present a multicultural presentation that will illustrate how you will either

- build community in your classroom
- teach a lesson with a multicultural emphasis (using literature, a cultural hero, alternate math strategy, etc)
- honor diversity in your classroom

Please be resourceful in researching your idea and creating your plan.

English Learner Questionnaire – Learning about Your English Learners - 10 points

Due: 9/28

In class, students will work in groups to write lists of questions to ascertain information about their English Learners (ELs) in the following areas: linguistic background; academic language abilities, content knowledge, home life 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 utilized with your ELs. Try to think of questions that elicits language from your EL students, not just “yes” or “no” answers. Think about the language proficiency of your students. Indicate the grade level and possible PLD level of the students. You may add directions, introduction, or decorate it with border or clip art to make it attractive to your students (optional).

You will administer the questionnaire to an EL student. You will reflect on your questions & student responses. What did you find valuable about this process? How would you improve your questionnaire? How did you elicit information to help you plan for instruction and get to know your EL students better? After administering your questionnaire to an EL student, upload your questionnaire with a paragraph reflection on our Cougar Course by the due date. Share your findings in class.

ELD / Sheltered Instruction Lesson Observation - 15 points

Due: 10/12

For this assignment you will observe an English Language Development or Sheltered Instruction [Specially Designed Academic Instruction in English (SDAIE) or Sheltered Instruction Observation Protocol (SIOP)] lesson at your clinical practice school site. Your observation can be in any classroom with English Learners (ELD, SDAIE / Sheltered, or “mainstream”). You will first predict (hypothesize) what SIOP strategies you believe you will be observing during the lesson. Your observation write-up should include a description of the classroom, the SIOP techniques the teacher used, and how the students interacted with the lesson and peers. You will use the SIOP Protocol located in your textbook on pp. 292-293 as a checklist (data collection) and guideline for what to look for in an effective lesson for English Learners.

In your write-up, you will also discuss your hypothesis about the strategies and the results. Then think of how (if necessary) you would modify the lesson/activity observed in light of the information and knowledge gained in the course. Submit an electronic copy of the lesson observation to our Cougar Course. We will take time to discuss what was observed in class.

TPE 15 – Action Plan / Reflective Statement - 10 points

Due: 10/7

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.

Draft & Final Sheltered Instruction (SDAIE/SIOP) / Multicultural Lesson Plan - 25 points

Due: 10/14-16

Applying the Sheltered Instruction [Specially Designed Academic Instruction in English (SDAIE) or Sheltered Instruction Observation Protocol (SIOP)] methodologies and principles you have learned in class, you will *create a SDAIE/SIOP 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, struggling learners). 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, apps, etc.), that are rooted in multicultural education / social justice and equity for 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.

There will be opportunities to work on lesson plans during some class sessions and receive feedback from instructor. Students will apply what they have learned from the readings, class discussions, and their classroom experiences. Detailed information on assignments will be shared in class. Students will have the opportunity to *present their Multicultural Unit Plan & Resources in class*. All drafts and final lesson plans will be submitted to Cougar Course.

SCHEDULE/COURSE OUTLINE

Session # Dates/ Times	Topics	Reading and Assignments Due
<u>Session 1</u> Sept. 4 9:00am- 11:45	Building a multicultural community -Introduction / Overview / Syllabus -Who are English Learners? -Diverse Characteristics of ELs -What is Sheltered Instruction? -SIOP Introduction -Discuss <i>Multicultural Book/Multimedia Assignment</i>	Have access to a syllabus Read: __c Sign-up for MC Book/ Multimedia presentations in class
<u>Session 2</u> Sept. 10 12:45-3:30	Second Language Acquisition -Historical Overview of Bilingual Education: Theories & Research -SIOP Components: Lesson Design with Language Objectives -Common Core Key Shifts and Implications for ELs -Discuss <i>EL Questionnaire</i>	Read: __ "Forbidden Language" on Cougar Courses __ <i>SIOP Model</i> Ch. 2 Lesson Preparation p.24-44
<u>Session 3</u> Sept. 11 12:45- 3:30pm	Good Teaching -CELDT and ELPAC Assessments -1999 ELD Standards /2012 ELD Standards and PLDs -Stages of Language Development -Building Background Knowledge	Read: __ Diaz-Rico on CC- "Learning about L2 Acquisition" __ <i>SIOP Model</i> Ch. 3 Bldg Background p.63-75 __ <i>Common Core</i> Ch. 1 Introduction Download: 1999 & 2012 ELD Standards
<u>Session 4</u> Sept. 14 9:00am- 11:45	Putting Thought Into Action Part 2 -Objectives -Comprehensible Input & Strategies -SIOP Checklist Practice	Read: __ <i>SIOP Model</i> Ch. 4 Comp. Input p.95-104 __ <i>SIOP Model</i> Ch. 5 Strategies p.115-131
<u>Session 5</u> Sept. 18 9:00am- 11:45	Putting Thought Into Action Part 2 -Differentiating Instruction - Active Participation -Lesson Development: Student Interaction -Discuss <i>ELD/ SDAIE Lesson Observation & Write-up</i>	Read: __ <i>SIOP Model</i> Ch. 6 Interaction p.143-160 __ <i>Common Core</i> Ch. 6 Core Speaking and Listening Strategies Due: Reading Reflection
<u>Session 6</u> Sept. 21 9:00- 11:45am	Engagement and Comprehension Part 1 -Video: "Helping ELLs Grasp the Full Picture " on Cougar Courses -Common Core Speaking & Listening Strategies	Read: __ <i>SIOP Model</i> Ch. 7 Practice/ Application p.171-181 __ <i>SIOP Model</i> Ch. 8 Lesson Delivery p.191-200 Due: Reading Reflection
<u>Session 7</u> Sept. 28 9:00- 11:45am	Engagement and Comprehension Part 2 -Language Forms and Functions -Academic Language -2012 ELD Standards Appendices A, B, & C *Observe ELD/SDAIE Lesson!	Read: __ <i>Common Core</i> Ch. 2 Strategies for Academic Language Development __ <i>Common Core</i> Ch. 4 Reading Strategies for Informational Texts Due: EL Questionnaire/Write up

Session # Dates/ Times	Topics	Reading and Assignments Due
<u>Session 8</u> Oct. 2 12:45- 3:30pm	Assessment - Depth of Knowledge (DOK) -Formative and Summative Assessments -The Achievement Gap	Read: __ <i>SIOP Model</i> Ch. 9 Review & Assessment p.210-225 Due: Due: Reading Reflection
<u>Session 9</u> Oct. 5 9:00- 11:45am	ELA's at the core -Integrating a Culture & Language Curriculum -GLAD Strategies Parental Involvement -Involving Parents, Families, and Communities of ELs - <i>Discuss TPE 15 Action Plan</i>	*Bring Ideas of how to involve EL families in your school site. Due: TPE Action Plan
<u>Session 10</u> Oct. 9 9:00- 11:45am	Special Concerns, Considerations & Situations -EL's with Learning Disabilities -Special Ed. & Accommodations for ELs	Read __ <i>SIOP Model</i> Ch.10: Special Ed. and ELLs p.238-257 Due: Reading Reflection
<u>Session 11</u> Oct.12 9:00am- 3:30pm	Long-Term ELs -Long Term English Learners (LTELs) -Transferable Skills between Spanish/English	Read: __ <i>Common Core</i> Ch. 5 Writing Strategies Due: ELD/SDAIE Lesson Observation & Write-up
<u>Session 12</u> Oct. 16 9:00am- 3:30pm	The Workshop Model -Making content accessible to EL's - Writing Strategies -Scaffolding for Success <i>-Discuss SDAIE Multicultural Thematic Unit</i>	Read: __ "Reparable Harm "Article p.1-47 on Cougar Courses Due: Final Lesson Plan
<u>Session 13</u> Oct. 19 9:00am- 11:45am	Bilingualism, Past, Present & Future -Becoming Bilingual Video Writer's Workshop -Prepare for MC Unit Presentation	* Bring your MC Unit Plan draft for peer review & feedback.