

<b>Course Number</b>	<b>EDMS 555 (04)</b>
<b>Title</b>	<b>Elementary Multilingual Education</b>
<b>CRN Number</b>	<b>42330</b>
<b>Days</b>	<b>Mondays</b>
<b>Time</b>	<b>8:30 AM - 3:00 PM</b>
<b>Course Location</b>	<b>Maie Ellis Elementary School, Fallbrook UESD</b>
<b>Semester / Year</b>	<b>Fall 2015</b>
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### **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 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**

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 ACCOUNTS

Echevarria, J., Vogt, M.E., & Short, D. (2013) *Making content comprehensible for elementary English language learners: The SIOP model, 2<sup>nd</sup> Edition*. Boston: Pearson. ISBN: 978-0-13-336260-2

Honigsfeld, A. & Dove, M. G. (2013) *Common core for the not-so-common learner: English language arts strategies, Grades K-5*. Thousand Oaks, CA: Corwin. ISBN: 9781452257822

### Other Course Material Available

#### **Links Posted on Cougar Course**

Free Download 2012 English Language Development Standards for California Public Schools K-12 from the CDE website at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

Free Download Appendices A-D and Glossary from 2012 ELD Standards at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

Free Download Adopted *ELA/ELD Framework* Chapters at <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

Free Download CA Common Core State Standard, California Department of Education Common Core at [www.cde.ca.gov/re/cc](http://www.cde.ca.gov/re/cc)

### TaskStream Account

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

### Recommended Texts (optional – not required)

Short, D. & Echevarria, J. (2016) *Developing academic language with SIOP model*. Boston: Pearson. ISBN 978-0-13-708524-8.

Echevarria, J., Richards-Tutor, C. & Short, D. (2015). *Response to intervention (RTI) and English learners: Using the SIOP Model*. Boston: Pearson. ISBN 978-0-13-343107-0

Echevarria, J., Vogt, M.E., & Short, D. (2008) *99 ideas and activities for teaching English language learners with the SIOP model*. Boston: Pearson. ISBN: 978-0-205-52106-7

*eStandards* – Free California Common Core and ELD State Standards app

## 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 Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

#### **TPE 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.<sup>1</sup> 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.

### **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](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.

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<sup>1</sup> 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.

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*).

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+. This also applies to tutoring activities during our class sessions that are part of your cohort learning experience. Arriving late or leaving early by more than 20 minutes to class or tutoring 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. In an 8 week course, one day is equivalent to 2 class sessions (2 weeks of class). So, missing 1 entire day will constitute 2 absences for the course.

### **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](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

For this class: 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.

### **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.

### **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 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. 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 3-unit 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.

### **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 AND GRADED COURSE COMPONENTS

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) 20 points
- Multicultural Book and Multimedia Tool Presentation 10 points
- EL Questionnaire – Learning About Your English Learners 10 points
- ELD/SDAIE Lesson Observation & Write-up 15 points
- TPE 15 – Action Plan / Reflective Statement 10 points
- Draft & Final Lesson Plan - Multicultural Resources & SDAIE 25 points

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Total 100 points

### Grading Standards and Policy on Late/Missed Work

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, Professional Disposition, & Student Collaboration - 10 points**

First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, cooperative learning structures, 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 (4 reflections X 5 points each) - 20 points**

Reflections based on your reading assignments are due on the dates listed on your course outline. Submit electronic copies of the reading reflections on our Cougar Course. Reflections must include connections that can be made between your reaction to the text and teaching English Learners, with specific examples from your classroom observation experiences, tutoring, or other personal experiences in diverse settings. 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? One page maximum. The reading reflections are a way to verify that the assigned readings for that week have been completed. Resources and/or citations will be referenced using APA format. More information will be provided in class.

**Reading Reflection Rubric – 5 Points**

<b>Criteria</b>	<b>Developing 1-2 Points</b>	<b>Approaching 3-4 Points</b>	<b>Meets 5 Points</b>
TPE 7 English Learners and Followed Reflection Guidelines	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, & experiences in achieving new insights. Candidate followed none/limited directions on how to structure and submit reading reflection. Candidate demonstrated none/limited engagement/participation in group discussions.	Candidate demonstrated some knowledge and application of pedagogical theories, principles, and instructional practices for comprehensive instruction of ELs. Candidate integrated some personal thoughts, connections, & experiences in achieving new insights. Candidate followed some directions on how to structure and submit reading reflection. Candidate demonstrated some engagement/participation in group discussions.	Candidate demonstrated knowledge and application of pedagogical theories, principles, and instructional practices for comprehensive instruction of ELs. Candidate integrated personal thoughts, connections, experiences & questions in achieving new insights. Candidate has followed all directions on how to structure and submit reading reflection. Candidate demonstrated full engagement & participation in group discussions.

**Multicultural Book & Multimedia Tool Presentation - 10 points**

Select and present a multicultural book and a multicultural website/app/multimedia tool that represent the heritage, culture, language or social justice issues pertaining to students in K-8 education. This culturally responsive literature/media tool is essential to reaching all students, to introduce a lesson, or augment a topic (ie., immigration, diversity, traditions, customs, family, etc.) or a resource to you as an educator. It would be great if the book and/or media site is a bilingual resource. You will bring the book to class and show us the website/multimedia tool by making a *short presentation on how you would use them in your class and the type of activities that would stem from ELD Standards, you could do with these resources to teach about a theme/ content and elicit language development.* Our CSUSM library has a wonderful children’s library with many bilingual books at the Barahona Center on the 5th floor. Examples will be provided in class. Students will sign-up for a 10 minute presentation. Presentations will be ongoing throughout the semester. More information will be provided in class.

**Multicultural Multimedia Book Presentation Rubric – 10 Points**

<b>Criteria</b>	<b>Developing 5-6 Points</b>	<b>Approaching 7-8 Points</b>	<b>Meets 9-10 Points</b>
TPE 7 Lesson meets Teaching English Learners  TPE 15 Lesson meets Social Justice and Equity	Candidate may not know how to select multicultural books & multimedia tool/websites grounded in the principles of critically responsive literature that address issues of social justice and equity for diverse populations. Presentation techniques did not enhanced book/website: lacked vividness. Book/multimedia tool related activities shared with class.	Candidate knows how to select good multicultural books & multimedia tool/websites grounded in the principles of critically responsive literature that address issues of social justice and equity for diverse populations. Presentation techniques enhanced book/website. Book/multimedia tool related activities shared with class.	Candidate knows how to select excellent multicultural books & multimedia tool/websites grounded in the principles of critically responsive teaching that address issues of social justice and equity for diverse populations. Excellent presentation techniques enhanced book/website: engaging and vivid. Book/multimedia tool & related activities shared with class.

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

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, 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 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). More information will be provided in class.

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.

### **EI Questionnaire-10 Points**

<b>Criteria</b>	<b>Developing 2 Point</b>	<b>Approaching 3 Points</b>	<b>Meets 5 Points</b>
Learning About English Learners	Teacher candidate had incomplete information to ascertain background of ELs. Candidate's questions briefly address all the topics. Writing didn't followed format given.	Teacher candidate had adequate information to ascertain background of ELs. Candidate's questions addressed some of the topics. Writing followed format given.	Teacher candidate provided excellent information to ascertain background of ELs. Candidate's questions clearly & effectively addressed the topics. Writing was focused and well organized.
Interview Guidelines	Candidate followed few directions on how to structure and submit questionnaire. Demonstrated limited engagement & participation in class activities & group discussions.	Candidate followed some directions on how to structure and submit questionnaire. Demonstrated some engagement & participation in class activities & group discussions.	Candidate followed all directions on how to structure and submit questionnaire (referred to directions given in class). Demonstrated full engagement & participation in class activities & group discussions.

### **ELD / Sheltered Instruction Lesson Observation - 15 points**

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 student teaching school site or online. 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. More information will be provided in class.

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 (3-5 pages maximum). Share your findings in class.

**Eld/Sdaie Lesson Observation - 15 Points**

<b>Criteria</b>	<b>Developing 1-2 Points</b>	<b>Approaching 3-4 Points</b>	<b>Meets 5 Points</b>
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>S/OP</i> checklist.	Candidate has followed some directions on how to structure and submit observation. Candidate has attached a partial <i>S/OP</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>S/OP</i> checklist with notes used during observation.

**TPE 15 – Action Plan / Reflective Statement - 10 points**

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. More information will be provided in class.

**TPE Action Plan Rubric – 10 Points**

<b>Criteria</b>	<b>Developing 2 Point</b>	<b>Approaching 3 Points</b>	<b>Meets 5 Points</b>
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.

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

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, differentiated instruction, academic language development, 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). 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. More information and a lesson template will be provided in class.

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.

**Multicultural Thematic Unit-Lesson Plan Rubric- 25 Points**

<b>Criteria</b>	<b>Developing 0-2 Points</b>	<b>Approaching 3-4 Points</b>	<b>Meets 5 Points</b>
TPE 7 Lesson meets Teaching English Learners	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/SIOP lesson.	Candidates know some pedagogical theories, principles, and instructional practices for English learners. Candidates partially apply pedagogy in a comprehensive manner. Some of the SDAIE/SIOP lesson components are included, but ideas are partially developed or inconsistent.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of all English learners. SDAIE/SIOP lesson components are clearly stated and developed in lessons.
TPE 15 Lesson meets Social Justice and Equity	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.	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.	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.
Differentiated Instruction (edTPA)	Candidate demonstrated limited or no differentiation of instruction/assessments.	Candidate incorporated some differentiate instruction and assessments for levels.	Candidate can clearly differentiate instruction and assessments for various levels.
Academic Language (edTPA)	Candidate demonstrated limited or no evidence of academic language instruction.	Candidate incorporated some evidence of academic language instruction.	Candidate clearly incorporated academic language development in lesson/assessments.
Guidelines: SDAIE lesson Plan	Candidate has followed <b>few</b> directions on how to structure and submit SDAIE/SIOP lesson Plan. <b>Limited</b> participation in class/group preparation & planning could have affected outcome. <b>Limited</b> resources appropriate for multicultural lesson.	Candidate has followed <b>some</b> directions on how to structure and submit SDAIE/SIOP lesson Plan. <b>Partial or full</b> participation in class/group preparation & planning could have affected outcome. Resources reflected <b>some</b> appropriate resources for multicultural lesson.	Candidate has followed <b>all</b> directions on how to structure and submit SDAIE/SIOP lesson Plan. <b>Full</b> participation in class/group preparation & planning is evident. All resources/books <b>highly appropriate</b> for multicultural lesson.

Detailed information on assignments will be shared in class. Students will have the opportunity to share their assignments in class. All drafts and final lesson plans will be submitted to Cougar Course. Please keep a record of your assignments.

**Checklist for assignments: EDMS 555**

<b>Assignments</b>	<b>Points</b>	<b>Points Earned</b>	<b>Submit assignments</b>
Attendance, Participation & Personal Disposition	10 points	Professor's discretion	N/A
Reading Response 1	5 points		Cougar Course
Reading Response 2	5 points		Cougar Course
Reading Response 3	5 points		Cougar Course
Reading Response 4	5 points		Cougar Course
Multicultural Book and Multimedia Tool Presentation	10 points		Cougar Course
EL Questionnaire – Learning About Your ELs	10 points		Cougar Course
ELD/SDAIE Lesson Observation & Write-up	15 points		Cougar Course
TPE 15 – Action Plan / Reflective Statement	10 points		Cougar Course
Draft & Final Lesson Plan - Multicultural Resources & SDAIE	25 points		Cougar Course
<b>Total</b>	100 points		

My Notes:



## TENTATIVE SCHEDULE/COURSE OUTLINE

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

Date	Topic	Assignment
Week 1 Sessions 1, 2, & 3 <b>8/31/15</b>  Course Objectives: 1, 2, 3, 4, 7	<ul style="list-style-type: none"> <li>▪ Introduction / Overview / Syllabus</li> <li>• Who are English Learners (ELs)? Who are Long Term English Learners (LTELs)?</li> <li>▪ Second Language Acquisition - L2 Theories and Research</li> <li>▪ History &amp; Politics of Bilingual Education</li> <li>▪ Identification of EL students – CELDT &amp; ELPAC Assessments</li> <li>▪ SIOP Components/Checklist</li> <li>▪ Language and Content Objectives</li> <li>▪ Building Background</li> <li>▪ <b>Explain</b> Reading Reflections &amp; MC Book/Multimedia Assignment</li> </ul>	<b>Readings</b> _SIOP Ch1 Sheltered Instruction _SIOP Ch2 Lesson Preparation _SIOP Ch3 Building Background _Dove Ch1 Not-So Common Learners (NSCL) - Intro _Cougar Course: <i>Forbidden Language</i> (Gándara & Hopkins, 2010)  <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>▪ Readings and be prepared to discuss</li> <li>▪ Bring copy of syllabus</li> <li>▪ Sign-up for MC Book/Multimedia presentations in class</li> </ul>
Week 2 <b>9/7/15</b>	Labor Day	Catch-up on your reading!
Week 3 Sessions 4, 5, & 6 <b>9/14/15</b>  Course Objectives: 4, 5, 6	<ul style="list-style-type: none"> <li>▪ What is Sheltered Instruction?</li> <li>▪ Comprehensible Input &amp; Strategies</li> <li>▪ 2012 ELD Standards and PLDs</li> <li>▪ Differentiating Instruction</li> <li>▪ Common Core S/L Strategies</li> <li>• Lesson Development: Student Interaction</li> <li>• <b>Explain</b> SDAIE/ELD Lesson Observation and Write-up</li> <li>▪ <b>Explain</b> &amp; develop EL Questionnaire</li> </ul>	<b>Read:</b> _SIOP Ch4 Comprehensible Input _SIOP Ch5 Strategies _SIOP Ch6 Interaction _SIOP Ch7 Practice/Application _Dove Ch7 - NSCL Core Speaking/Listening Strategies  <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>▪ Reading Reflection 1 – What have you learned about the SIOP Model and the NSCL?</li> <li>▪ Download ELD Standards, CDE Website; and Common Core State Standards</li> <li>▪ MC Book/Multimedia Presentations</li> </ul>
Week 4 Sessions 7 &  <b>9/21/15</b>  Course Objectives: 4, 5, 6	<ul style="list-style-type: none"> <li>▪ Lesson Delivery</li> <li>▪ Formative and Summative Assessments, DOK</li> <li>▪ Academic Language/ Language Forms and Functions</li> <li>▪ 2012 ELD Standards Appendix B: Learning About How English Works</li> <li>▪ Scaffolding</li> <li>▪ 2012 ELD Standards Appendix C: Theoretical Foundations</li> <li>▪ <b>Explain</b> SIOP/SDAIE Multicultural Lesson</li> </ul>	<b>Read:</b> _SIOP Ch8 Lesson Delivery _SIOP Ch9 Review & Assessment _Dove Ch2 NSCL Strategies Academic Lang. Dev. _Cougar Course: <i>Building Academic Vocabulary</i> (Short & Echevarria, 2016)  <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>▪ Reading Reflection 2 – What have you learned about academic language and how should you incorporate assessments into a lesson?</li> <li>▪ MC Book/Multimedia Presentations</li> </ul>

Date	Topic	Assignment
Week 5 Sessions 9 & 10 9/28/15  Course Objectives: 4, 5, 6	<ul style="list-style-type: none"> <li>▪ Culturally Responsive Teaching</li> <li>▪ GLAD</li> <li>▪ 2012 ELD Standards Appendix A: Foundational Literacy Skills for ELs</li> <li>▪ ELA/ELD Framework</li> <li>▪ How to use textbooks with ELs</li> <li>▪ Share EL Questionnaire Outcomes</li> <li>▪ <b>Explain</b> TPE 15 Action Plan</li> <li>▪ Workshop – lesson plan</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>_ Dove Ch4 NSCL Informational Texts</li> <li>_ Dove Ch5 NSCL Foundational Skills Strategies</li> </ul> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>▪ Reading Reflection 3 – What have you learned about reading informational text and foundational skills with ELs?</li> <li>▪ Bring your lesson draft from EDMS 511 or 521 so we can add our components for ELs</li> <li>▪ Bring necessary materials to develop lesson plan</li> <li>▪ Submit &amp; share EL Questionnaire outcomes – Learning About Your English Learners</li> <li>▪ MC Book/Multimedia Presentations</li> </ul>
Week 6 Sessions 11 & 12 10/5/15  Course Objectives: 4, 5, 6, 8	<ul style="list-style-type: none"> <li>▪ Special Education Issues Re: ELs</li> <li>▪ Making content accessible to ELs</li> <li>▪ Transferable Skills between Spanish/English</li> <li>▪ Teaching with the Brain in Mind</li> <li>▪ Workshop – lesson plan</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>__SIOP Ch10 RTI, Special Ed. and ELs</li> <li>__Dove Ch6 NSCL Writing Strategies</li> <li>_ Cougar Course: <i>Distinguish Disability from Linguistic Differences</i> (Echevarria, Richards-Tutor &amp; Vogt, 2015)</li> </ul> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>▪ Reading Reflection 4 – What have you learned about RTI, Special Education and writing strategies for ELs?</li> <li>▪ MC Book/Multimedia Presentations</li> <li>▪ Bring your MC Lesson draft for peer review &amp; feedback. Make changes and then submit your MC lesson Plan drafts to CC</li> <li>▪ Bring necessary materials to work on lesson plan</li> </ul>
Week 7 Sessions 13 & 14 10/12/15  Course Objectives: 4, 5, 6, 9	<ul style="list-style-type: none"> <li>▪ Feedback on lesson plans</li> <li>▪ Involving Parents, Families, and Communities of ELs</li> <li>▪ Becoming Bilingual – dual language education</li> <li>▪ Debrief ELD/SDAIE Observations</li> <li>▪ Final conferences with instructor about lesson plans</li> <li>▪ Workshop – lesson plan</li> </ul>	<p><b>Read:</b></p> <p>Cougar Course: <i>Latino Parents</i> (Quezada et. al, 2003)</p> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>▪ MC Book/Multimedia Presentations</li> <li>▪ ELD / SDAIE Observation Write-Up</li> <li>▪ Bring your Draft of TPE15 for peer review</li> </ul>
Week 8 Session 15 10/19/15	<ul style="list-style-type: none"> <li>▪ Project Based Learning (PBL) and English Language Learning</li> <li>▪ 21st Century learning – Global Learning Networks</li> <li>▪ Sharing action plans and lesson plans</li> <li>▪ Course Evaluations &amp; celebration</li> </ul>	<p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>▪ MC Book/Multimedia Presentations</li> <li>▪ TPE15 Action Plan</li> <li>▪ Final Multicultural Lesson Plan</li> </ul>
Final Exam	There will be no final exam for this course.	<b>N/A</b>