

<b>Course Number</b>	<b>EDSS 555 (02)</b>
<b>Title</b>	<b>Secondary Multilingual Education</b>
<b>CRN Number</b>	<b>41030</b>
<b>Days</b>	<b>Mondays</b>
<b>Time</b>	<b>9:45 – 12:15pm</b>
<b>Course Location</b>	<b>UH 444</b>
<b>Semester / Year</b>	<b>Fall 2015</b>
<b>Professor</b>	<b>Annette M. Daoud, Ph.D.</b>
<b>Phone</b>	<b>760.750.8519</b>
<b>E-Mail</b>	<b>adaoud@csusm.edu</b>
<b>Office</b>	<b>UH 410</b>
<b>Hours</b>	<b>After class and by appointment</b>

### **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 secondary classrooms.

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

### **Course Prerequisites**

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

### **Course Objectives / Learning Outcomes**

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

- Explain the basic terms, philosophies, goals, issues, research, history, state and federal legal mandates and practices related to the placement and education of English learners in California and the U.S.
- Demonstrate knowledge and application of pedagogical theories, principles and practices, development of academic language and making content accessible to English learners in content area classrooms.
- Explain the theoretical frameworks upon which bilingual education, multicultural education and social justice and equity are founded, and their implications for curriculum, instruction, and educational policy.
- Explain the purposes, goals, content and connections among bilingual education, English as a second language, SDAIE and other English learner methodologies and programs, the implementation of curriculum development and instructional programs based on language and content development.
- Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.
- Demonstrate ability to use initial, formative and summative assessment to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in state-adopted content standards.
- Demonstrate ability to differentiate instruction based on students' primary language and proficiency levels in English, and considering students' cultures, level of acculturation and prior schooling.
- Demonstrate understanding of students' individual factors affecting language acquisition and content knowledge including motivation, participation, and achievement as well as understanding influences on learning such as intercultural classroom climate and school community.
- Demonstrate ability to promote authentic parental / guardian participation in schooling, and the importance of students' family and cultural backgrounds as well as communicating effectively with parents and families in planning instruction and supporting student learning.
- Demonstrate ability to assume leadership roles, understand policies and practices that impact the schooling experiences of English learners.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy, this is a 3-unit "lecture" mode of instruction course in which each class meeting corresponds to at least 2 hours of learning outside the course.

## **REQUIRED TEXTS, MATERIALS AND ACCOUNTS**

Echevarria, J., Vogt, M., and Short, D. (2014). *Making Content Comprehensible for Secondary English Learners: The SIOP Model*. 2nd Edition. Boston, MA: Pearson.

Course Readings - available on the EDSS 555 course website (Cougar Courses)

## TEACHER CANDIDATE LEARNING OUTCOMES

### 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 a 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 7 – Teaching English Learners
- TPE 15 – Social Justice and Equity

### 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). The Single Subject Program will use edTPA.

#### **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).

## GENERAL CONSIDERATIONS

### 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.

## **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*).

**This course:** Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. **Teacher candidates may have one absence or portion of a class absence (late arrival or early departure) with no penalty. Second absence will result in a decrease of a half-letter grade (5%).** Third absence, tardy, or early departure will result in a Statement of Concern and possible failure of class. Statement of Concern will require the candidate to write an action plan to resolve the issue. **A total of three statements of concern on this and/or other issues combined** warrant exit from the program. No credit will be given if you miss an in-class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

## **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**

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

## **CSUSM Academic Honesty Policy**

Students will be expected to achieve 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)

### **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.

### 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 teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates 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. **Assignments not handed-in on the due date will lose 10% of earned credit per day.**

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|--|-----------|
| • In-class participation                                       | 10 points |
| • Reading Responses  | 20 points |
| • ELD / SDAIE Lesson Observation                               | 10 points |
| • SDAIE (Vocabulary) Lesson and Planning Commentary            | 10 points |
| • Home-School Communication Action Plan                        | 5 points  |
| • SDAIE "Multicultural" Lesson Plan and Planning Commentary    | 25 points |
| • SJE Action Plan / TPE 15 Reflective Statement & Presentation | 20 points |

### Grading Standards

92 – 100	A	90 – 91	A-
88 – 89	B+	82 – 87	B
80 – 81	B-	78 – 79	C+
72 – 77	C	70 – 71	C-

### Final Exam Statement

This course does not have a final exam.

## ASSIGNMENT DESCRIPTIONS

### In-class Participation

**10 points**

All teacher candidates are expected to participate in class activities, collaborate with their peers and demonstrate reflective learning. Teacher candidates who do not attend a class session or do not actively participate in class activities will not receive participation points for that session. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting.

### Reading Responses (4 points each)

**20 points**

There are five (5) Reading Responses (4 points each) due throughout the semester. Responses are approximately **one paragraph** in length and will be posted to the course website (Cougar Course) before the class session in which they are due. The topics/themes covered in each Reading Response as they relate to the candidates' **experiences with English learners** will be discussed during the class session on which they are due. Responses **must** include:

- A written analysis of the assigned topic that reflects understanding of the key concepts, including comments / analysis from the required readings.
- A reference to the required reading by using at least one citation that supports the analysis of your response.

Readings Response Components / Criteria	No Credit	Partial Credit	Full Credit
<b>Analysis</b> 3 points	Response did not include an analysis of the readings	Response includes an analysis of one or more of the assigned readings	Response includes an analysis of the assigned readings AND an understanding of the connections between the readings and teaching English learners
<b>Reference</b> 1 point	Response did not reference the required readings	Response referenced the required readings but did not include a citation	Response referenced the required readings and included at least one citation

### ELD / SDAIE Lesson Observation

**10 points**

For this assignment you will observe an ELD or SDAIE lesson at your 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, and what the students did. You can refer to the SIOP Protocol on pp. 292-293 as a guideline for what to look for in an effective lesson for English learners. As part of your write-up, you should discuss why the lesson/activity observed was effective for the English learners in the class in light of the information and knowledge gained in the course.

ELD/SDAIE Observation Components / Criteria	No Credit	Partial Credit	Full Credit
<b>Description of the class</b> 2 points	Write-up did not include a description of the class	Write-up includes a partial description (i.e., type of class and the total number of students in the class)	Description of the class includes; type of class, number of students AND number and proficiency levels of ELs
<b>Instructional Tasks (What the teacher did)</b> 4 points	Write-up did not include a description of the instructional strategies used by the teacher observed in the lesson	Write-up includes a description of the instructional strategies used by the teacher observed in the lesson	Write-up includes a description of identified <b>SDAIE</b> instructional strategies used by the teacher observed in the lesson AND an analysis of why the strategies were effective
<b>Learning Tasks (What the students did)</b> 4 points	Write-up did not include a description of the student activities observed in the lesson	Write-up includes a description of the student activities observed in the lesson	Write-up includes a description of the student activities observed in the lesson AND an analysis of why the activities were effective for the English learners in the class

**SDAIE (Vocabulary) Lesson and Planning Commentary****10 points**

Each candidate will write a lesson that clearly incorporates the SDAIE methodologies discussed in class and in course readings thus far in the semester. Your SDAIE (vocabulary) lesson should be appropriate for English learners at various ELD proficiency levels in your content area classroom. Your SDAIE (vocabulary) lesson will include an accurate assessment plan, instructional and learning tasks that are based on your English learners' proficiency level(s). Along with the SDAIE lesson, you also will submit a brief planning commentary where you will describe the reasons / rationales for each component of your lesson.

**2015 Single Subject Lesson Plan Rubric**

<b>Design Component &amp; Criteria</b>	<b>Approaching</b>	<b>Meets</b> (includes the criteria for Approaching)	<b>Exceeds</b> (includes the criteria for Approaching & Meets)
<b>BACKGROUND INFO</b> Title, Curriculum Area & Grade Level	Provides a title that is related to the lesson activity	& addresses the unit it belongs to and in what curriculum area and grade	& describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.
<b>Resources</b>	All instructional materials needed to implement the lesson are listed.	All instructional materials that are needed to implement the lesson are listed and described.	& all materials listed for the unit are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz...
<b>CENTRAL FOCUS</b> Standards, Enduring Understandings & Essential Questions	Identifies the CA and ELD Standards and describes the rationale for teaching this lesson ( <i>big ideas- enduring understandings, essential questions</i> ) ...	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson...	& explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning.
<b>EVIDENCE OF LEARNING</b> Objectives & Assessments	Both CA Content and ELD Standards are addressed in an objective that contains a condition, verb, and criteria and is assessed	& each objective is labeled by the type ( <i>cognitive, affective, psychomotor or language</i> ), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative)	& expectations are clearly communicated to students via rubric, model or sample student work.
<b>INSTRUCTIONAL &amp; LEARNING TASKS</b>	Provide a list of steps the teacher will take to implement the lesson and describes what the students will do during the instructional steps...	& underlines or highlights the differentiation strategies for specific students (content, process &/or product)...	& provides a written script for teacher and times for each student activity.
<b>Self-Evaluation</b> (10% will be deducted if not included)	Provides a copy of the rubric with the lesson plan...	& highlights or circles the evaluated criteria for each lesson component...	& provides evidence for each criteria marked.

**Home – School Communication Action Plan****5 points**

Teacher candidates will research “best practices” of communicating with parents / guardians, particularly those whose primary language is not English. Based on their findings, each candidate will create an action plan of how he/she plans to communicate with all parents and guardians upon becoming a teacher.

**SDAIE “Multicultural” Lesson Plan and Planning Commentary****25 points**

Applying the SDAIE methodologies and principles you have learned in class, you will create a SDAIE lesson plan appropriate for English learners at various proficiency levels. You will write 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). Your lesson will be based on a multicultural / culturally responsive / socially just resource (website, book, article, video, etc.) aligned to your content area and appropriate for your middle / high school students. **PLEASE note that requirements have**



been added to the **Single Subject Lesson Rubric for this assignment**. Please use the SDAIE “Multicultural” Lesson Plan Rubric (provided below AND on Cougar Courses) to guide your work.

Along with the lesson, you also will submit a **detailed** planning commentary where you will describe the reasons / rationales for each component of your lesson. During several class sessions, candidates will have the opportunity to work on their lesson plans and planning commentaries both individually and in small groups by applying what they have learned from the readings, class discussions, and their classroom experiences. ***This assignment is aligned to address TPEs 7 and 15.***

*Please note:* The term “multicultural” includes the following categories; race or ethnicity, gender, religion, sexual orientation, socioeconomic status, age, and physical or mental ability and language.

**2015 Single Subject SDAIE “Multicultural” Lesson Plan Rubric**

<b>Design Component &amp; Criteria</b>	<b>Approaching</b>	<b>Meets</b> (includes the criteria for Approaching)	<b>Exceeds</b> (includes the criteria for Approaching & Meets)
<b>BACKGROUND INFO</b> Title, Curriculum Area & Grade Level	Provides a title that is related to the lesson activity	& addresses the unit it belongs to and in what curriculum area and grade	& describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.
<b>Resources</b>	All instructional materials needed to implement the lesson are listed.	All instructional materials that are needed to implement the lesson are listed and described.	& all materials listed for the unit are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz...
<b>CENTRAL FOCUS</b> Standards, Enduring Understandings & Essential Questions	Identifies the CA and ELD Standards and describes the rationale for teaching this lesson ( <i>big ideas- enduring understandings, essential questions</i> ) <b>AND provides appropriate proficiency level(s) of the ELD Standard based on identified EL student information ...</b>	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson... <b>INCLUDING appropriate proficiency level(s) of the ELD Standard based on identified EL student information</b>	& explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning. <b>AND is appropriate for the proficiency level(s) of the ELD Standard based on identified EL student information</b>
<b>EVIDENCE OF LEARNING</b> Objectives & Assessments	Both CA Content and ELD Standards are addressed in an objective that contains a condition, verb, and criteria and is assessed <b>at the appropriate proficiency level(s) for the identified EL students in the class</b>	& each objective is labeled by the type ( <i>cognitive, affective, psychomotor or language</i> ), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative) <b>AND is differentiated at the appropriate proficiency level(s) for the identified EL students in the class</b>	& expectations are clearly communicated to students via rubric, model or sample student work, <b>AND is differentiated at the appropriate proficiency level(s) for the identified EL students in the class</b>
<b>INSTRUCTIONAL &amp; LEARNING TASKS</b>	Provide a list of steps the teacher will take to implement the lesson and describes what the students will do during the instructional steps, <b>AND includes appropriate SDAIE strategies for the identified ELs in the class</b> ...	& underlines or highlights the differentiation strategies for specific students (content, process &/or product), <b>including appropriate SDAIE strategies for the identified ELs in the class as well as how ELs have access to academic language...</b>	& provides a written script for teacher and times for each student activity <b>including appropriate SDAIE strategies for the identified ELs in the class as well as how ELs have access to academic language.</b>

<b>Self-Evaluation</b> (10% will be deducted if not included)	Provides a copy of the rubric with the lesson plan...	& highlights or circles the evaluated criteria for each lesson component...	& provides evidence for each criteria marked.
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**SJE Action Plan / TPE 15 Reflective Statement & Presentation**

**20 points**

In EDSS 555, you are specifically responsible for demonstrating that you have met TPE 15: Social Justice and Equity in your coursework. Each candidate will create a personalized Social Justice & Equity action plan designed specifically for his/her English learners and/or their families and communities. Your plan will discuss how you, as a future teacher of English learners, will address an issue of social justice and/or equity in a middle / high school context. 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 of the SJE Action Plans / TPE 15 Reflective Statements are due throughout the semester for peer review and analysis. **You MUST post your final SJE Action Plan / TPE 15 Reflective Statement to the course website (Cougar Courses) in order to receive credit for this assignment.**

**Candidates will present their SJE Action Plans at the MA Poster Session on December 1<sup>st</sup>.**

<b>SJE Action Plan Components/Criteria</b>	<b>No Credit</b>	<b>Partial Credit</b>	<b>Full Credit</b>
<b>To Name</b> 2 points	An issue is not named in the SJE Action Plan	An issue is named in the SJE Action Plan	An issue is named in the SJE Action Plan that includes the implications for English learners
<b>To Reflect Critically</b> 4 points	The SJE Action Plan does not include a critical reflection of the identified issue	The SJE Action Plan includes a critical reflection of the identified issue	The SJE Action Plan includes a critical reflection of the identified issue with references to course readings, discussions / interviews with colleagues, and/or your experiences with English learners
<b>To Act</b> 5 points	An action plan addressing an identified issue is not included	An action plan addressing the identified issue is included	An action plan addressing an identified issue is included with specific steps / processes / timeline that demonstrates how social justice and equity for English learners will be achieved
<b>TPE 15 Reflective Statement</b> 4 points	A reflective statement is not included	A reflective statement is included that generally addresses TPE 15	A reflective statement identifying specific aspects of TPE 15 that are addressed in the action plan is included
<b>Presentation</b> 5 points	Candidate does not prepare or present the SJE Action Plan	Candidate prepares a presentation but does not present his/her SJE Action Plan at the MA Poster Presentation	Candidate prepares and presents his/her SJE Action Plan at the MA Poster Presentation

**SCHEDULE / COURSE OUTLINE**  
**Timeline Subject to Change pending “Teachable” Moments**

Date	Topic	Assignment(s)
<b>Session 1</b> August 31	<ul style="list-style-type: none"> <li>• Introduction / Overview</li> <li>• Schooling Experiences of California’s English learners</li> <li>• What is Social Justice and Equity?</li> </ul>	Banks – Teaching Literacy for SJE  Olsen – Reparable Harm: Fulfilling the Un-kept Promises for CA’s Long Term English Learners
<b>Session 2</b> September 7 (Labor Day)  <b>ONLINE</b>	<ul style="list-style-type: none"> <li>• Learning about your English learner students for effective instructional planning</li> <li>• Pre-test Survey</li> </ul>	Echevarria, Vogt & Short (SIOP) – Chapter 1  <b>DUE:</b> Data – Who Are the English learners at your school site? <b>DUE:</b> Survey questions – learning about your ELs  <b>DUE:</b> Complete Leading & Learning Pre-test Survey
<b>Session 3</b> September 14	<ul style="list-style-type: none"> <li>• Working with the ELD Standards: Profile of English Learners’ proficiency levels</li> <li>• SIOP Overview - Building Background / Vocabulary Development</li> </ul>	Echevarria, Vogt & Short (SIOP) – Chapters 2 & 3  Appendix C: Theoretical Foundations & Research Base for the CA ELD Standards  <b>DUE:</b> Reading Response # 1  <b>DUE:</b> Download the California ELD Standards - from the course website (Grades 6, 7, 8, 9-10 / 11-12) or the CDE website
<b>Session 4</b> September 21	<ul style="list-style-type: none"> <li>• Collaborative Lesson Planning Session</li> <li>• Using SDAIE strategies</li> </ul>	Echevarria, Vogt & Short (SIOP) – Chapters 4 & 5  <b>DUE:</b> <i>Vocabulary words / concepts for lesson planning session</i>
<b>Session 5</b> September 28	<ul style="list-style-type: none"> <li>• Second Language Acquisition: Theoretical Frameworks / Theory to Practice</li> <li>• What Can Classroom Teachers Do – Analyzing injustices and beginning to take socially just and equitable actions</li> </ul>	Diaz-Rico & Weed – Learning about Second Language Acquisition  Collier – Acquiring A 2 <sup>nd</sup> Language for School  <b>DUE:</b> Reading Response # 2
<b>Session 6</b> October 5  <b>ONLINE</b>	<ul style="list-style-type: none"> <li>• Historical Overview of Bilingual Education– Social, Political and Legal Foundations</li> <li>• Bilingual Education Programs / Instruction for Secondary English learners</li> </ul>	Diaz-Rico – Programs for English Learners  Gandara, et.al – Forbidden Language  <b>DUE:</b> Reading Response # 3
<b>Session 7</b> October 12	<ul style="list-style-type: none"> <li>• Collaborative Lesson Planning Session</li> <li>• Differentiated Assessments for ELs</li> </ul>	Echevarria, Vogt & Short (SIOP) – Chapters 8 & 9  <b>DUE:</b> <i>Draft of SDAIE lesson</i>  <b>DUE:</b> ELD / SDAIE Observation

Date	Topic	Assignment(s)
<b>Session 8</b> October 19	<ul style="list-style-type: none"> <li>• SDAIE Lesson "Presentations" – SDAIE in the Content Areas</li> <li>• Academic English / SDAIE - Reading and Writing Strategies</li> <li>• Social Justice and Equity Action Plans</li> </ul>	Echevarria, Vogt & Short (SIOP) – Chapters 6 & 7  Dutro & Kinsella – ELD: Issues and Implementation for Grades 6-12 (Chapter 3)  <b>DUE:</b> SDAIE (Vocabulary) Lesson & Planning Commentary
<b>Session 9</b> October 26	<ul style="list-style-type: none"> <li>• Beyond the Classroom: Social Aspects of an English learner's schooling experiences</li> <li>• Special Education and ELs</li> <li>• Multicultural / Socially Just / Culturally Responsive Lesson Planning</li> </ul>	Echevarria, Vogt & Short(SIOP)– Ch. 10  Diaz-Rico & Weed – Culturally Responsive Schooling (Ch. 10)  Rubinstein-Avila – Conversation with Miguel  <b>DUE:</b> Reading Response # 4
<b>Session 10</b> November 2	<ul style="list-style-type: none"> <li>• Identification/Placement/Assessment of English Learners / CELDT</li> <li>• Multicultural / Socially Just / Culturally Responsive Lesson Planning</li> </ul>	CDE - CEDLT Frequently Asked Questions  California English Learner Proficiency Test 'Almost Guarantees' EL Classification, Study Shows  <b>DUE:</b> Reading Response #5
<b>Session 11</b> November 9	<ul style="list-style-type: none"> <li>• Parents, Families and Communities</li> </ul>	Quezada, et.al– Involving Latino Parents  LeFevre & Snow – Latino Parent Involvement and School Success  <b>DUE:</b> Home-School Communication Action Plan
<b>Session 12</b> November 16	<ul style="list-style-type: none"> <li>• Multicultural / Socially Just / Culturally Responsive Lesson Planning</li> <li>• Social Justice and Equity Action Plans</li> </ul>	Maxwell-Jolly, Gandara & Benevadiz - Promoting Academic Literacy Among Secondary ELs  <b>DUE:</b> SDAIE "Multicultural" Lesson and Planning Commentary (Choice 1)
<b>Session 13</b> November 23  <b>ONLINE</b>	<ul style="list-style-type: none"> <li>• Multicultural / Socially Just / Culturally Responsive Lesson Planning</li> <li>• Social Justice and Equity Action Plans</li> </ul>	<b>DUE:</b> SDAIE "Multicultural" Lesson and Planning Commentary (Choice 2)
<b>Session 14</b> November 30	<ul style="list-style-type: none"> <li>• Legal Mandates – Prop. 227, LCAP funding</li> <li>• Politics of Language Learning</li> </ul>	CDE - Local Control Funding Formula Overview LCAP Watch: <a href="http://lcapwatch.org/">http://lcapwatch.org/</a>  CDE - Final Report on Prop. 227  Krashen – There was no Oceanside miracle  <b>DUE:</b> SJE Action Plan / TPE 15 Reflective Statement (Poster Presentations on December 1 <sup>st</sup> )
<b>Session 15</b> December 7	<ul style="list-style-type: none"> <li>• Collaborative Session – Reflection, Planning for Spring semester</li> <li>• Mid-program survey</li> </ul>	<b>DUE:</b> Complete Leading & Learning Mid-program Survey