



California State University
SAN MARCOS

School of
Education

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EDMS 555B (SECTION 1)
Elementary Multilingual Education
CRN #48847
Wednesdays
2:30-5:15 pm
University Hall 440
Fall 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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Hours: By Appointment or 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

COURSE DESCRIPTION

CATALOG: Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in self-contained or departmentalized settings. *May not be taken for credit by students who have received credit for EDML 552.*

ANDERSON: EDMS 555B (1), Elementary Multilingual Education 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.*

Course Prerequisites:

Enrollment restriction for all EDMI courses is admission to the Middle Level 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.

Required 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 K-5 English Language Arts Strategies, Grades K-5. (Hongsfeld & Dove, 2013). ISBN: 9781452257822
- Download: 1999 English Language Development Standards for California Public Schools K-12. 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 Standard 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>)

Recommended Texts / Apps:

- 99 Ideas and Activities for Teaching English Language Learners with the SIOP Model. (Echevarria, Vogt, & Short, 2008). ISBN: 978-0-205-52106-7
- eStandards - California Common Core State Standards app

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

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

TPE 15: Social Justice and Equity

- Valuing socially equitable teaching, learning, and schooling in a variety of organizational settings
- Incorporating pluralism and divergent perspectives on educating diverse students
- Democratizing public education to achieve social justice and equity

TPE 7: Teaching English Learners

- Selects materials and strategies for students' English comprehension
- Makes curriculum content appropriate for English language learners

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

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

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

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 teacher candidates are expected to attend all classes and participate actively. At a minimum, **teacher 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 teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the College of Education 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+. Arriving late or leaving early by more than 20 minutes counts as an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not constitute an excuse. All assignments must be turned in on the due date even in case of an absence.

*Please remember to sign in for each class session.

Students with Disabilities Requiring Reasonable Accommodations

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

All University Writing Requirement

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

CSUSM Academic Honesty Policy

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

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

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

Plagiarism:

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

Use of Technology

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

Electronic Communication Protocol

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

Things to consider:

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

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

COURSE REQUIREMENTS

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

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

• Attendance, Participation, & Professional Disposition	10 points
• Multicultural Book and Multimedia Tool Presentation	12 points
• EL Questionnaire – Learning About Your English Learners	10 points
• Course Online Tasks (2 tasks)	20 points
• ELD/SDAIE Lesson Observation & Write-up	12 points
• TPE 15 – Action Plan / Reflective Statement	12 points
• <u>Multicultural Resources & SDAIE “Thematic Unit”</u>	<u>24 points</u>
	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 unless otherwise noted. All assignments should be typed. 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).**

Grading Scale:

94 – 100 A	90 – 93 A-
87 – 89 B+	84 – 86 B
80 – 83 B-	77 – 79 C+
74 – 76 C	70 – 73 C-
60 – 69 D	Below 60 F

Assignment Descriptions

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 in this syllabus.

Dispositions and Disposition Rubric for the School of Education, CSUSM available at:

<http://www.csusm.edu/education/ClinicalPractice/HandbookMS.html>

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.

*You will be evaluated by the Professor in the 6 Dispositional Elements according to how you conduct yourself within the classroom environment. Absences, poor participation and poor completion of coursework, as well as negative attitudes will result in a loss of points.

Multicultural Book & Multimedia Tool Presentation =12 points

Directions:

- Sign-up individually (5 minutes) or with a partner (10 minutes) for a *digital presentation*. Presentations will be ongoing throughout the semester.
- 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 and media tools should be essential to reaching all students, to introduce a lesson, or augment a topic (i.e., 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.
- Bring the book to class and show us the website or multimedia tool(s) by making a *short digital presentation* on a) what grade level these resources are appropriate for, b) Which ELD standards and CCSS your lesson will address c) how you would use them in your class and the type of activities that you would use to teach about a theme/content to 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 of presentations will be provided in class.

English Learner Questionnaire – Learning About Your English Learners =10 points

The purpose of this assignment is to provide insight of the various factors that impact the success of EL students in your future classroom. This is a Critical Assessment Task (CAT) aligned to the Teacher Performance Assessments (TPAs).

Directions:

- In class, Teacher Candidates 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 Teacher Candidate will individually create a typed or digital questionnaire that will be administered to his/her ELs. Try to think of questions that elicit language from your EL students, not just “yes” or “no” answers. Think about the language proficiency of your students.
 - On your questionnaire, indicate the grade level and ELD Proficiency Level Descriptors of the student. You may add directions, introduction, or decorate it with borders or clip art to make it attractive to your students (optional).
 - You will administer the questionnaire to an EL student. Reflect on your questions & student responses in 1-2 paragraphs by answering the following:
 - a) What did you find valuable about this process?
 - b) How would you improve your questionnaire?
 - c) How did you elicit information to help you plan for instruction and get to know your EL students better?
 - d) What was the most interesting or important piece of information you gained from your student's responses and why?
- *After administering your questionnaire to an EL student, upload your typed questionnaire or URL for a digital questionnaire along with your reflection on our Cougar Course by the due date *before* class and share your findings in our class discussion.

Cougar Courses Online Tasks= 20 points (2 tasks at 10 p0ints each)

Two class sessions will be online. Each task should take about the equivalent amount of time as a regular class session. You will synthesize the information from the webinar links or videos and readings on Cougar Courses. Please refer to Cougar Courses for the assignments that will be posted under the corresponding date. Each task is worth 10 points toward your final grade and is due on the date of the class session.

ELD / SDAIE/ SIOP Lesson Observation =12 points

Directions:

- 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, tutoring site, or online. Your observation can be in any classroom with English Learners (ELD, SDAIE / Sheltered, or “mainstream”).
- You will use the SIOP Protocol located in your textbook on pp. 294-296 as a checklist (data collection) and guideline for what to look for in an effective lesson for English Learners. This checklist will be turned into the Professor.
- You will first predict (hypothesize) what SIOP strategies you believe you will be observing during the lesson by circling the boxes that correspond to your prediction. During your actual observation, mark the boxes with an “X”.
- Your observation write-up should include a) a description of the classroom and students you observed, b) the SIOP techniques the teacher used, c) and how the students interacted with the lesson and peers. *Remember, this is NOT a critique of the teacher and his/her instruction.
- In your typed 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 you 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) on the due date *before* class. Share your findings in class.

TPE 15 – Action Plan / Reflective Statement =12 points

In this course, you are specifically responsible for demonstrating that you have met TPE 15: Social Justice and Equity in your coursework.

Directions:

- Each student will *create a personalized diversity/social justice action plan* designed specifically for his/her English learners and 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 & school community. NOTE: You will NOT be implementing this plan unless you choose to do so. This is just a hypothetical plan!
- Your plan will include the following:
 1. A paragraph identifying/defining the issue you have chosen to address.
 2. A paragraph description of the English Learners and parents your plan is designed for.
 3. A paragraph reflection of the reasons you chose the issue (reference TPE 15).
 4. A paragraph description of the personalized action plan (specific activities) you have created.
- Your typed action plan and reflective statement MUST reference TPE 15 so that you are demonstrating how you have met the TPE through this assignment.
- Post your final TPE 15 – Action Plan / Reflective Statement to our Cougar Course module on the due date. Share your plan in class.

Multicultural Thematic Unit using SDAIE/SIOP= 24 points

Directions:

- You will work in a group of 4-5 students to coordinate integrated unit lessons around a central theme that will address TPEs 7 and 15.
- 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 unit* that includes an accurate assessment plan, instructional strategies, and interactive activities that are appropriate for English Learners at all 3 Proficiency Level Descriptors (emerging, expanding, bridging).
- Your plan will show lessons that teach language arts, math, science, and social studies through the day/week and explain how the four content areas meet the multicultural/social justice & equity theme.
- Each member of the group will write and present *one* lesson plan for the unit that clearly delineates how every student will be a successful learner by providing universal access to diverse students through differentiation (e.g., gifted, English Learners, special needs, poor readers, non-readers).
- In addition, each group member will *collect at least 2 multicultural resources* (books, websites, articles, videos, games, etc.) that are rooted in multicultural education/social justice and equity for students. One resource must be bilingual or in another language that represents the EL population. The term “multicultural” includes the following categories; race or ethnicity, gender, religion, sexual orientation, socioeconomic status, age, and physical or mental ability and language.
- Time will be allotted during class for students to have the opportunity to work on their unit and lesson plans both individually and in small groups by applying what they have learned from the readings, class discussions, and their classroom experiences.
- Detailed information on assignments will be shared in class. Students will *present their Multicultural Unit Plan & Resources in a Poster Session Format*. All unit lesson plans for your group will be submitted in a folder the day of the MC poster session with each student's name on individual lesson plans.

Electronic Submissions of Assignments

This course is paperless. All assignments are to be turned into the Moodle shell (a.k.a. Cougar Course) on time. Points will be deducted (10%) for late submissions as the work you do is essential to the discussions conducted in this course.

TENTATIVE COURSE SCHEDULE

EDMS 555B – 01		Elementary Multilingual Education Regina Anderson, Fall 2014	CRN# 48847
Session # Dates	Topics	Reading and Assignments Due	
<u>Session 1</u> Aug. 27	Community of Learners/Valuing Cultural Identity -Introduction / Overview / Syllabus -Who are English Learners? -Diverse Characteristics of ELs -What is Sheltered Instruction? -SIOP Introduction -Discuss <i>Multicultural Book/Multimedia Assignment</i>	Download or print a copy of the syllabus & bring it to class Read: <input type="checkbox"/> <i>SIOP Model</i> Ch. 1 Introducing SIOP Model p.1-23 Sign-up for MC Book/ Multimedia presentations in class	
<u>Session 2</u> Sept. 3	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: <input type="checkbox"/> "Forbidden Language" on Cougar Courses <input type="checkbox"/> <i>SIOP Model</i> Ch. 2 Lesson Preparation p.24-44	
<u>Session 3</u> Sept. 10	Informing Instructional Decisions -CELDT and ELPAC Assessments -1999 ELD Standards /2012 ELD Standards and PLDs -Stages of Language Development -Building Background Knowledge	Read: <input type="checkbox"/> Diaz-Rico on CC- "Learning about L2 Acquisition " <input type="checkbox"/> <i>SIOP Model</i> Ch. 3 Bldg Background p.63-75 <input type="checkbox"/> <i>Common Core</i> Ch. 1 Introduction Download: 1999 & 2012 ELD Standards	
<u>Session 4</u> Sept. 17	Theory into Practice -Objectives -Comprehensible Input & Strategies -SIOP Checklist Practice	Read: <input type="checkbox"/> <i>SIOP Model</i> Ch. 4 Comp. Input p.95-104 <input type="checkbox"/> <i>SIOP Model</i> Ch. 5 Strategies p.115-131 Due: <i>Questionnaire: Learning About Your English Learners</i>	
<u>Session 5</u> Sept. 24 ONLINE CLASS	Comprehension in Content Instruction -Video: "Helping ELLs Grasp the Full Picture" on Cougar Courses -Common Core Speaking & Listening Strategies	Read: <input type="checkbox"/> <i>SIOP Model</i> Ch. 6 Interaction p.143-160 <input type="checkbox"/> <i>Common Core</i> Ch. 7 Core Speaking and Listening Strategies *Cougar Course Online Task Due by 11:55pm on September 24!	
<u>Session 6</u> Oct. 1	Techniques, Strategies, & Linguistic Needs -Differentiating Instruction - Active Participation -Lesson Development: Student Interaction -Discuss <i>ELD/ SDAIE Lesson Observation & Write-up</i>	Read: <input type="checkbox"/> <i>SIOP Model</i> Ch. 7 Practice/ Application p.171-181 <input type="checkbox"/> <i>SIOP Model</i> Ch. 8 Lesson Delivery p.191-200	
<u>Session 7</u> Oct. 8	Assessing Learning to Guide Instructional Practices - Depth of Knowledge (DOK) -Formative and Summative Assessments -The Achievement Gap	Read: <input type="checkbox"/> <i>SIOP Model</i> Ch. 9 Review & Assessment p.210-225	

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Session # Dates	Topics	Reading and Assignments Due	
<u>Session 8</u> Oct. 15	ELD Strategies & Academic Language -Language Forms and Functions -Academic Language -2012 ELD Standards Appendix A: Foundational Literacy Skills -2012 ELD Standards Appendix B: Learning About How English Works -2012 ELD Standards Appendix C: Theoretical Foundations/Research	Read: <input type="checkbox"/> Common Core Ch. 2 Strategies for Academic Language Development <input type="checkbox"/> Common Core Ch. 5 Reading Foundational Skills	
<u>Session 9</u> Oct. 22	Culturally Responsive Teaching -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: ELD / SDAIE Observation Checklist and Reflection	
<u>Session 10</u> Oct. 29	Special Education Issues for ELs -EL's with Learning Disabilities -Special Ed. & Accommodations for ELs	Read <input type="checkbox"/> SIOP Model Ch.10: Special Ed. and ELLs p.238-257	
<u>Session 11</u> Nov. 5	Long-Term ELs -Long Term English Learners (LTELs) -Transferable Skills between Spanish/English - <i>Discuss SDAIE Multicultural Thematic Unit</i>	Read: <input type="checkbox"/> "Reparable Harm "Article p.1-47 on Cougar Courses	
<u>Session 12</u> Nov. 12	Content Instruction -Making content accessible to EL's - Writing Strategies -Scaffolding for Success	Read: <input type="checkbox"/> Common Core Ch. 6 Writing Strategies Due: TPE15 Action Plan	
<u>Session 13</u> Nov. 19	Becoming Bilingual -Becoming Bilingual Video Writer's Workshop -Prepare for MC Unit Presentation	Bring your MC Unit Plan draft for peer review & feedback.	
<u>Session 14</u> Nov. 26 ONLINE CLASS	Course Review -SIOP Features -Teaching with the Brain in Mind Writer's Workshop -Prepare for MC Unit Presentation	Due: Cougar Courses Online Task *Due by 11:55pm on November 26!	
<u>Session 15</u> Dec. 3	Course Conclusion -Celebration: Poster Session of MC Units & roundtable presentations -SIOP Game	Due: Multicultural Unit Plan and Poster/Table Display (hand in your thematic unit with lessons to the Professor)	