



**EDSS 555 (SECTION 2)  
Secondary Multi-lingual Education  
CRN 48863  
Mondays  
10:00am-12:50pm  
University Hall 444  
Fall 2014**

---

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

---

Professor:	Annette M. Daoud, Ph. D.
Phone:	760.750.8519
E-Mail:	adaoud@csusm.edu
Office:	UH 410
Hours:	After Class or By Appointment

---

**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
-

---

**Table of Contents**

EDSS 555 (Section 1) .....	1
COURSE DETAILS .....	2
Course Description .....	2
Course Prerequisites .....	2
Course Objectives .....	2
Required Texts .....	3
Authorization to Teach English Learners .....	3
STUDENT LEARNING OUTCOMES .....	3
Teacher Performance Expectation (TPE) Competencies .....	3
California Teacher Performance Assessment (CalTPA) .....	3
Assessment of Professional Dispositions .....	4
School of Education Attendance Policy .....	4
Students with Disabilities Requiring Reasonable Accommodations .....	4
All University Writing Requirement .....	4
CSUSM Academic Honesty Policy .....	4
Plagiarism: .....	5
Use of Technology .....	5
Electronic Communication Protocol .....	5
COURSE REQUIREMENTS AND GRADING STANDARDS .....	5
Grading .....	5
Assignment Descriptions .....	6
EDSS 555 COURSE CALENDAR .....	14

---

**COURSE DETAILS****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**

- Explain the philosophies, issues, 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 ELD pedagogical theories, principles and practices, development of academic language and making content accessible to English learners in content area classrooms.
- Explain the theoretical framework 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 between bilingual education, English as a second language, SDAIE and other English learner methodologies and programs, and how to implement instructional programs based on language and content development.

- 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 the importance of students' family and cultural backgrounds, communicating effectively with parents and families in planning instruction and supporting student learning.

#### **Required Texts**

- 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)

#### **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*)

### **STUDENT LEARNING OUTCOMES**

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

#### **Teacher Performance Expectation (TPE) Competencies**

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum competence in any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential. A full-text version of the TPE descriptions can be downloaded from the School of Education website. This course emphasizes the following TPEs:

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

#### **California Teacher Performance Assessment (CalTPA)**

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

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

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

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

### **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.*)

### **Students with Disabilities Requiring Reasonable Accommodations**

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of 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. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **All University Writing Requirement**

The writing requirement 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**

"Candidates 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.

Candidates 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 candidate 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 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 AND GRADING STANDARDS**

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.**

- |  |           |
|--|-----------|
| • Attendance and participation                           | 14 points |
| • Reading Responses                                      | 21 points |
| • ELD / SDAIE Lesson Observation                         | 10 points |
| • SDAIE Lesson   | 10 points |
| • TPE 15 – Action Plan / Reflective Statement            | 15 points |
| • Peer Review of drafts of SDAIE / Multicultural Lessons | 5 points  |
| • SDAIE / Multicultural Lesson Plan and Resources        | 25 points |

### **Grading**

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

## Assignment Descriptions

### Attendance and Participation

**14 points**

All teacher candidates are expected to participate in class activities and demonstrate reflective learning. Teacher candidates who do not attend a class session, are consistently late, or do not actively participate in class activities will not receive attendance and 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. Missing more than one class session will result in a lower course grade.

### Reading Responses (3 points each)

**21 points**

There are seven (7) Reading Responses (3 points each) are 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> 2 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.

<b>ELD/SDAIE Observation Components/Criteria</b>	<b>No Credit</b>	<b>Partial Credit</b>	<b>Full Credit</b>
<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 Strategies (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>Student Activities (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 Lesson**

**10 points**

Each student will write and present a lesson that clearly incorporates the SDAIE methodologies discussed in class and in course readings thus far in the semester. Your SDAIE lesson should be appropriate for English learners at various ELD proficiency levels in your content area classroom. Your SDAIE lesson will include an accurate assessment plan, and instructional strategies that are based on your English learners' proficiency level(s).

### ***Single Subject Lesson Rubric***

<b>Design Component &amp; Criteria</b>	<b>Approaching</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Title, Curriculum Area &amp; Grade Level</b> 5%	Provides a title that is related to the lesson activity.	Provides a title that is related to the lesson activity & addresses the unit it belongs to and in what curriculum area and grade.	Provides a title that is related to the lesson activity, addresses the unit it belongs to and in what curriculum grade level & describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.
<b>Date of Lesson &amp; Time Needed</b> 5%	Provides the date or time.	Provides date the lesson will be taught and the time needed to teach the lesson.	Provides the day and time that the lesson will be taught indicating the period and the time needed, i.e. <i>Sept. 2nd, period 3, 10:00-10:50, 50 minutes</i>

<b>Design Component &amp; Criteria</b>	<b>Approaching</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Rationale: Big Ideas - Enduring Understanding &amp; Essential Questions</b> 10%	The <i>big ideas - enduring understandings</i> and <i>essential questions</i> area aligned with the standard, objective, and assessment.	The <i>big ideas - enduring understandings</i> provide a rationale that makes sense of the content and makes the content relevant to students' lives. The <i>essential questions</i> are open-ended, arguable and provide purpose for the learning.	The lesson not only describes the <i>big ideas - enduring understandings</i> and <i>essential questions</i> , but goes beyond and rationalizes how the instructional strategies and the student activities are suited to meet the standard, objective and assessment of the lesson.
<b>Standards, Objectives &amp; Assessments</b> 30%	The CA Content, Common Core and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria.	The CA Content, Common Core and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria. In addition, 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 ( <i>diagnostic, formative or summative</i> ).	The CA Content, Common Core and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria. 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 ( <i>diagnostic, formative or summative</i> ). In addition, expectations are clearly communicated to students with a rubric, a model or a sample of student work.
<b>Instructional Strategies</b> 30%	Provides a list of instructional strategies the teacher will use in lesson.	Provides an <i>anticipatory set, stated objective, input - modeling, check for understanding, guided practice, independent practice and closure</i> activity for lesson with a <i>written script</i> of what the teacher will say and do including the times needed for each step.	The instructional strategies not only provide a written script for what the teacher will do and say in the <i>anticipatory set, stated objective, input - modeling, check for understanding, guided practice, independent practice and closure</i> , but scaffolds are provided for English Language Learners and students with special needs, i.e. graphic organizers, flipped instruction...



<b>Design Component &amp; Criteria</b>	<b>Approaching</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Student Activities</b> 10%	Describes what the students will do during the <i>anticipatory set, stated objective, input modeling, check for understanding, guided practice, independent practice and closure</i> activities of the lesson.	Describes what the students will do during the <i>anticipatory set, stated objective, input modeling, check for understanding, guided practice, independent practice and closure</i> activities of the lesson that are student centered with multiple opportunities for the instructor to check for understanding and provides times for each activity.	The student activities not only describe what the students will do during the <i>anticipatory set, stated objective, input modeling, check for understanding, guided practice, independent practice and closure</i> activities, but describes the criteria expectations that the students will have to meet for each activity.
<b>Resources</b> 10%	All instructional materials needed to implement the lesson are listed.	All instructional materials that are needed to implement the lesson listed and <i>described</i> .	All materials that are needed for the lesson are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz...
<b>Self-Evaluation</b> 10% will be deducted if not included	Provides a copy of the rubric with the lesson plan.	Provides a copy of the rubric with the lesson plan that highlights or circles the evaluated criteria for each lesson component.	Provides a copy of the rubric with the lesson plan that not only highlights or circles the evaluated criteria for each lesson component, but provides written explanation for each area.

### **TPE 15 – Action Plan / Reflective Statement**

**15 points**

In EDSS 555, 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 high school classroom. Your plan will include the following; identifying / defining the issue you have chosen to address, a description of the English learners and/or parents your plan is designed for, a reflection of the reasons you chose the issue, and a description of the personalized action plan (specific activities) you have created. Your action plan and reflective statement **MUST** reference TPE 15 so that you are demonstrating how you have met the TPE through this assignment.

Drafts of your Action Plan / Reflective Statements are due periodically throughout the semester for peer review and analysis. **You MUST post your final TPE 15 – Action Plan / Reflective Statement to the course website (Cougar Courses) in order to receive credit for this assignment.**

<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>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

### **Peer Review of drafts of SDAIE / Multicultural Lesson Plans**

**5 points**

Teacher candidates will be assigned a partner to peer review SDAIE / Multicultural Lesson plans (see assignment below). All candidates must use the Peer Feedback form designed for SDAIE / Multicultural Lessons in order to receive credit for this assignment.

### **SDAIE / Multicultural Lesson Plan and Resources**

**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 and present a lesson plan that clearly delineates how every student will be a successful learner by providing universal access to diverse students (e.g., gifted, English learners, special needs, poor readers, non-readers).

**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 on Cougar Courses) to guide your work for this assignment.

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

The required elements of the assignment are:

1. Each student will choose at least **three** multicultural / culturally responsive / social justice & equity resources that address appropriate proficiency and content area knowledge for high school students.
2. Each student will write an APA-formatted reference for each reference along with a brief description of the resource (1-2 sentences).
3. Each student will write and present a SDAIE / Multicultural lesson plan that clearly incorporates at least **one** multicultural / culturally responsive / social justice & equity resource and delineates how every student will be a successful learner by providing universal access to diverse students.

During several class sessions, students will have the opportunity to work on their lesson plans both individually and in small groups by applying what they have learned from the readings, class discussions, and their classroom experiences. Each student will present her/his SDAIE Lesson Plan (format to be determined by the class).

***This assignment is aligned to address TPEs 7 and 15.***

**Single Subject SDAIE / Multicultural Lesson Plan Rubric**

<b>Design Component &amp; Criteria</b>	<b>Approaching</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Title, Curriculum Area &amp; Grade Level</b> 5%	Provides a title that is related to the lesson activity.	Provides a title that is related to the lesson activity & addresses the unit it belongs to and in what curriculum area and grade.	Provides a title that is related to the lesson activity, addresses the unit it belongs to and in what curriculum grade level & describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.
<b>Date of Lesson &amp; Time Needed</b> 5%	Provides the date or time.	Provides date the lesson will be taught and the time needed to teach the lesson.	Provides the day and time that the lesson will be taught indicating the period and the time needed, i.e. <i>Sept. 2nd, period 3, 10:00-10:50, 50 minutes</i>
<b>Rationale: Big Ideas - Enduring Understanding &amp; Essential Questions</b> 10%	The <i>big ideas - enduring understandings</i> and <i>essential questions</i> area aligned with the standard, objective, and assessment.	The <i>big ideas - enduring understandings</i> provide a rationale that makes sense of the content and makes the content relevant to students' lives. The <i>essential questions</i> are open-ended, arguable and provide purpose for the learning.	The lesson not only describes the <i>big ideas - enduring understandings</i> and <i>essential questions</i> , but goes beyond and rationalizes how the instructional strategies and the student activities are suited to meet the standard, objective and assessment of the lesson.
<b>Standards, Objectives &amp; Assessments</b> 30%	The CA Content, Common Core and ELD Standards <b><i>(with appropriate proficiency level based on identified EL student information)</i></b> are identified and each is addressed in an objective that contains a condition, verb, and criteria.	The CA Content, Common Core and ELD Standards <b><i>(with appropriate proficiency level based on identified EL student information)</i></b> are identified and each is addressed in an objective that contains a condition, verb, and criteria. In addition, 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 <i>(diagnostic, formative or summative)</i> .	The CA Content, Common Core and ELD Standards <b><i>(with appropriate proficiency level based on identified EL student information)</i></b> are identified and each is addressed in an objective that contains a condition, verb, and criteria. 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 <i>(diagnostic, formative or summative)</i> . In addition, expectations are clearly communicated to students with a rubric, a model or a sample of student work.

Design Component & Criteria	Approaching	Meets	Exceeds
<b>Instructional Strategies</b> 30%	Provides a list of instructional strategies the teacher will use in lesson. <b>Provides strategies for ELs to have access to academic language AND how vocabulary is covered in the lesson...</b>	Provides an <i>anticipatory set, stated objective, input - modeling, check for understanding, guided practice, independent practice and closure</i> activity for lesson with a <i>written script</i> of what the teacher will say and do including the times needed for each step. <b>&amp; describes how the academic language AND vocabulary will be taught and/or reviewed...</b>	The instructional strategies not only provide a written script for what the teacher will do and say in the <i>anticipatory set, stated objective, input - modeling, check for understanding, guided practice, independent practice and closure</i> , but scaffolds are provided for English Language Learners and students with special needs, i.e. graphic organizers, flipped instruction... <b>&amp; provides description of how the academic language AND vocabulary connects to prior and future lessons</b>
<b>Student Activities</b> 10%	Describes what the students will do during the <i>anticipatory set, stated objective, input modeling, check for understanding, guided practice, independent practice and closure</i> activities of the lesson.	Describes what the students will do during the <i>anticipatory set, stated objective, input modeling, check for understanding, guided practice, independent practice and closure</i> activities of the lesson that are student centered with multiple opportunities for the instructor to check for understanding and provides times for each activity.	The student activities not only describe what the students will do during the <i>anticipatory set, stated objective, input modeling, check for understanding, guided practice, independent practice and closure</i> activities, but describes the criteria expectations that the students will have to meet for each activity.
<b>Resources</b> 10%	All instructional materials needed to implement the lesson are listed. <b>An APA-formatted reference is provided for each of the three multicultural resources chosen that are appropriate for the content area and English learners...</b>	All instructional materials that are needed to implement the lesson listed and <i>described</i> . <b>&amp; a 1-2 sentence brief description of each multicultural resource is provided AND at least one resource is clearly incorporated into the SDAIE lesson plan...</b>	All materials that are needed for the lesson are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz... <b>&amp; the lesson delineates how the resources are used for equitable and socially just teaching</b>

<b>Design Component &amp; Criteria</b>	<b>Approaching</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Self-Evaluation</b> 10% will be deducted if not included	Provides a copy of the rubric with the lesson plan.	Provides a copy of the rubric with the lesson plan that highlights or circles the evaluated criteria for each lesson component.	Provides a copy of the rubric with the lesson plan that not only highlights or circles the evaluated criteria for each lesson component, but provides written explanation for each area.

**EDSS 555 COURSE CALENDAR**  
**Timeline Subject to Change pending “Teachable” Moments**

Date	Topic	Assignment
Session 1 8/25	<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
Session 2 9/1 (Online)	<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: Reading Response # 1</b>
Session 3 9/8	<ul style="list-style-type: none"> <li>• What Can Classroom Teachers Do – Analyzing injustices and beginning to take socially just and equitable actions</li> <li>• Second Language Acquisition: Theoretical Frameworks / Theory to Practice</li> <li>• Learning about your English learners (in class student questionnaire/survey)</li> </ul>	Echevarria, Vogt & Short (SIOP) – Ch. 1  Diaz-Rico & Weed – Learning about Second Language Acquisition  Collier – Acquiring A 2 <sup>nd</sup> Language for School  <b>DUE: Reading Response # 2</b>  <b>DUE: Data – Who Are the English learners at your school site?</b>
Session 4 9/15	<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: Reading Response # 3</b>  <b>DUE: Download the California ELD Standards</b> - from the course website (Grades 9-10 / 11-12) or the California Department of Education website.
Session 5 9/22	<ul style="list-style-type: none"> <li>• SIOP - Input, Strategies</li> <li>• SDAIE - Oral Language Strategies</li> <li>• Social Justice and Equity Action Plans</li> </ul>	Echevarria, Vogt & Short (SIOP) – Chapters 4 & 5  <b>DUE: Reading Response # 4</b>

Date	Topic	Assignment
Session 6 9/29	<ul style="list-style-type: none"> <li>• SDAIE - Reading and Writing Strategies</li> <li>• Assessment</li> <li>• Discussion of ELD / SDAIE Observations</li> </ul>	Echevarria, Vogt & Short (SIOP) – Chapters 8 & 9  <b>DUE: ELD / SDAIE Observation Descriptions</b>
Session 7 10/6	<ul style="list-style-type: none"> <li>• SDAIE Lesson Presentations – SDAIE in the Content Areas</li> <li>• CALLA - Instructional Strategies for English learners</li> <li>• Academic English</li> </ul>	Dutro & Kinsella – ELD: Issues and Implementation for Grades 6-12 (Chapter 3)  <b>DUE: SDAIE Lesson</b>
Session 8 10/13	<ul style="list-style-type: none"> <li>• Identification/Placement/Assessment of English Learners/CELDT</li> <li>• SIOP – Practice, Lesson Delivery</li> <li>• Social Justice and Equity Action Plans – Peer Review and Feedback</li> </ul>	Echevarria, Vogt & Short (SIOP) – Chapters 6 & 7  Maxwell-Jolly, Gandara & Benevadiz - Promoting Academic Literacy Among Secondary ELs  <b>DUE: Draft of your Social Justice and Equity Action Plan</b>
Session 9 10/20	<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> </ul>	Diaz-Rico & Weed – Culturally Responsive Schooling (Ch. 10)  Rubinstein-Avila – Conversation with Miguel  Echevarria, Vogt & Short(SIOP)– Ch. 10  <b>DUE: Reading Response # 5</b>
Session 10 10/27	<ul style="list-style-type: none"> <li>• Legal Mandates – Prop. 227</li> <li>• Politics of Language Learning</li> <li>• SDAIE / MCE lesson plans – Self and Peer Analysis of lesson components (standards / objectives / assessments)</li> </ul>	Final Report on Prop. 227  Krashen – There was no Oceanside miracle  Crawford – Ten Common Fallacies about Bilingual Education / Title VII Obituary  <b>DUE: Reading Response # 6</b>  <b>DUE: Draft of SDAIE/MCE Lesson Plan – Standards / Objectives / Assessments</b>

Date	Topic	Assignment
Session 11 11/3	<ul style="list-style-type: none"> <li>• Parents, Families and Communities</li> <li>• SDAIE / MCE lesson plans – Self and Peer Analysis of lesson components (teacher strategies / student activities)</li> <li>• Social Justice Action Plans – Peer Review and Feedback</li> </ul>	Moll – Funds of Knowledge Quezada, et.al– Involving Latino Parents  <b>DUE: Reading Response #7</b>  <b>DUE: Draft of SDAIE / MCE Lesson Plan – Teacher Strategies / Student Activities</b>
Session 12 11/10 (Online)	<ul style="list-style-type: none"> <li>• Peer Review of SDAIE / MCE lesson plans and resources</li> </ul>	<b>DUE: Peer Review of Draft of your SDAIE/ MCE lesson plan (on Moodle)</b>
Session 13 11/17	<ul style="list-style-type: none"> <li>• Multicultural resources to use throughout the year</li> <li>• Social Justice Action Plans Presentations</li> </ul>	<b>DUE: TPE 15 / SJE Action Plan Reflective Statement (posted to Moodle)</b>
Session 14 11/24	<ul style="list-style-type: none"> <li>• Planning for the Future – putting it all together (SDAIE, SJE, MCE)</li> </ul>	<b>DUE: SDAIE / MCE Lesson Plans and 3 MCE Resources (with annotations)</b>
Session 15 12/1	<ul style="list-style-type: none"> <li>• SDAIE Review</li> <li>• SDAIE / MCE Lesson Plan and Resources - Presentations</li> </ul>	<b>DUE: SDAIE / MCE Lesson Plans and 3 MCE Resources (with annotations)</b>