Instructor: Phyllis Wilson DTiR; MAT; NBCT

Email: pwilson@csusm.edu

Office Hours: One hour before or after class, or by appointment

Office: University Hall 423

Office Phone: (760) 750 8590

Cell Phone: (858) 663-8816

SCHOOL OF EDUCATION

Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October 1997).*

COURSE DESCRIPTION

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

Course Prerequisites Admission to the Multiple Subject/CLAD Teacher Credential Program

Course Objectives

1. Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US and knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.
2. Demonstrate understanding of the most important goals of bilingual/multicultural education. Understand and apply research and its effects on the dimensions of learning in bilingual education program models.
3. Explain the theoretical framework upon which bilingual education is founded and demonstrate understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on program design and educational achievement.
4. Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.
5. Explain the connections between bilingual education, English as a second language, and SDAIE, SDAIS/CALLA methodologies. Apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice
6. Demonstrate understanding of models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy. Become cognizant of the fact that

students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.

7. Gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and varying perspectives of the populations referenced in *the Non- Discrimination Policy of the State of California*
8. Demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.
9. Promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and understanding of the family as a primary language and cultural resource.

Unique Course Requirements

Teacher candidates will be required to observe specific strategies for ELD / SDAIE instruction in a classroom setting at a local school with students who are English Learners. Details for observation will be provided by instructor.

TEXTBOOKS

Required Texts

Echevarria, J., Vogt, M., and Short, D. (2012). *Making Content Comprehensible for English Language Learners: The SIOP Model,* 4rd Edition. Boston, MA: Allyn and Bacon.

English-Language Development Standards for California Public Schools K-12. You can download the ELD standards from the CDE website (www.cde.ca.gov).

California's Common Core State Standards at www.cde.ca.gov or
http://www.scoe.net/castandards/agenda/2010/ela ccs recommendations.pdf

Moodle – Assigned articles and other related information

Recommended Text

Echevarria, J., Vogt, M., and Short, D. (2008). *99 Ideas and Activities for Teaching English Learners with The SIOP Model*. Boston, MA: Allyn and Bacon.

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

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

SCHOOL OF EDUCATION ATTENDANCE POLICY

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

For this course: Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Be cognizant of punctuality, since 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 due date even in case of an absence. Unless extraordinary circumstances are made known, this is not negotiable.

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.

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.

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.

ASSIGNMENT	POINTS
Attendance, Participation & Professional Disposition	10
2 Reading Reflections (5 Points each)	10
Multicultural Book & Multimedia Tool Presentation	6
EL Questionnaire – Learning about your English Learners	10
EL/Immigrant Interview	15
ELD/SDAIE Lesson Observation & Write-up	15
TPE 15 – Action Plan/Reflective Statement	10
Multicultural Resources & SDAIE "Unit" Plan (Critical Assessment Plan)	24
TOTAL POINTS	**100**

Grading Standards

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Assignments should be typed and double-spaced (yes, including the reading reflections). 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).**

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

ASSIGNMENT DESCRIPTIONS

Attendance, Professional Disposition, and Class Participation   10 points

First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, and discussions on various topics and assigned reading**.** Please see the guidelines for the **School of Education Attendance Policy** and the attendance requirements for this course on page 3 of this syllabus.

Professional, credentialed educators are evaluated on "performance of non-instructional duties and responsibilities" by their administrators. Punctuality, attendance, collaboration with colleagues, and professionalism fall under this category. Your professional disposition is related to how you conduct yourself in class and at a school site. Please communicate any attendance issues directly with the instructor.

Dispositions and Disposition Rubric for the School of Education, CSUSM
http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html

PROFESSIONAL DISPOSITIONS RUBRIC

The School of Education of California State University San Marcos fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

Dispositional Element	Unacceptable 1 2	Initial Target 3 4	Advanced Target 5
1. Social Justice and Equity

Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals. | Behaves in a manner that is discriminatory, intolerant, or close- minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. | Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints). Interacts with students in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students. Consistently advocates for inclusion and consideration of diverse perspectives. | Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints). Interacts in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students.

Works to influence others' provision of services for those beyond those in his/her immediate setting. Seeks forums or leads efforts to advocate for inclusion and consideration of diverse perspectives. |
| 2.Collaboration | Interacts with others (students, parents, | Consistently interacts with others (students, parents, | Consistently interacts with others (students, parents, |

Candidates practice the skills of collaboration in their professional interactions with students, colleagues, parents/guardians/caregivers and those in the wider community.	colleagues) in ways that does not communicate respect. For example, uses destructive criticism, derogatory remarks, threats, physical coercion, or other inappropriate language or behavior. Does not reasonably allow others to express ideas. Discourages or undermines the work of others.	colleagues) in ways that communicate respect such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Values and builds relationships. Encourages and supports participation and success for all.	colleagues) in ways that communicate respect such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Values and builds relationships. Encourages and supports participation and success for all. *Advocates for the expression of diverse perspectives. Seeks forums and leads efforts to assist others in developing understanding and skills in being supportive of others (e.g., students, parents, colleagues).*
3.Critical Thinking Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.	Does not gather, analyze or use data to make informed decisions. Behaves in ways that reflect a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas.	Analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Seeks a variety of perspectives in exploring issues. Asks questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining or managing resources.	Analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Seeks a variety of perspectives in exploring issues. Asks questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining or managing resources. *Provides leadership in solving dilemmas involving the procurement or distribution of resources. Actively seeks or leads opportunities to select or create appropriate new forums to advocate for students or the profession.*
4. Professional Ethics Candidates make and act on well-reasoned, principled judgments.	Fails to consistently honor the needs and best interests of students, the work setting (school, district, university) or profession. Demonstrates a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal religious or political views upon others.	Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.	Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains. *Actively seeks or leads forums to advocate for professional conditions and resources that will improve learning outcomes for students or the profession.*
5.Reflective Teaching and Learning	Does not critically evaluate own professional practice or performance (e.g.,	Demonstrates understanding of the relevant teaching/learning standards. Consistently	Demonstrates understanding of the relevant teaching/learning standards. Consistently

Candidates critically review their professional practice and the impact it has on student success.	interactions, written work, formal and informal assessments) and the impact on student success. Fails to see the need for positive change. Does not provide substantive suggestions for positive self-improvement. Rejects suggestions from others directly or by failing to act. Offers excuses and/or assigns blame for negative results to students, parents, colleagues, supervisors, or others.	evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is open-minded and positive when receiving feedback from others, and acts upon suggestions.	evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is open-minded and positive when receiving feedback from others, and acts upon suggestions. *Actively seeks further information and perspectives from others to evaluate own performance and demonstrates in depth analysis and synthesis of viewpoints. Applies relevant teaching/learning standards in their work.*
6.Life-Long Learning Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.	Does not consistently demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). Verbal and written contributions do not demonstrate familiarity with required material. Fails to ask questions or make thoughtful references to concepts of study. Fails to meet professional standards in written work and participation. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or data-based evidence.	Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Seeks and takes advantage of learning opportunities to stay professionally current, acquire new knowledge, skills, and experiences. Is familiar with relevant professional organizations, current research, and interdisciplinary practices. Makes connections between concepts, experiences, and content. Seeks and uses contemporary theory, research, and data-based evidence to inform instruction.	Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Seeks and takes advantage of learning opportunities to stay professionally current, acquire new knowledge, skills, and experiences. Is familiar with relevant professional organizations, current research, and interdisciplinary practices. Makes connections between concepts, experiences, and content. Seeks and uses contemporary theory, research, and data-based evidence to inform instruction. *Seeks further information and engages others in intellectual discussions. Creates learning opportunities for self and others. Is actively involved in professional groups and associations, or other professional decision-making bodies. Analyzes, synthesizes and evaluates material in order to provide professional development for others.*

Reading Reflections (5 points each) & ELD Standards   **10 points**
- Reflections based on your reading assignments are due on the dates listed on your course outline.
- Submit electronic copies of the 2 reading reflections on our Cougar Course.

- A reflection of the readings (NOT a summary) including connections that can be made between your reaction to the text and teaching English Learners, **with specific examples from your classroom observation experiences, tutoring, or other personal experiences in diverse settings.**
- **Think about the "take aways" and your interaction with the text.**
- What are things you would like to implement or take from the readings that are important to you as a future teacher?

ELD Standards Requirement

For the **3rd class session**, you will need to download and print (optional) the ELD standards to work with in class. The ELD Standards - Grades K-12 are available on the following California Department of Education website. **[PDF]** English Language Development **Standards** - Curriculum Frameworks

Reading Reflections – Rubric (5 points each)

Criteria	Developing – 1 point	Approaching – 3 points	Meets – 5 points
TPE 7 English Learners	Candidate demonstrated **none/limited** knowledge and application of pedagogical theories, principles, and instructional practices for comprehensive instruction of ELs. Candidate integrated **none/limited** personal thoughts, connections, & experiences in achieving new insights.	Candidate demonstrated **some** knowledge and application of pedagogical theories, principles, and instructional practices for comprehensive instruction of ELs. Candidate integrated **some** personal thoughts, connections, & experiences in achieving new insights.	Candidate demonstrated knowledge and application of pedagogical theories, principles, and instructional practices for comprehensive instruction of ELs. Candidate integrated personal thoughts, connections, experiences & questions in achieving new insights.
TPE 15 Social Justice and Equity	Candidate demonstrated **none/limited** understanding on valuing socially equitable teaching, learning, and schooling in a variety of settings. Candidate integrated **none/limited** personal thoughts, connections, & experiences in achieving new insights.	Candidate demonstrated some understanding on valuing socially equitable teaching, learning, and schooling in a variety of settings. Candidate integrated **some** personal thoughts, connections, & experiences in achieving new insights.	Candidate demonstrated understanding on valuing socially equitable teaching, learning, and schooling in a variety of organizational settings. Candidate integrated personal thoughts, connections, experiences, & questions in achieving new insights.
Reflection Guidelines	Candidate followed **none/limited** directions on how to structure and submit reading reflection. Candidate demonstrated **none/limited** engagement/participation in group discussions.	Candidate followed **some** directions on how to structure and submit reading reflection. Candidate demonstrated **some** engagement/participation in group discussions.	Candidate has followed **all** directions on how to structure and submit reading reflection. Candidate demonstrated **full** engagement & participation in group discussions.

Multicultural Book & Multimedia Resource Presentation   **6 points**
- Select and present a multicultural book and a multicultural website/multimedia tool that represent the heritage, culture, language or social justice issues pertaining to students in K-8 education.
- This culturally responsive literature/media tool is essential to reaching all students, to introduce a lesson, or augment a topic (ie., immigration, diversity, traditions, customs, family, etc.) or a resource to you as an educator.
- It would be great if the book and/or mediasite is a bilingual resource.
- You will bring the book to class and show us the website/multimedia tool by making a *short presentation on how you would use them in your class* and *the type of activities you could do with these resources to teach about a theme/content and elicit language development*.
- You will then upload your book and media resource on CC for all students to access

- Our CSUSM library has a wonderful children's library with many bilingual books at the Barahona Center on the 5th floor.
- Examples will be provided in class. Students will sign-up for a 5-10 minute presentation.
- Presentations will be ongoing throughout the semester.

Multicultural Book & Multimedia Resource Presentation - Rubric (6 points)

Criteria	Developing – 3 points	Approaching – 4 points	Meets – 6 points
TPE 7 Lesson meets Teaching English Learners TPE 15 Lesson meets Social Justice and Equity	Candidate **may not know** how to select multicultural books & multimedia tool/websites grounded in the principles of critically responsive literature that address issues of social justice and equity for diverse populations. Presentation techniques **did not** enhanced book/website: **lacked** vividness. Book/multimedia tool related activities shared with class.	Candidate knows how to select **good** multicultural books & multimedia tool/websites grounded in the principles of critically responsive literature that address issues of social justice and equity for diverse populations. Presentation techniques enhanced book/website. Book/multimedia tool related activities shared with class.	Candidate knows how to select **excellent** multicultural books & multimedia tool/websites grounded in the principles of critically responsive teaching that address issues of social justice and equity for diverse populations. **Excellent** presentation techniques enhanced book/website: **engaging and vivid**. Book/multimedia tool & related activities shared with class.

English Learner Questionnaire – Learning About Your English Learners   10 points
Critical Assessment Task (CAT) - **This assignment is aligned to the TPAs.**

- In class, students will work in groups to write lists of questions to ascertain information about their English Learners (ELs) in the following areas: linguistic background; academic language abilities, content knowledge, and skills; physical, social and emotional development; cultural and health considerations; and interests and aspirations.
- From these lists, each student will create a questionnaire that can be administered to his/her ELs.
- Try to think of questions that elicit language from your EL students, not just "yes" or "no" answers.
- Think about the language proficiency of your students.
- Indicate the grade level and possible CELDT level of the students.
- You may add directions, introduction, or decorate it with border or clip art to make it attractive to your students (optional).
- You will administer the questionnaire to one of your EL students during your tutoring or observation days.
- You will reflect on your questions & student responses.
    - ❖ What did you find valuable about this process?
    - ❖ How would you improve your questionnaire?
    - ❖ How did you elicit information to help you plan for instruction and get to know your EL students better?
    - ❖ After administering your questionnaire to an EL student, upload your questionnaire with a paragraph of your reflection on our Cougar Course by the due date.
    - ❖ Share your findings in class.

EL/Questionnaire - Rubric (10 points)

Criteria	Developing – 2 points	Approaching – 3 points	Meets – 5 points
Learning About English Learners	Teacher candidate had incomplete information to ascertain background of ELs. Candidate's questions **briefly** address all the topics. Candidate followed **few** directions on how to structure and submit questionnaire. Demonstrated **limited** understanding of CELDT levels by the type of	Teacher candidate had **adequate** information to ascertain background of ELs. Candidate's questions addressed **some** of the topics. Candidate followed **some** directions on how to structure and submit questionnaire. Demonstrated **some** understanding of CELDT levels by the	Teacher candidate provided **excellent** information to ascertain background of ELs. Candidate's questions **clearly & effectively** addressed the topics. Writing was **focused** and **well organized**. Demonstrated **full** understanding of CELDT levels by the type of questions

		questions elicited on survey.	type of questions elicited on survey.	elicited on survey.
Implementation		Teacher candidate implemented questionnaire. Teacher candidate demonstrated limited thought and reflection on his/her questions and how to improve the tool.	Teacher candidate implemented questionnaire. Teacher candidate reflected on his/her questions and how to improve the tool.	Teacher candidate implemented questionnaire. Teacher candidate demonstrated **excellent** reflections on his/her questions and how to improve the tool.

English Learner / Immigrant Interview   15 points

The purpose of this assignment is to better understand the life of an English Learner and/or immigrant living in our country.

- You will *interview and write* about an individual who has learned or is learning English as a second language.
- It is NOT a retell of someone's life story, rather an interview with a real person about their experiences learning English (an authentic dialogue).
- This young adult/adult person can be a fellow student, someone you know, or someone you seek out. Through the interview process, you will find out how the person has acquired or is acquiring English and any challenges and/or successes faced by immigrants as they learn a new language and culture.
- Many of them might speak about an influential person or someone who made a difference in their lives. Allow them to discuss techniques they use/used to learn English and/or strategies used by effective teachers.
- Include quotes from your interview or words of wisdom from your interviewee.
- Guidelines/Ideas for the interview questions will be shared in class.
- Assignment will be submitted to our Cougar Course on due date.
- The length for this assignment is 3-5 pages maximum.

EL/Immigrant Interview - Rubric (15 points)

Criteria	Developing – 2 points	Approaching – 3 points	Meets – 5 points
TPE 7 Teaching English Language Learners	Teacher candidate conducted interview and write up for assignment. Candidate **briefly** described all the topics. Writing **followed** order given.	Teacher candidate conducted interview and write up for assignment. Candidate **somewhat** described all the topics. Writing **followed** order given. Provided quotes.	Teacher candidate conducted interview and write up as describe in assignment directions. Candidate communicated the topics **clearly and effectively**. Writing was **focused**, **well organized, included quotes** as evidence.
TPE 15 Social Justice And Equity	Candidate was **unaware** of knowledge & understanding of issues regarding social justice. Candidate integrated **few** personal thoughts and insights learned regarding the experiences of EL/Immigrants in the US.	Candidate was **partially aware** of knowledge & understanding of issues regarding social justice. Candidate integrated **some** personal thoughts and insights learned regarding the experiences of EL/Immigrants in the US.	Candidate was able to demonstrate knowledge and understanding of issues regarding social justice. Candidate integrated **various** personal thoughts and insights learned regarding the experiences of EL/Immigrants in the US.
Guidelines: SDAIE Observation	Candidate followed **few** directions on how to structure and submit interview. Demonstrated **partial** engagement & participation in group discussions.	Candidate followed **some** directions on how to structure and submit interview. Demonstrated **some** engagement & participation in group discussions.	Candidate followed **all** directions on how to structure and submit interview (**referred** to directions given in class). Demonstrated full engagement & participation in group discussions.

ELD / Sheltered Instruction (SDAIE/SIOP) Lesson Observation   15 points

For this assignment you will observe an English Language Development or Sheltered Instruction [Specially Designed Academic Instruction in English (SDAIE) or Sheltered Instruction Observation Protocol (SIOP)] lesson at your student teaching school site or WPMS. Your observation can be in any classroom with English Learners (ELD, SDAIE / Sheltered, or "mainstream").

- You will first predict (hypothesize) what SIOP strategies you believe you will be observing during the lesson.
- Your observation write-up should include a description of the classroom, the SIOP techniques the teacher used, and how the students interacted with the lesson and peers.
- You will use the SIOP Protocol located in your textbook on pp. 294-296 as a checklist (data collection) and guideline for what to look for in an effective lesson for English Learners.
- In your write-up, you will also discuss your hypothesis about the strategies and the results.
- Then think of how (if necessary) you would modify the lesson/activity observed in light of the information and knowledge gained in the course.
- Submit an electronic copy of the lesson observation to our Cougar Course (3-5 pages maximum).
- Share your findings in class.

SDAIE/SIOP Lesson Observation and Write-Up - Rubric (15 points)

Criteria	Developing – 2 points	Approaching – 3 points	Meets – 5 points
TPE 7 Teaching English Language Learners	Teacher candidate is **unable** to determine if instructional practices and adaptations to lesson observed are consistent with pedagogical theories, access to the state-adopted content standards, and differentiated instruction for English language learners. Candidate has **not mentioned** how to modify or supplement lesson from knowledge learned in the course.	Teacher candidate is **partially** able to determine if instructional practices and adaptations to lesson observed are consistent with pedagogical theories, access to the state-adopted content standards, and differentiated instruction for English language learners. Candidate has made **some** mention on how to modify or supplement lesson from knowledge learned in the course.	Teacher candidate is **able** to determine if instructional practices and adaptations to lesson observed are consistent with pedagogical theories, access to the state-adopted content standards, and differentiated instruction for English language learners. Candidate has **clearly** explained how to modify or supplement lesson from knowledge learned in the course.
TPE 15 Social Justice And Equity	Candidate of English learners is **unaware** if lesson observed values socially equitable teaching, learning, and schooling in a variety of organizational settings in public education.	Candidate of English learners is **partially aware** if lesson observed values socially equitable teaching, learning, and schooling in a variety of organizational settings in public education.	Candidate of English learners is **very** aware if lesson observed values socially equitable teaching, learning, and schooling in a variety of organizational settings in public education by examples given in the write-up.
Guidelines: SDAIE Observation	Candidate has followed **few** directions on how to structure and submit observation. Candidate has **not attached** a completed *SIOP* checklist. (Scan or hand to professor).	Candidate has followed **some** directions on how to structure and submit observation. Candidate has attached a **partial** *SIOP* checklist with **some** notes used during observation. (Scan or hand to professor).	Candidate has followed **all** directions on how to structure and submit observation. Candidate has attached a completed *SIOP* checklist with notes used during observation (Scan or hand to professor).

TPE 15 – Action Plan / Reflective Statement   10 points

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

- Each student will *create a personalized diversity / social justice action plan* designed specifically for his/her English learners and/or their parents.
- Your plan will discuss how you, as a future teacher of English Learners, will address an issue of diversity, social justice and/or equity in your school classroom.

- Your plan will include the following;
  - ❖ identification and definition the issue you have chosen to address,
  - ❖ 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.
- Post your final TPE 15 – Action Plan / Reflective Statement to our Cougar Course on due date.

Drafts on your TPE 15 Action Plan / Reflective Statements are due for peer review and feedback. See the course outline for due dates.

TPE 15 Action Plan / Reflective Statement – Rubric (10 points)

Criteria	Developing – 2 points	Approaching – 3 points	Meets – 5 points
TPE 15 Action Plan / Reflective Statement meets Social Justice and Equity	Candidate **does not** address or clearly define an issue of social justice and equity in the action plan / reflective statement. Activities for action plan are **scant or inappropriate** for EL students and/or parents.	Candidate addresses and defines an issue of social justice and equity **adequately** in the action plan / reflective statement. Activities for action plan are **adequate** for EL students and/or parents.	Candidate **fully understands and can apply** issues of social justice and equity for ELs. Candidate **clearly** addresses and provides **excellent** description of an issue in the action plan / reflective statement that is grounded in TPE 15. Activities are **appropriate** for EL students and/or parents.
Guidelines	Candidate has followed **few** directions on how to structure and submit Action Plan / Reflective Statement. **Limited** preparation & participation in peer review and analysis could have affected outcome.	Candidate has followed **some** directions on how to structure and submit Action Plan / Reflective Statement. **Partial or full** preparation & participation in peer review and analysis could have affected outcome.	Candidate has followed **all** directions on how to structure and submit Action Plan / Reflective Statement. **Full** preparation and participation in peer review and analysis is evident.

Sheltered Instruction (SDAIE/SIOP) / Multicultural Lesson Plan & Resources   25 points

– Critical Assessment Task (CAT)
- Applying the Sheltered Instruction [Specially Designed Academic Instruction in English (SDAIE) or Sheltered Instruction Observation Protocol (SIOP)] methodologies and principles you have learned in class, you will *create a SDAIE/SIOP lesson plan* that includes an accurate assessment plan, instructional strategies, and interactive activities that are appropriate for English Learners at various proficiency levels. You will write and present a lesson plan that clearly delineates how every student will be a successful learner by providing universal access to diverse students (e.g., gifted, English Learners, special needs, poor readers, non-readers).
- This is a group task (2-4 students) and members will need to coordinate unit lessons around a central theme.

- In addition, you will have the opportunity to *collect multicultural resources* (books, websites, articles, videos, etc.), that are rooted in multicultural education / social justice and equity for middle 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.

- During several class sessions, students will have the opportunity to work on their lesson plan both individually and in small groups by applying what they have learned from the readings, class discussions, and their classroom experiences.
- Students will have conference with the professor pertaining to their work in progress.
- Detailed information on assignments will be shared in class.
- Students will have the opportunity to *present their Multicultural Unit Plan & Resources in a Poster Session Format*.
- All unit plans for your group will be submitted in a notebook the day of the MC poster session and also on Cougar Course.

Drafts on your MC Lesson Plan are due for peer review and feedback prior to submitting your final copy to the professor. See the course outline for due dates.

SDAIE/SIOP Multicultural Unit Plan / Presentation - Rubric (24 points)

Criteria	Developing – 3 points	Approaching – 4 points	Meets – 6 points
TPE 7 Lesson meets Teaching English Learners	Candidates know and can apply **few** of the pedagogical theories, principles, and instructional practices for English Learners. Candidates **do not** comprehend key academic concepts and ideas for the development of a SDAIE/SIOP lesson.	Candidates know **some** pedagogical theories, principles, and instructional practices for English Learners. Candidates **partially** apply pedagogy in a comprehensive manner. **Some** of the SDAIE/SIOP lesson components are included, but ideas are **partially** developed or **inconsistent**.	Candidates know and **can apply** pedagogical theories, principles, and instructional practices for comprehensive instruction of **all** English Learners. SDAIE/SIOP lesson components are **clearly stated and developed** in lessons.
TPE 15 Lesson meets Social Justice and Equity	Candidates **do not** address issues of social justice and equity in the classroom, and lessons are not designed for students from diverse backgrounds. Multicultural resources are **scant or inappropriate** for EL students or lesson.	Candidates have addressed **some** issues of social justice and equity. Lessons **partly** include instructional practices for diverse students and are **inconsistently** grounded in theories of multicultural education.	Candidates **know and can apply** issues of social justice and equity in the classroom. Lessons include instructional strategies that are grounded in multicultural education, and provide equitable outcomes for **all** students from different linguistic, cultural, social and economic backgrounds.
Calendar , Thematic Plan & Guidelines: SDAIE Unit Plan	Candidate followed **few** directions on how to write calendar & connect all content areas for multicultural unit. Candidate has followed **few** directions on how to structure and submit SDAIE/SIOP Unit Plan. **Limited** participation in class/group preparation & planning could have affected outcome.	Candidate followed **some** directions on how to write calendar & connect all content areas for multicultural unit. Candidate has followed **some** directions on how to structure and submit SDAIE/SIOP Unit Plan. **Partial or full** participation in class/group preparation & planning could have affected outcome.	Candidate followed **all** directions on how to write calendar & strongly connect all content areas appropriately for multicultural unit. Candidate has followed **all** directions on how to structure and submit SDAIE/SIOP Unit Plan. **Full** participation in class/group preparation & planning is evident.
Poster Session Presentation	Presentation of SDAIE/SIOP Unit Plan was **limited** in techniques to make it vivid, engaging, and incorporate visual aids in class. Displayed **limited** resources appropriate for multicultural unit.	Presentation of SDAIE/SIOP Unit Plan incorporated **some** techniques to make it vivid, engaging, and incorporate visual aids in class. Resources reflected **some** appropriate resources for multicultural unit.	**Various techniques** incorporated into the presentation of SDAIE/SIOP Unit Plan to make it vivid, engaging with the use of visuals. All resources **highly appropriate** for multicultural unit.

Tentative Schedule/Course Outline

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

WEEK	TOPIC	ASSIGNMENT
Week 1 August 28 Sessions 1 & 2	**Community of Learners/Valuing Cultural Identity** • Introduction /Overview/Syllabus • Who are English Learners? • What is sheltered instruction? • Explain Reflections & MC Book/Multimedia Presentation **Supporting Second Language Acquisition** • Theoretical Frameworks & EL Programs • Historical overview of Bilingual Education • Preparing lessons for ELs • Explain EL Interview Assignment	**Read:** SIOP Ch. 1: Sheltered Instruction SIOP Ch. 2: Lesson Prep CC: Forbidden Language (Gandara & Hopkins, 2010) **Bring**: Copy of Syllabus **Sign-up**: MC Book/Multimedia presentations
Week 2 September 4 Sessions 3 & 4	**Informing Instructional Decision** • CELDT Assessment & Results • English Language Development (ELD) Standards • Lesson Development: Building Background **Techniques, Strategies & Linguistic Needs** • Lesson Development" Comprehensible Input & Strategies, SIOP Checklist • Explain EL Questionnaire Activity & Assignment	**Read:** SIOP Ch. 3: Building Background SIOP Ch. 4: Comprehensible Input SIOP Ch. 5: Strategies **Bring:** Downloaded ELD Standards, CDE Website and Common Core State Standards Due • Journal Reflection #1
Week 3 September 11 Sessions 5 & 6	**Techniques, Strategies & Linguistic Needs** • Differentiating Instruction • Long Term English Learners (LTELs) • Lesson Development: Student Interaction • Explain SDAIE/ELD Lesson observation/Write-up **From Theory into Practice** • EL Interview Discussion: analysis & synthesis • Lesson Development: Practice & Application; Lesson Delivery • Explain TPE 15 Action Plan	**Read:** SIOP Ch. 6: Interaction CC: What are we doing to middle school ELs (WestEd, 2010) http://www.wested.org/online_pubs/PD-10-02.pdf SIOP Ch. 7: Practice & application SIOP Ch. 8: Lesson Delivery Due • Interview with EL/Immigrant
Week 4 September 18 Session 7-8	**Assessing Learning to Guide Instructional Practices** • Lesson Development: Formal & Informal Assessments: Accountability; Progress monitoring • Explain SDAIE Multicultural Unit Plan **Strategies for ELs** • EL Interview Discussion: analysis & synthesis • Case Study Analysis • ELD Strategies & Academic Language	**Read:** SIOP Ch. 9: Review and Assessment CC: Case Study (Brantley, 2007) CC: Strategies (Dutro & Kinsella, 2010) Due: • Questionnaire –Learning About Your English Learners
Week 5 September 25 Sessions 9-10	**Culturally Responsive Teaching** • Debrief/Discuss ELD/SDAIE Observations • Integrating a Culture & Language Curriculum **Content Instruction** • Making content accessible to ELs • How to use textbooks for instruction with ELs **Writer's Workshop** • SDAIE MC Unit Plans	**Read:** CC: Content Instruction (Hernandez, 2003) Bring: Necessary materials to develop unit plan Due: ELD/SDAIE Lesson Observation

Table heading: **EDMS 555 – Elementary Multilingual Education**
Tuesday 8:30 – 3:00

Week 6 October 2 Sessions 11-12	**Special Education Issues Regarding ELs** • Special Ed & Accommodations **Parental Support & Involvement** • Involving Parents, Families & Communities • Draft of TPE 15 statements & get peer feedback **Writer's Workshop – Group Work** • Work on SDAIE MC Unit Plan • Student group work and conferences	Read: SIOP Ch. 10: Special Ed & ELs Due: • Journal Reflection #2 • TPE 15 Action Plan for Peer and professor review
Week 7 October 9 Sessions 13-14	**Unit Plan conferences with Instructor** • Differentiation of instruction for SDAIE MC Unit Plan; Group work; Confer with instructor **Writer's Workshop – Group Work** • SDAIE MC Unit Plans	Due: • TPE 15 Action Plan • Bring your MC Lesson draft for peer review and feedback
Week 8 October 16 Sessions 15-16	**Writer's Workshop – Group work** • Finalize SDAIE MC Unit Plan • Prepare for Poster Session **Teaching and Learning Celebration** • Poster Session of MC Units & roundtable presentations	Due: • Multicultural Unit Plan & Poster/Table Celebration