

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION**

**EDUC 555 B (Section 1) CRN# 25574
ELEMENTARY MULTILINGUAL EDUCATION
Spring 2013**

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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 on-going 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.

Required Texts:

Echevarria, J., Vogt, M., and Short, D. (2013). *Making Content Comprehensible for English Language Learners: The SIOP Model*, 4th 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 Standard can be downloaded from CDE CC website (www.cde.a.gov/re/cc).

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

TPE 7: Teaching English Learners

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

California Teacher Performance Assessment (CalTPA)

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

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

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

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

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, teacher candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the College of Education Governance Community, December, 1997.)*

Instructor application of attendance policy: Students are encouraged and expected to attend all sessions during the course, however, since we all have busy lives, and unforeseeable circumstances sometimes get in the way of our plans, one absence will be excused without penalty. For each additional absence, there will be a reduction of 40% in this grade category. In regards to partially missed sessions, for every 30 minutes that a student is not in class, their grade in this category will be reduced by 20%. Additionally, if you miss more than three class sessions, (this includes late arrivals and departures), you cannot pass the class. Please remember to sign in for each class session.

Students with Disabilities Requiring Reasonable Accommodations

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

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

• Attendance, Participation, & Professional Disposition	10 points
• 2 Reading Reflections (5 points each)	10 points
• Multicultural Book and Multimedia Tool Presentation	10 points
• EL Questionnaire – Learning About Your English Learners	10 points
• EL/Immigrant Interview	15 points
• ELD/SDAIE Lesson Observation & Write-up	10 points
• TPE 15 – Action Plan / Reflective Statement	9 points
• Moodle Tasks (3 points each)	6 points
• <u>Multicultural Resources & SDAIE “Unit”</u>	<u>20 points</u>
	Total 100 points

Grading Standards

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. 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, Participation, and Professional Disposition 10 points

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

Reading Reflections (5 points each)

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. Reflections must include connections that can be made between your reaction to the text and teaching English Learners, with specific examples from your classroom observation experiences, tutoring, or other personal experiences in diverse settings. Think about the “take aways” and your interaction with the text. What are things you would like to implement or take from the readings that are important to you as a future teacher?

Multicultural Book & Multimedia Tool Presentation

10 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*. 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.

English Learner Questionnaire – Learning About Your English Learners

10 points

In class, students will work in groups to write lists of questions to ascertain information about their English Learners (ELs) in the following areas: linguistic background; academic language abilities, content knowledge, and skills; physical, social and emotional development; cultural and health considerations; and interests and aspirations. From these lists, each student will create a questionnaire that can be administered to his/her ELs. Try to think of questions that 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 an EL student. You will reflect on your questions & student responses. What did you find valuable about this process? How would you improve your questionnaire? How did you elicit information to help you plan for instruction and get to know your EL students better? After administering your questionnaire to an EL student, upload your questionnaire with a paragraph of your reflection on our Cougar Course by the due date. Share your findings in class. This assignment is aligned to the TPAs.

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.

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.

TPE 15 – Action Plan / Reflective Statement

9 points

In this course, you are specifically responsible for demonstrating that you have met TPE 15: Social Justice and Equity in your coursework. Each student will *create a personalized diversity / social justice action plan* designed specifically for his/her English learners and/or their parents. Your plan will discuss how you, as a future teacher of English Learners, will address an issue of diversity, social justice and/or equity in your school classroom. Your plan will include the following; identifying / defining the issue you have chosen to address, a description of the English Learners and/or parents your plan is designed for, a reflection of the reasons you chose the issue, and a description of the personalized action plan (specific activities) you have created. Your action plan and reflective statement **MUST** reference TPE 15 so that you are demonstrating how you have met the TPE through this assignment. Post your final TPE 15 – Action Plan / Reflective Statement to our Cougar Course on due date.

Moodle Tasks

6 points

Two class sessions will be on-line. Moodle tasks should take about the equivalent of class time. Please refer to the Cougar Course shell for the assignments that will be posted under the corresponding Moodle date. Each Moodle task is worth 3 points toward your final grade.

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

10 points

Applying the Sheltered Instruction [Specially Designed Academic Instruction in English (SDAIE) or Sheltered Instruction Observation Protocol (SIOP)] methodologies and principles you have learned in class, you will *create a SDAIE/SIOP lesson plan* that includes an accurate assessment plan, instructional strategies, 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 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. 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. You will individually upload your lesson plan only on Cougar Course.

Electronic Submissions of Assignments

This course is paperless. All assignments are to be turned into the Moodle shell (a.k.a. Cougar Course) on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman.

Tentative Course Schedule

EDMS 555B – 01 Elementary Multilingual Education CRN# 25574 Sandra Orozco, Spring 2013			
Week	Date	Topic	Reading and Assignments Due
Week 1	Jan. 23	Introduction / Overview / Syllabus Who are English Learners? What is Sheltered Instruction? Discuss Reflections & Multicultural Book/Website Assignment	Upload or print a copy of the syllabus with you to class Sign-up for MC Book/ Multimedia presentations in class
Week 2	Jan. 30	Second Language Acquisition Theoretical Frameworks & EL Programs Historical Overview of Bilingual Education SIOP Components Discuss EL Interview Assignment	Read: SIOP Ch. 1 Sheltered Instruction- Ch. 2 Lesson Preparation Read: Diaz-Rico on CC- Learning about Second Language Acquisition
Week 3	Feb. 6	Informing Instructional Decisions CELDT Assessment & Results English Language Development Standard Stages of Language Development Language and Content Objectives	Read: SIOP Ch. 3 Building Background Download ELD Standards, CDE Website Due: Reading Reflection on SIOP Ch. 1-3
Week 4	Feb. 13	Techniques, Strategies, & Linguistic Needs Comprehensible Input & Strategies SIOP Checklist Discuss EL Questionnaire Assignment	Read: SIOP Ch. 4 Comprehensible Input- Ch. 5: Strategies
Week 5	Feb. 20	Techniques, Strategies, & Linguistic Needs Differentiating Instruction Common Core Implications for EL's Active Participation	Read: SIOP Ch. 6 Interaction Due: Reading Reflection on SIOP Ch. 4-6

Week 6	Feb. 27	On-line class Assignment on Moodle- Comprehension: Helping ELLs Grasp the Full Picture	Read: SIOP Ch. 7 Practice/ Application- SIOP Ch. 8 Lesson Delivery Due: On-line Moodle Assignment
Week 7	March 6	Assessing Learning to Guide Instructional Practices Formative and Summative Assessments	Read: SIOP Ch. 9 Review & Assessment Due: Questionnaire – Learning About Your English Learners
Week 8	March 13	Strategies for EL ELD Strategies & Academic Language Discuss ELD Observation	Read Snow&Kats on CC
Week 9	March 20	Culturally Responsive Teaching Integrating a Culture & Language Curriculum GLAD Debrief Observation Reading Comprehension Strategies	Due: Interview with EL/ Immigrant
Week 10	March 27	On-line class Assignment on Moodle- EL's with Learning Disabilities Discuss SDAIE Multicultural Unit Plan	Due: On-line Moodle Assignment
Week 11	April 10	Special Education Issues Regarding ELs Special Ed.& Accommodations Involving Parents, Families, and Communities Discuss SDAIE Multicultural Unit Plan	Read: SIOP Ch.10: Special Ed. and ELLs Scan: Transferable Skills between Spanish/English Due: ELD / SDAIE Observation
Week 12	April 17	Content Instruction Making content accessible to EL's Common Core State Standards: Building a Bridge for English Learners	Review Vocabulary Terms handout in CC

Week 13	April 24	SIOP Features Teaching with the Brain in Mind Writer's Workshop	Due: TPE15 Action Plan on CC
Week 14	May 1	Becoming Bilingual SIOP Features Game Writer's Workshop-Prepare for Poster Session	Bring your MC Lesson draft for peer review & feedback.
Week 15	May 8	Course Conclusion Teaching & Learning – Celebration Poster Session of MC Units & roundtable presentations	Due: Multicultural Unit Plan and Post Poster/ Table Display (hand MC notebook with lessons to professor)