

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

**EDMS 555-04 - Elementary Multilingual Education – CRN 41439
San Marcos Elementary School, San Marcos, Wednesday, 9:00am-3:15pm
8 Week Course, Fall 2011**

Professor: Ana M. Hernández, Ed. D.
Phone: (760) 750-8507
E-Mail: ahernand@csusm.edu
Office: University Hall 400
Office Hours: By Appointment

College of Education Mission Statement

The mission of the College 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.

Unique Course Requirements (optional)

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.

Required Texts

Echevarria, J., Vogt, M., and Short, D. (2008). *Making Content Comprehensible for English Language Learners: The SIOP Model*, 3rd 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).

Moodle – Assigned articles and other related information

TaskStream Account to upload your TPAs

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+. 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.

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.

- | | |
|---|-----------|
| • Attendance, Participation, & Professional Disposition (instructor's discretion) | 10 points |
| • 3 Reading Reflections (5 points each) | 15 points |
| • EL/Immigrant Interview | 15 points |
| • Questionnaire – Learning About Your English Learners | 10 points |
| • ELD/SDAIE Lesson Observation & Write-up | 15 points |
| • Multicultural Resources & SDAIE “Unit” Plan (Critical Assessment Plan) | 25 points |
| • TPE 15 – Action Plan / Reflective Statement | 10 points |

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, 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.

Reading Reflections (5 points each) & ELD Standards 15 points

Reflections based on your reading assignments are due on the dates listed on your course outline. Hard copies of the 3 reading reflections will be brought to class and discussed at the beginning of the session on which they are due, and **must** include:

- A written summary and/or analysis of the assigned topic that reflects understanding of the key concepts, including comments / analysis from the required readings.
- A reflection of the topic including connections that can be made between the topics and teaching English Learners, **with specific examples from classroom observation experiences, tutoring, or other personal experiences in diverse settings.**

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](#)

Questionnaire – Learning About Your English Learners 10 points **– Critical Assessment Task (CAT)**

In class, students will work in groups to write lists of questions to ascertain information about their English Learners 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 English Learners. This assignment is aligned to the TPAs. . A hard copy of the assignment will be brought to class.

ELD / SDAIE Lesson Observation 15 points

For this assignment you will observe an ELD or SDAIE lesson at your student teaching 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, what the students did. You can refer to the SIOP Protocol on pp. 234-235 as a guideline for what to look for in an effective lesson for English Learners. As part of your write-up, you should discuss how (if necessary) you would modify the lesson/activity observed in light of the information and knowledge gained in the course. A hard copy of the assignment will be brought to class; length 2-3 pages maximum.

EL/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 an individual who has learned or is learning English as a second language. This 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. Guideline for the interview questions and a rubric for scoring this assignment will be shared in class. Assignment will be submitted in class; length 2-3 pages maximum. More information on the criteria and expectations of this assignment will be explained in detail in class.

**SDAIE / Multicultural Lesson Plan and Resources
– Critical Assessment Task (CAT)**

25 points

Applying the SDAIE methodologies and principles you have learned in class, you will create a SDAIE 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 resources (books, websites, articles, videos, etc.), that are rooted in multicultural education / social justice and equity for elementary 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. Detailed information on assignments and rubric will be shared in class. Students will have the opportunity to present their Multicultural Unit Plan & Resources in a poster session format and round table discussions.

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

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.

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.

EDMS 555 – 04 Elementary Multilingual Education CRN 41439 Dr. Ana Hernández, Fall 2011		
Date	Topic	Assignment

<p>Week 1 Sessions 1 & 2 Wed. Aug. 31</p>	<p>Community of Learners/ Valuing Cultural Identity</p> <ul style="list-style-type: none"> • Introduction / Overview / Syllabus • Who are English Learners? • What is Sheltered Instruction? • Explain Reflections & EL Interview Assignment <p>Supporting Second Language Acquisition</p> <ul style="list-style-type: none"> • Theoretical Frameworks & EL Programs • Historical Overview of Bilingual Education • Preparing Lessons for ELs • Explain EL Questionnaire Assignment 	<p>SIOp Ch. 1: Sheltered Instruction SIOp Ch. 2: Lesson Preparation</p> <p>Cougar Courses/Moodle: ELLs in School (Peregoy & Boyle, 2005); Forbidden Language (Gándara & Hopkins, 2010)</p> <p>Bring copy of syllabus</p>
<p>Week 2 Sessions 3 & 4 Wed. Sept. 7</p>	<p>Informing Instructional Decisions</p> <ul style="list-style-type: none"> • CELDT Assessment & Results • English Language Development Standards • Lesson Development: Building Background <p>Techniques, Strategies, & Linguistic Needs</p> <ul style="list-style-type: none"> • Lesson Development: Comprehensible Input & Strategies; SIOp Checklist • Effective Literacy Instruction for ELs • Explain SDAIE/ELD Lesson Observation/Write-up 	<p>SIOp Ch. 3: Building Background SIOp Ch. 4: Comprehensible Input SIOp Ch. 5: Strategies</p> <p>Cougar Courses: Effective Literacy & Eng. Lang Instruction for ELs (Institute of Educational Services, 2010)</p> <p>Due: Download ELD Standards, CDE Website; Journal Reflection 1</p>
<p>Week 3 Sessions 5 & 6 Wed., Sept. 14</p>	<p>Techniques, Strategies, & Linguistic Needs</p> <ul style="list-style-type: none"> • Differentiating Instruction • Long Term English Learners (LTELs) • Lesson Development: Student Interaction <p>From Theory into Practice</p> <ul style="list-style-type: none"> • Lesson Development: Practice & Application; Lesson Delivery 	<p>SIOp Ch. 6: Interaction SIOp Ch. 7: Practice/Application SIOp Ch. 8: Lesson Delivery</p> <p>Cougar Courses: Repairable Harm (Olsen, 2010)</p> <p>Due: Questionnaire – Learning About Your English Learners</p>
<p>Week 4 Sessions 7 & 8 Wed., Sept. 21</p>	<p>Assessing Learning to Guide Instructional Practices</p> <ul style="list-style-type: none"> • Lesson Development: Formal & Informal Assessments; Accountability; Progress Monitoring • Case Study Analysis <p>Strategies for ELs in grades K-5</p> <ul style="list-style-type: none"> • ELD Strategies & Academic Language • Explain “SDAIE Multicultural Unit Plan 	<p>SIOp Ch. 9 “Review & Assessment”</p> <p>Cougar Courses: Case Study (Brantley, 2007); Strategies (Snow & Katz, 2010)</p> <p>Due: Journal Reflection 2</p>
<p>Week 5 Sessions 9 & 10 Wed., Sept. 28</p>	<p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> • EL Interview Discussion: analysis & synthesis • Integrating a Culture & Language Curriculum • Making content accessible to ELs • How to use textbooks for instruction with ELs <p>Writer’s Workshop - SDAIE MC Unit Plans</p>	<p>Cougar Courses: Content Instruction (Hernandez, 2003)</p> <p>Due: Interview with EL/Immigrant Bring necessary materials to develop unit plan</p>
<p>Week 6 Sessions 11 & 12 Wed., Oct. 5</p>	<p>Special Education Issues Regarding ELs</p> <ul style="list-style-type: none"> • Debrief/Discuss ELD/SDAIE Observations • Special Ed.& Accommodations • Involving Parents, Families, and Communities <p>Writer’s Workshop - SDAIE MC Unit Plans</p> <ul style="list-style-type: none"> • Student group work & conferences with instructor 	<p>SIOp Ch.10: Special Ed. and ELLs</p> <p>Cougar Courses: Latino Parents (Quezada, et. al, 2003) & Empowering Parents (Hensley, 2005)</p> <p>Due: ELD / SDAIE Observation Write-up Bring necessary materials to develop unit plan</p>
<p>Week 7 Session 13 & 14 Wed., Oct. 12</p>	<p>Writer’s Workshop - SDAIE MC Unit Plans</p> <ul style="list-style-type: none"> • Student group work & conferences with instructor • Finalize differentiation of instruction for unit plans • Draft TPE 15 statement & get peer feedback 	<p>Due: Journal Reflection 3 Conferences with instructor about unit plans & TPE 15.</p>
<p>Week 8 Session 15 Wed., Oct. 19</p>	<p>Writer’s Workshop</p> <ul style="list-style-type: none"> • Prepare for Poster Session • Finalize TPE 15 <p>Teaching & Learning Culmination – Celebration</p> <ul style="list-style-type: none"> • Poster Session of MC Units & roundtable presentations 	<p>Due: Multicultural Unit Plan and Poster/Table Celebration; Final copy of TPE15 reflective statement & unit plan on Cougar Course to receive credit for assignment.</p>