



**SCHOOL OF EDUCATION**

**EDUC 646 (01) - Second Language Acquisition: Research and Practice - CRN # 21193**

**Tuesday, 5:30 – 8:15pm, UNIV 237**

**16 week course, Spring 2012**

**Professor:** Ana M. Hernández, Ed. D.  
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**Office:** University Hall 400  
**Office Hours:** By appointment; before or after class

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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 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).

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**COURSE DESCRIPTION**

This course examines theoretical, developmental, social, instructional, and community issues related to second language acquisition in the context of a multicultural / multilingual society. Topics include identity development of second language learners; parallels between first and second language development; second language acquisition theories; approaches in second language instruction; survey of program models and research outcomes; implications for effective instruction and assessment (including the role of the first and second language); and the home / school connection in fostering second language acquisition.

**Course Objectives**

The purposes of this course are to:

- Examine and be knowledgeable of second language acquisition theories, and instructional approaches in second language instruction.
- Examine parallels between first and second language development.
- Evaluate the assessment process for English learners in regards to identification, placement and instructional planning.
- Assess effectiveness of program models and research outcomes for English learners.
- Consider connections between home, community and school contexts in providing language, literacy and content area instruction and support for English learners.

**Course Prerequisites**

Admission to the MA in Education program or approval from the School of Education and instructor.

**California Teachers of English Learners (CTEL) Certificate Program**

This course is aligned to the following standards for the California Teachers of English Learners (CTEL) Certificate Program leading to CLAD certification:

#### **CTEL Standard 4: Language Structure and Use**

- to develop research-based conceptual understanding of language systems, structures, forms, functions, and variation
- to analyze how language forms and structures that affect English Learners' comprehension and production of aural and written language
- to identify effective strategies to promote English Learners' literacy and communicative competence
- to instruct and assess English Learners language development, communicative competence, and academic achievement
- to identify and address areas in which to build positive transfers from the first language to the second and specific linguistic and sociolinguistic challenges English Learners may experience in developing social and academic English

#### **CTEL Standard 5: First- and Second-Language Development and Their Relationship to Academic Achievement**

- to analyze current research-based theories, processes, and stages of language acquisition, including the cognitive processes involved in language acquisition and the difference between first- and second-language acquisitions
- to demonstrate application to instructional planning and practices for teaching literacy to English Learners
- to demonstrate an understanding of cognitive, linguistic, physical, affective, sociocultural, and political factors that can affect second language development
- to build upon students' prior knowledge and promote their language development and academic achievement

### **GENERAL CONSIDERATIONS**

#### **Professional Disposition**

The School of Education mission statement and professional standards (see below) are the driving force behind all readings and activity related to this class. This course addresses many sensitive and controversial topics. We will be exploring these topics together and striving to expand our perspectives by considering the diverse lenses through which fellow educators see educational issues. Keep in mind that all students are expected to demonstrate professional behavior at all times. Professional behavior is defined herein as one that *consistently* demonstrates integrity, responsibility, tolerance, and respect for self and others. All students are expected to listen to different opinions, consider and reflect in depth on other points of view, and deal proactively with constructive criticism. Any unprofessional behavior is grounds for process and review of the candidate's continued participation in this course and/or program progress.

#### **Outcomes and Standards**

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the School of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS).

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

Students are approved for services through the Disabled Student Services Office (DSS). The DSS 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.

### **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. ***Said attendance presumes preparation for course with readings and assignments done prior to each class session.*** 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+. If you miss three (3) class sessions, you cannot receive a passing grade for the class. ***Not participating on an online session (class) will be considered an absence from class.***

Do strive for punctuality. 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. 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).*

### **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 circumstance. 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.

## Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Patricia Prado-Olmos, Associate Dean.

## Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. **This manual is a required textbook for all CSUSM School of Education graduate-level courses.**

## Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, 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. All assignments will be submitted on a hard copy. Details will be given in class. *Laptop use in class must be strictly related to our classroom activities. Be mindful of your personal disposition and refrain from engaging in personal computer business during class or this could affect your participation grade.*

## **COURSE REQUIREMENTS**

### Class Structure

This course is structured as a graduate-level seminar. The success of a seminar course is dependent upon each and every participant being well prepared. **As noted elsewhere, being prepared means that all readings and assignments and other preparations are done prior to each class session.**

My role will be to "facilitate" and to intervene or redirect class discussions as necessary, rather than to exclusively lecture on a weekly basis, or be the main focus of the class. You will work to develop your knowledge base through the readings, discussions, presentations, activities and assignments. Multiple approaches, methods, and teaching experiences are necessary strategies to accommodate various learning styles. Class formats and learning structures will vary and include whole and small group discussion, pair work (e.g., weekly Readings Discussion Leaders), and online work. *Note: I reserve the right to change, add to, or delete any material or assignment from the course.*

### Grading Policy & Grading Scale:

All assignments are due on the dates indicated below. Assignments turned in late will not receive full credit; they will be ranked on grade lower. Please manage your time and plan accordingly. Assignments must be typewritten, double-spaced and with standard margins unless completed in class. Written assignments will be graded with rubric scales for content and context (detail, logic, synthesis of information, depth of analysis, etc.) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc.). All assignments should reflect graduate level composition and use APA format. *Note: Professor reserves the right to change, add to, or delete any material or assignment from the course.*

The following grading scale will be used for this MA/graduate course:

93 – 100	A;	83 – 87	B;
90 – 92	A-;	80 – 82	B-
88 - 89	B+;	79 – below	Failing

**Students must receive a B- or higher in all coursework in order to be eligible for or remain in the School of Education graduate programs.**

### **Required Texts**

Baker, C. (2011). *Foundations of bilingual education and bilingualism (5<sup>th</sup> edition)*. Clevedon, England: Multilingual Matters.

California Department of Education. (2010). *Alternative educational programs for English learners: Research-based approaches* (eds.). Sacramento, CA: CDE Press. Available at <http://cde.ca.gov/re/pn> or sales office at (800) 995-4099.

The sixth edition of the Publication Manual of the American Psychological Association (APA) is a required textbook for all CSUSM School of Education graduate-level courses.

### **Description of Assignments**

- 1. Attendance/ Active Participation/Professional Dispositions (10 points)**  
You are expected to attend all class sessions and participate actively in class/online discussions and activities. In order to do so, you are expected to complete all required readings by the assigned date. **Please see attendance policy in this syllabus.** Being late and/or leaving class early will also lower your grade. Also your professional disposition is related to how you conduct yourself in class.
- 2. Reading Discussions (10 points)**  
Individually or in pairs, students will lead a class discussion on one of the required readings either in class or online. Students should identify 2-3 critical questions from the readings to lead the discussion. All students should reference the readings in their questions (discussion leaders) and in their responses (participation in discussions).  
**Discussion Leader: (5 points)**  
**Participation in ALL Reading Discussions: (5 points)**  
**DUE: Readings throughout the semester**

### **Written Assignments**

**Note:** For the following written assignments, please consult the APA Manual (6<sup>th</sup> edition) for proper formatting and presentation guidelines (see [www.apa.org](http://www.apa.org)). **Submission:** All 3 core written assignments must be submitted in **paper format**. 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.

- 3. Assignment #1 – Due Session 6 - February 28, 2012 (Cougar Course) (25 points)**  
**Assessment Review and CELDT Trends Study**  
**See rubric for assignment at end of syllabus**

**Purpose:** The goal of this assignment is to examine various assessment and testing tools in place for English Learners, with attention to the state-mandated CELDT. The purpose of this

assignment is to provide you with an opportunity to consider the full range of assessment tools to be used with English Learners in informing language, literacy, and content area development and achievement.

**Scope:** This assignment entails an examination of the components, process, and effectiveness of the CELDT (California English Language Development Test, mandated in California as of 2002) as implemented at your site of choice. (Note: If you are not familiar with the CELDT, see the California Department of Education website for CELDT information and reporting. The analysis portion of this assignment also entails an analysis of the various types of assessment tools that are needed to flesh out a fuller snapshot of English Learners' progress in the areas of language, literacy, and academic content areas.

First, locate and review CELDT scores over the past 5 years for your site and/or grade level of choice. What patterns do you see? What questions come to mind in examining any trends or patterns? Use the following questions to guide your analysis of the trends and factors related to CELDT scores over the past 5 years. Be sure to frame your analysis using the literature on assessment for this population.

**Format & Assessment of Written Assignment:** Discussion of above topics with clear headings, subheadings, and cogent analysis. 3-5 pages maximum (double spaced). Professor will share rubric scale for grading assignment with students in class.

**Written Assignment:** Based on the above information you have gathered, answer the following analysis questions:

1. What factors have likely influenced CELDT scores (e.g., site or district rezoning, who was included in the test scores, focus on literacy instruction, focus on testing under No Child Left Behind, site being designated a program improvement site, professional development, smaller classes, new programs or materials, etc.)? State outcomes with discussion of factors, clear subheadings and cogent analysis.
2. What aspects of CELDT score reporting need to be improved? For example, are CELDT scores reported at the student level? By student outcomes in different types of programs (Structured English Immersion, ELD, Sheltered instruction, bilingual education, etc. as available at the site) levels of detail to facilitate tracking of student progress by program placement or not? Why might this be the case? How might CELDT scores be impacted differentially by changes in the population? What are the implications for improved assessment data reporting?
3. Are standardized test score reports available for review together with CELDT scores? What is known about using the CELDT as a predictor of overall academic achievement? What other types of formative and summative assessment are in place? What other types of formative and summative assessment need to be utilized and included in order to provide a fuller picture of EL students' progress?
4. What other information/revelation did you find out about this topic? What questions are you pondering about or you still have about this topic?

3. **Assignment #2 - Due Session 11 - April 10, 2012 (Cougar Course)**

**Second Language Learner Study**

**(25 points)**

**See rubric for assignment at end of syllabus**

**CTEL Standards 4 and 5**

*If you are taking this course in order to obtain your CTEL, you must post this assignment to your CTEL Portfolio. Both the completion of the CTEL assignment and passing the course fulfills part of the CTEL requirement, specifically, addressing Standard 4: Language Structure and Use and Standard 5: First- and Second-Language Development and Their Relationship to Academic Achievement.*

**Purpose:** The purpose of this assignment is to provide you with an opportunity to study and to demonstrate understanding of key factors in the development of English Learners' comprehension, aural and written production, and to consider both the instructional strategies and contexts that would encourage and enhance English language literacy and proficiency. *Both monolingual and bilingual factors, contexts, and goals need to be considered, analyzed and presented in this study.*

**Focus Student:** You will choose an English Learner in your class (or school) to focus on for a case study. If you do not have access to a regular classroom, I strongly encourage you to find a colleague or classmate who teaches at a school and can assist you find a student to study. If that is not possible, then perhaps share student data with a classmate, but each of you write your own paper with your own analysis.

**Gather Data on the Focus Student:** Your case study will include information on the "whole child" (i.e. academic, social, home environment), but will primarily focus on his/her language abilities and needs across the various settings. Your case study will include the following:

- Initial and annual assessment information based on the student's CELDT scores.
- The student's proficiency level(s) in each language domain (listening, speaking, reading, writing) from the beginning of CELDT testing to present.
- Any available formal or informal assessments in the student's primary language (information from previous report cards or cums, teachers, or EL coordinators are acceptable)
- Observations of the student's sociocultural interactions in/outside the classroom using the first and second languages. For example, language functions and variations, including social functions and dialectical variations, may also be considered.
- To the extent possible, an interview with the student that encompasses his/her cultural background, proficiency in the first language, information about family and friends and corresponding language use, interests, language abilities/needs, academic likes/dislikes, etc. NOTE: A permit form is included at the end of this syllabus for your modification and use.
- A consideration of the student's psycholinguistic and developmental needs and how they are addressed and met (or not addressed and met) across home, school, or other (e.g., community) settings. For example, if the school offers an English only program, and the student's family communicates primarily in a non-English language, describe the differential needs and considerations of language use, development, functions, competence, etc. in these two very different settings.
- Language development needs/goals based on teacher evaluation, grades, standardized test scores, etc. (a combination of first and second language needs/goals may be considered depending on the student's program placement). For example, the language systems, structures, forms, functions and variations in the first and second language, including phonology, morphology, syntax and semantics, may be considered. Effective strategies that promote literacy and communicative competence may also be considered.

- Content area needs/goals based on teacher evaluation, grades, standardized test scores, etc. (a combination of first and second language needs/goals may be considered depending on the student's program placement). For example, ways to build positive transfers, and a consideration of specific linguistic challenges may be addressed.

**Format and Assessment of Written Assignment:** Be sure to use clear headings and subheadings so that your paper is organized and presented in a user-friendly manner. Be sure to explicitly reference any related readings in your paper. 3-5 pages maximum. Professor will share rubric scale for grading assignment with students in class.

**Written Assignment:** Based on the above information you have gathered on your English Learner, you will ***develop an instructional plan in a specific content area that addresses the specific needs of your student.*** Your customized plan should address both ELD and content objectives (i.e., be based on ELD and content standards). In addition, your plan should include a consideration of the emotional, psychosocial, psycholinguistic, and developmental needs of the student in home, school, and community settings.

#### 4. Assignment #3 OR Assignment #4 – **SELECT ONLY ONE** – IT'S YOUR CHOICE!

**Assignment #3 - Due Session 14 - Tuesday, May 1, 2012 (Cougar Course)**  
**Classroom Environment Study** (20 points)  
*See rubric for assignment at end of syllabus*

**Purpose:** The purpose of this assignment is to provide you with an opportunity to examine your instructional practice with consideration of best practices in supporting the whole child in the classroom (i.e., the social, emotional, developmental, cognitive, and home/community dimensions of working with English Learners). In this assignment, you will videotape a class session of your teaching for analysis and reflection. (Note: a consent form is provided for your convenience at the end of this syllabus packet.)

**Steps: First,** include information on the classroom context such as the grade level, subject matter, classroom student composition, number of English Learners and their EL levels, and other pertinent details.

**Second,** briefly describe your lesson or attach a lesson plan used for the video.

**Third,** include the videotape of your lesson. (Note: If videotaping proves challenging due to consent issues, etc. alternative artifacts such as still photographs or other available media may be substituted, pending discussions with the professor.)

**Fourth,** address the following questions when writing your analysis / reflection. **Be sure to liberally reference your readings including those on second language acquisition in your analysis.** If your class session does NOT address a question, you should reflect upon HOW you would modify your practice to do so.

- Have you taken into account students' background knowledge – both content knowledge and experiential knowledge about the subject matter?
- Have you incorporated the students' cultures, experiences, and languages into your lesson?
- Which languages (first and second) are incorporated into the lesson? Does your lesson allow for the student to utilize and demonstrate his/her stronger domains as well as those that are weaker / developing?



- Which language areas are incorporated in the lesson (listening/speaking, reading and writing)?
- What strategies are you using to ensure that all students have the opportunity to participate?
- Are all the students engaged in the lesson throughout the lesson?
- Do you have clear content and ELD objectives in the lesson?
- What instructional strategies are you using in order to make the content accessible to your English learners?
- Are students able to demonstrate learning in a variety of ways (consider language domains and proficiency in each language; learning styles and multiple intelligences; etc.)?
- How does the lesson support the whole child in the classroom (i.e., the social, emotional, developmental, cognitive, and home/community dimensions of learning)?

**Format and Assessment of Written Assignment:** Be sure to use clear headings and subheadings so that your paper is organized and presented in a user-friendly manner. 3-5 pages maximum. Professor will share rubric scale for grading assignment with students in class.

**5. Assignment #4 - Due Session 14 - May 1, 2012 (Cougar Course) (20 points)**  
**Program Review Study**  
*See rubric for assignment at end of syllabus*

**Purpose:** The purpose of this assignment is to provide you with an opportunity to review the programs in place at an English Learner’s site and to critically examine the various factors that play a part in the types of programs and services made available to English Learners.

**Steps: First,** locate, review, and include: (1) a description of programs for English Learners and (2) parental waiver information that are offered at your site and/or district. (Note: Be sure to include the original program description and parental waiver documents in the appendices section of your paper.)

**Then,** examine and analyze the types of programs offered to the students in your district or site, using the following guiding questions.

1. Have the programs offered at the site remained the same since Proposition 227 implementation (1998-2011)? Or have the programs offered changed? (Outcome – table or chart with 12 years of data and programs offered, with main components and features of each program, and analysis.)
2. Go back and review your findings from the *Assessment and CELDT Trends Study*. Have the CELDT scores changed significantly as a possible result of program availability or program selection? (Outcome – table or graph of CELDT scores over 5 years and analysis.)
3. What factors have likely influenced the programs and services made available at your site/district?
4. What levels of access do parents in the site/district have in selecting programs? In other words, what steps does your district take to disseminate information about programs and the waiver process? (For example, Are information sessions held and in

ways and at times that are convenient for parents? Are bilingual personnel readily available at the front office? Etc.)

5. What are some current issues concerning English Learners being examined in the site/district of study? (For example, focus topics of professional development; school wide or district wide goals – see district websites for this information; etc.)
6. What comments and observations do you have concerning the fit between the programs offered and the communities served?

**Format and Assessment of Written Assignment:** Be sure to use clear headings and subheadings so that your paper is organized and presented in a user-friendly manner. 3-5 pages maximum. Professor will share rubric scale for grading assignment with students in class.

**6. Poster Session/Roundtable Presentation - Due Session 15 - May 8, 2012 (10 points)**

For your final “examination,” you will choose one of the four formal assignments and present it to class. Prepare a poster presentation (e.g., PowerPoint slides or video presentation or photographs, a combination or variation thereof) for the class. The presentation should be a brief summary of your paper, and be about 5 minutes in length (maximum) + 2 minutes for Q & A with the audience. Select papers may be chosen for full class presentation, while others will be presented in a poster fair format. More information will be given in class. This final examination is an oral presentation and participation in class for a full grade.

**Tentative Course Schedule**

The following page includes a tentative course schedule. Professor may adjust readings or assignments as dictated by the needs of the course. ***Once I get a chance to review new textbook chapters – I will adjust the readings and provide a new schedule for the Baker (5<sup>th</sup> ed.) readings.***

Our class agendas may include some or all of the following:

- Discussion of the readings; explanation of assignments
- Seminar, lecture and dialogue of ideas
- Group work/collaboration; sharing resources/strategies
- Possible guest speakers
- Cougar Course Online Discussions
- Other activities

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**CA Faculty Association Statement:**

The California Faculty Association is in the midst of difficult contract negotiations with the CSU administration. In response to the CSU's stance, it is possible that the faculty union will call for a one-day strike or other work stoppage. When a decision for such action has been reached, you will be informed about the decision and of any disruption to the posted schedule.

## Tentative Course Schedule

### EDUC 646 – Second Language Acquisition: Theory, Research, and Practice

Spring 2012, CRN #21193

Professor: Ana Hernández, Ed. D.

Session/ Date	Type of class	Topic	Assignment due
Session 1 <b>Jan. 24</b>	In class	Introductions / Syllabus / Case Studies	Professor will provide class readings
Session 2 <b>Jan. 31</b>	In class	Second Language Acquisition Theories	Baker (2006) Chapters 6, 7 & 8
Session 3 <b>Feb. 7</b>	In class	Assessments and Student Placement; CELDT; Language Acquisition Levels; Other assessments; Guest Speaker	Baker (2006) Chapter 15
Session 4 <b>Feb. 14</b>	In class	Language in Society Types of Programs for ELs	Baker (2006) Chapters 3 & 4
Session 5 <b>Feb. 21</b>	Online class	English Language Development • ELD Strategies K-5 Work on Assignment #1	CA Department of Ed. Text (2010) Chapter 2
Session 6 <b>Feb. 28</b>	In class	Long Term English Learners (LTEL) • Causes & Solutions	Articles will be sent to you for class discussion <b>Due Assignment #1: Assessment Review &amp; CELDT Trends Study</b>
Session 7 <b>Mar. 6</b>	In class	ELD Strategies for grades 6-12	CA Department of Ed. Text (2010) Chapter 3
Session 8 <b>Mar. 13</b>	In class	Literacy Instruction for ELs – Academic Language	CA Department of Ed. Text (2010) Chapter 4
Mar. 19 -23	CSUSM Spring Break		
Session 9 <b>Mar. 27</b>	In class	Sheltered and Content Instruction	CA Department of Ed. Text (2010) Chapter 5
Session 10 <b>April 3</b>	In class	Types of Bilingual Education; Two-Way Bilingual Immersion (Successes and Challenges)	CA Department of Ed. Text (2010) Chapter 6; and Baker (2006) Chapters 10, 12
Session 11 <b>April 10</b>	Online class	Districts on Spring break Involving Parents and Communities of ELs Finish Assignment #2	Articles will be sent to you for online discussion <b>Due Assignment #2: EL Case Study</b>
Session 12 <b>April 17</b>	On your own class	Work on your next assignments (Dr. Hernández at the American Education Research Asso. Conf.)	Refer to syllabus for assignments 3 or 4, and final presentation
Session 13 <b>April 24</b>	In class	Historical & Political Issues of Bilingual Education	Baker (2006) Chapter 9; and other possible readings
Session 14 <b>May 1</b>	In class	Sociocultural and Sociolinguistic Equity in our Communities; Special Needs Population	Articles will be sent to you for class discussion <b>Due Assignment #3 or #4: Select either assignment from syllabus</b>
Session 15 <b>May 8</b>	In class	Poster Sessions/Round Table Presentations Course Evaluations	<b>Due Final Assignment: Select one of your assignments for the presentation.</b>

## STUDENT RELEASE FORM

Dear Parent/Guardian:

I am participating this school year in a graduate program at California State University San Marcos. The primary purposes of my program are to enhance student learning and encourage excellence in teaching.

A current project requires that short videotapes of lessons taught in your child's class be conducted. Although the videotapes involve both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of taping, your child may appear on the videotape. Also, at times during the year, I will be asked to submit samples of student work as evidence of teaching practice, and that work may include some of your child's work.

No student's name will appear on any materials that are submitted. All materials will be kept confidential. The form below will be used to document your permission for these activities.

Sincerely,

\_\_\_\_\_, Teacher

\_\_\_\_\_, Principal

## PERMISSION SLIP

Student Name: \_\_\_\_\_

I am the parent/legal guardian of the child named above. I have received and read the letter above and agree to the following:

(Please check appropriate line below.)

\_\_\_\_\_ **I DO** give permission to you to include my child's image on videotape as he or she participates in class and to reproduce materials that my child may produce as part of the activities. No names will appear on any materials.

\_\_\_\_\_ **I DO NOT** give permission to videotape my child or to reproduce materials that my child may produce as part of the classroom activities.

Signature of Parent of Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

## FORMULARIO DE AUTORIZACION

Estimado padre o madre de familia, encargado o tutor:

Este año soy uno de los participantes en un programa de estudios avanzado en la Universidad de California, San Marcos. El propósito de este programa es mejorar el aprendizaje de los alumnos y fomentar la excelencia en la enseñanza.

**Este proyecto requiere que yo exhiba videos de las lecciones que doy en el grupo de su hijo(a). Aunque en los videos aparecen el maestro y sus estudiantes, la atención se centra en el maestro y su manera de enseñar, no en los estudiantes. Al grabar mi clase, su hijo(a) podría aparecer en el video. También, se le pide al maestro que exhiba muestras del trabajo de sus estudiantes en varias ocasiones durante el año como evidencia de su práctica de enseñanza. El trabajo de su hijo(a) podría ser incluido en esas muestras.**

Los apellidos de los estudiantes no aparecerán en los materiales que se exhiban. Todos los materiales serán confidenciales. El formulario que aparece abajo será utilizado como prueba de su autorización para que su hijo(a) pueda ser incluido(a) en estas actividades.

Atentamente,

\_\_\_\_\_, Maestro(a)

\_\_\_\_\_, Director(a)

### AUTORIZACION

**Nombre del (de la) Estudiante:** \_\_\_\_\_

Yo soy padre, madre, encargado o tutor legal del (de la) estudiante que se menciona arriba. Ha recibido y leído su carta y expreso lo siguiente:  
(Por favor marque abajo en el cuadro correspondiente)

\_\_\_\_\_ **DOY** mi autorización para que la imagen de mi hijo(a) aparezca en el video al participar en clase y para que se haga copia de los materiales que él (ella) pueda llegar a producir como parte de sus actividades en el salón de clases. Los apellidos de los estudiantes no aparecerán en los materiales que el maestro exhiba.

\_\_\_\_\_ **NO DOY** mi autorización para grabar a mi hijo(a) ni para que se haga copia de los materiales que él (ella) llegue a producir como parte de sus actividades en el salón de clases.

Firma del padre o madre, encargado o

Tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

Name \_\_\_\_\_

<b>Criteria</b>	<b>Developing - 2</b>	<b>Approaching – 3 points</b>	<b>Meets – 5 points</b>
Student addressed content scope of assignment based on trends and patterns of CELDT data for over 5 years.	<b>Lack of depth</b> analysis of CELDT scores over 5 years for site and/or grade level of choice. <b>Narrow</b> examination of trends and patterns guided analysis. Analysis provided <b>little or no framing of concepts</b> according to literature/resources & class presentations.	<b>Some</b> analysis of CELDT scores over 5 years for site and/or grade level of choice. <b>Partial</b> examination of trends and patterns guided analysis. <b>Some</b> of the analysis framed concepts according to literature/resources & class presentations. Criteria at superficial level, <b>lacks depth</b> .	<b>In depth</b> analysis of CELDT scores <b>over 5 years</b> for site and/or grade level of choice. <b>Extensive</b> examination of <b>trends and patterns</b> guided analysis. Analysis framed according to literature/resources & class presentations.
Student addressed content scope of assignment based on analysis of factors influencing CELDT scores.	<b>Lack of depth</b> analysis of factors influencing CELDT scores over 5 years for site and/or grade level of choice. <b>Narrow</b> discussion of factors attributing to CELDT outcomes guided the analysis. Analysis provided <b>little or no framing of concepts</b> according to causes & effects of school, program or curricular factors.	<b>Some</b> analysis of factors influencing CELDT scores over 5 years for site and/or grade level of choice. <b>Partial</b> discussion of factors attributing to CELDT outcomes guided the analysis. <b>Some</b> of the analysis framed according to causes & effects of school, program or curricular factors. Criteria at superficial level, <b>lacks depth</b> .	<b>In depth analysis of factors influencing CELDT scores</b> over 5 years for site and/or grade level of choice. <b>Excellent</b> discussion of factors attributing to CELDT outcomes guided the analysis. Analysis framed according to causes & effects of school, program or curricular factors.
Student addressed content scope of assignment based on analysis of ways to improve assessment data reporting of CELDT scores.	<b>Lack of depth</b> analysis of ways to improve assessment data reporting of CELDT scores. <b>Narrow</b> examination of implications for improvement of data reporting. Analysis provided <b>little or no framing of concepts</b> according to according to literature/resources & class presentations.	<b>Partial</b> analysis of ways to improve assessment data reporting of CELDT scores. Discussion addressed <b>some</b> examination of implications for improvement of data reporting. <b>Some</b> of the analysis framed according to according to literature/resources & class presentations. Criteria at superficial level, <b>lacks depth</b> .	<b>In depth analysis of ways to improve assessment data reporting</b> of CELDT scores. Discussion included <b>excellent</b> examination of implications for improvement of data reporting. Analysis framed according to according to literature/resources & class presentations.
Student addressed content scope of assignment based on analysis of other formative or summative assessments to further assess ELs' progress.	<b>Lack of depth</b> analysis of other formative or summative assessments in place at site or that need to be utilized to further assess ELs' progress of academic achievement. <b>Little or no</b> discussion on reflection about other information/revelation the student found about the CELDT.	<b>Some</b> analysis of other formative or summative assessments in place at site or that need to be utilized to further assess ELs' progress of academic achievement. Discussion provided <b>some</b> reflection about other information/revelation the student found about the CELDT. Criteria at superficial level, <b>lacks depth</b> .	<b>In depth analysis of other formative or summative assessments</b> in place at site or that need to be utilized to further assess ELs' progress of academic achievement. Discussion provided <b>excellent</b> reflection about other information/revelation the student found about the CELDT and posed questions to further examine topic.
Student addressed conventions of paper format for written assignment based on directions given in syllabus.	<b>Poor</b> paper without clear headings, subheadings and cogent analysis. <b>Lacks</b> APA style. Paper <b>does not</b> meet CSUSM graduate level writing.	<b>Satisfactory</b> paper with headings, subheadings and analysis. APA style writing at graduate level. Double-spaced, 3-5 pages in length.	<b>Excellent</b> paper with clear headings, subheadings and cogent analysis. APA style writing at graduate level. Double-spaced, 3-5 pages in length. Included references used.

Criteria	Developing - 2	Approaching – 3 points	Meets – 5 points
Instructional plan addressed the scope of assignment based on ELD objectives that meet the proficiency levels of the student in all domains of CELDT.	<b>Limited</b> development of instructional plan. <b>Lacks language</b> consideration of student's <b>proficiency levels in all or some domains of CELDT</b> (listening, speaking, reading and writing) in accordance to his/her English Language Develop ( <b>ELD</b> ) objectives. Discussion <b>lacked or provided little examination</b> of student's initial and annual CELDT assessments related to the instructional plan.	<b>Narrow</b> development of instructional plan based on <b>language</b> consideration of student's <b>proficiency levels in all domains of CELDT</b> (listening, speaking, reading and writing) in accordance to his/her English Language Develop ( <b>ELD</b> ) objectives. Discussion included <b>some examination</b> of student's initial and annual CELDT assessments to develop an ELD plan. General statements, <b>lacked depth</b> .	<b>Excellent</b> development of instructional plan based on <b>thorough language</b> consideration of student's <b>proficiency levels in all domains of CELDT</b> (listening, speaking, reading and writing) in accordance to his/her English Language Develop ( <b>ELD</b> ) objectives. Discussion included a <b>thorough examination of student's initial and annual CELDT assessments</b> in order to develop a <b>well articulated ELD instructional plan</b> .
Instructional plan addressed the scope of assignment based on content objectives that meet the academic needs of the student.	<b>Limited</b> development of instructional academic considerations of student's <b>content instructional needs</b> in academic content, language, and vocabulary objectives. <b>Lacked/limited</b> discussion of the <b>examination of student's grades, standardized test scores, and teacher evaluations</b> in order to develop the content instructional plan.	<b>Narrow</b> development of instructional academic considerations of student's <b>content instructional needs</b> in academic content, language, and vocabulary objectives. <b>Narrow</b> discussion of the <b>examination of student's grades, standardized test scores, and teacher evaluations</b> in order to develop the content instructional plan. General statements, <b>lacked depth</b> .	<b>Excellent</b> development of instructional plan based on <b>thorough academic</b> consideration of student's <b>content instructional needs</b> , including development of academic content, language, and vocabulary objectives. Discussion included the <b>examination of student's grades, standardized test scores, and teacher evaluations</b> in order to develop a meaningful content instructional plan.
Instructional plan addressed the emotional, psychosocial, and psycholinguistic development needs of the student.	<b>Limited</b> instructional plan of the examination of student's <b>emotional, psychosocial, and psycholinguistic development needs</b> through the <b>observation</b> of the student's sociocultural interactions in/outside the classroom, language use and abilities, and any linguistic challenges in L1 and/or L2.	Instructional plan included <b>some</b> examination of student's <b>emotional, psychosocial, and psycholinguistic development needs</b> through the <b>observation</b> of the student's sociocultural interactions in/outside the classroom, language use and abilities, and any linguistic challenges in L1 and/or L2. General statements, <b>lacked depth</b> .	Instructional plan included <b>excellent</b> examination of student's <b>emotional, psychosocial, and psycholinguistic development needs</b> revealed through the <b>observation</b> of the student's sociocultural interactions in/outside the classroom, language use and abilities, and any linguistic challenges in L1 and/or L2.
Instructional plan addressed the home, school, and community settings that affect the developmental needs of the student.	<b>Limited</b> instructional plan of the examination of student's developmental needs based on <b>home, school, and community settings</b> revealed through the <b>interview</b> with student or teacher. <b>Limited or no description</b> of how settings met/not met needs in L1 and/or L2.	Instructional plan included <b>some</b> examination of student's developmental needs based on <b>home, school, and community settings</b> revealed through the <b>interview</b> with student or teacher. <b>Narrow</b> description of how settings met/not met needs in L1 and/or L2.. General statements, <b>lacked depth</b> .	Instructional plan included <b>excellent</b> examination of student's developmental needs based on <b>home, school, and community settings</b> revealed through the <b>interview</b> with student or teacher. <b>Excellent</b> description of how settings met/not met needs in L1 and/or L2.
Instructional plan meets conventions of APA paper format at graduate level writing skills based on directions given in syllabus.	<b>Poor</b> paper without clear headings, subheadings and cogent analysis. <b>Lacked</b> APA style. Paper <b>does not</b> meet CSUSM graduate level writing.	<b>Satisfactory</b> paper with headings, subheadings and analysis. <b>Inconsistent</b> use of APA writing at graduate level. Double-spaced, 3-5 pages in length.	<b>Excellent</b> paper with clear headings, subheadings and cogent analysis. <b>Consistent</b> with APA writing guidelines at graduate level. Double-spaced, 3-5 pages in length. Included references used.

Name \_\_\_\_\_

Criteria – 20 points total	Developing - 2	Approaching – 3 points	Meets – 4 points
Information on classroom context with evidence of lesson plan and implementation.	<b>Limited development of classroom context</b> , including grade level, student classroom composition, number of ELs/LTEs, EL levels and other details. <b>Lesson plan attached and described with lack of details. Evidence demonstrated lesson was implemented</b> through video, photographs, or student sample work. Simple statements <b>provided little examination</b> of plan.	<b>Narrow development of classroom context</b> , including grade level, student classroom composition, number of ELs/LTEs, EL levels and other details. <b>Lesson plan attached and described with some details. Some evidence demonstrated lesson was implemented</b> through video, photographs, or student sample work. General statements, plan <b>lacked depth</b> .	<b>Excellent development of classroom context</b> , including grade level, student classroom composition, number of ELs/LTEs, EL levels and other details. <b>Lesson plan attached and described in a thorough manner. Evidence demonstrated lesson was implemented</b> through video, photographs, and/or student sample work.
Citations and references include class readings throughout paper to support statements.	<b>Limited inclusion of</b> cited or quoted text from <b>literature/textbooks read</b> for class concerning second language learners. <b>Lacked/limited literature citations support</b> the development of your lesson plan. <b>References/bibliography</b> reflected <b>few or none</b> of the readings cited in your paper.	<b>Some inclusion of</b> cited or quoted text from <b>literature/textbooks read</b> for class concerning second language learners. <b>Few literature citations support</b> the development of your lesson plan. <b>References/bibliography</b> reflected readings cited in your paper.	<b>Excellent inclusion of</b> cited or quoted text from <b>literature/textbooks read</b> for class concerning second language learners. <b>Various literature citations support</b> the development throughout the lesson plan. <b>References/bibliography</b> reflected readings cited in your paper.
Lesson reflection and modifications of instructional practice with relation to student second language needs.	<b>Limited lesson reflection and discussion of modifications</b> in the lesson. Reflection <b>included limited discussion</b> of language areas (listening, speaking, reading, writing). <b>Content or language objectives</b> provided for the lesson. Simple statements <b>provided little examination</b> of plan.	<b>Narrow lesson reflection and discussion of modifications</b> in the lesson addressed diverse student backgrounds, incorporated student culture and language needs, <b>included reflection of some</b> language areas (listening, speaking, reading, writing). <b>Content and language objectives</b> provided for the lesson. General statements, plan <b>lacked depth</b> .	<b>Excellent lesson reflection and discussion of modifications</b> made throughout the lesson addressed diverse student backgrounds, incorporated student culture and language needs, <b>included reflection of various</b> language areas (listening, speaking, reading, writing). <b>Clear content and language objectives</b> provided for the lesson.
Lesson reflection and modifications of instructional practice with relation to strategies for second language acquisition.	<b>Limited lesson reflection and discussion of modifications</b> of strategies used for students, with <b>limited</b> inclusion participation, engagement, accessibility to content, differentiated learning/modalities, and support for whole child (social, emotional, cognition, home, community).. Simple statements <b>provided little examination</b> of plan.	<b>Narrow lesson reflection and discussion of modifications</b> of strategies used for <b>all</b> students, with <b>some</b> inclusion of participation, engagement, accessibility to content, differentiated learning/modalities, and support for whole child (social, emotional, cognition, home, community). General statements, plan <b>lacked depth</b> .	<b>Excellent lesson reflection and discussion of modifications</b> of strategies used for <b>all</b> students, including participation, engagement, accessibility to content, differentiated learning/modalities, and support for whole child (social, emotional, cognition development, home, community dimensions of learning).
Paper meets conventions of APA paper format at graduate level writing skills based on directions given in syllabus.	<b>Poor</b> paper without clear headings, subheadings and cogent analysis. <b>Lacked</b> APA style. Paper <b>does not</b> meet CSUSM graduate level writing.	<b>Satisfactory</b> paper with headings, subheadings and analysis. <b>Inconsistent</b> use of APA writing at graduate level. Double-spaced, 1” margins, 10 pages maximum in length. Included introduction, body, conclusion, and references.	<b>Excellent</b> paper with clear headings, subheadings and cogent analysis. <b>Consistent</b> with APA writing guidelines at graduate level. Double-spaced, 1” margins, 10 pages maximum in length. Included introduction, body, conclusion, and references.



Name \_\_\_\_\_

Criteria – 20 points total	Developing - 2	Approaching – 3 points	Meets – 4 points
Describe program and waiver process for students who are English Language Learners at school site or district.	<p>1) <b>Limited description of program</b> for ELs/LTEs at school site or district.</p> <p>2) <b>Limited description of parental waivers</b> offered, access to parents, dissemination of information, and waiver process. <b>Appendices may or may not</b> include original program description and parent waiver documents. Simple statements with <b>little examination</b>.</p>	<p>1) <b>Narrow description of program</b> for ELs/LTEs at school site or district.</p> <p>2) <b>Narrow description of parental waivers</b> offered, access to parents, dissemination of information, and waiver process. <b>Appendices</b> include original program description and parent waiver documents. General statements, <b>lacked depth</b>.</p>	<p>1) <b>Excellent description of program</b> for ELs/LTEs at school site or district.</p> <p>2) <b>Excellent description of parental waivers</b> offered, access to parents, dissemination of information, and waiver process. <b>Appendices include excellent evidence</b> of original program description and parent waiver documents.</p>
Describe implementation of program since Proposition 227 for students who are English Language Learners at school site or district.	<p><b>Limited analysis of program</b> since the implementation of <b>Proposition 227</b>:</p> <p>1) <b>Limited examination of changes</b> that occurred since Prop 227.</p> <p>2) <b>Table with 12 or less</b> years of data of main programs offered with limited analysis. Simple statements <b>provided little examination</b>.</p>	<p><b>Narrow analysis of program</b> since the implementation of <b>Proposition 227</b>:</p> <p>1) <b>Some examination of changes</b> that occurred since Prop 227.</p> <p>2) <b>Table with 12 or less</b> years of data of main programs offered with analysis. General statements, plan <b>lacked depth</b>.</p>	<p><b>Excellent analysis of program</b> since the implementation of <b>Proposition 227</b>:</p> <p>1) <b>Excellent examination of changes</b> that occurred since Prop 227.</p> <p>2) <b>Included clear table</b> with 12 years of data of main programs offered with analysis.</p>
Analyze CELDT score results based on program availability/selection for students who are English Language Learners.	<p>1) <b>Limited analysis how CELDT scores</b> have changed as a possible result of program availability/selection.</p> <p>2) <b>Table of CELDT scores with limited analysis</b>. Simple statements <b>provided little examination</b>.</p>	<p>1) <b>Narrow analysis how CELDT scores</b> have changed as a possible result of program availability/selection.</p> <p>2) <b>Table of CELDT scores with some analysis</b>. General statements, plan <b>lacked depth</b>.</p>	<p>1) <b>Excellent analysis how CELDT scores</b> have changed as a possible result of program availability/selection.</p> <p>2) <b>Included clear table of CELDT scores with analysis</b></p>
Analyze current issues concerning students who are English Language Learners at school site or district.	<p>1) <b>Limited analysis of school site/district current issues concerning ELs</b>, such as professional development, education goals, etc. Refer to school/district website.</p> <p>2) <b>Limited insights/comments or observations</b> concerning fit between program offered and community served. Simple statements <b>provided little examination</b> of plan.</p>	<p>1) <b>Narrow analysis of school site/district current issues concerning ELs</b>, such as professional development, education goals, etc. Refer to school/district website.</p> <p>2) <b>Narrow insights/comments or observations</b> concerning fit between program offered and community served. General statements, plan <b>lacked depth</b>.</p>	<p>1) <b>Excellent analysis of school site/district current issues concerning ELs</b>, such as professional development, education goals, etc. Refer to school/district website.</p> <p>2) <b>Excellent insights/comments or observations</b> concerning fit between program offered and community served.</p>
Paper meets conventions of APA paper format at graduate level writing skills based on directions given in syllabus.	<p><b>Poor</b> paper without clear headings, subheadings and cogent analysis. <b>Lacked</b> APA style. Paper <b>does not</b> meet CSUSM graduate level writing.</p>	<p><b>Satisfactory</b> paper with headings, subheadings and analysis. <b>Inconsistent</b> use of APA writing at graduate level. Double-spaced, 1” margins, 10 pages maximum in length. Included introduction, body, conclusion, and references.</p>	<p><b>Excellent</b> paper with clear headings, subheadings and cogent analysis. <b>Consistent</b> with APA writing guidelines at graduate level. Double-spaced, 1” margins, 10 pages maximum in length. Included introduction, body, conclusion, and references.</p>