

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

EDMS 555—Elementary Multilingual Education CRN: 41756

**San Marcos Elementary School—Friday, 8:45 -3:30
Fall 2010**

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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 Prerequisite: 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. (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—Please download this entire document from the California Department of Education's website at <http://www.cde.ca.gov/be/st/ss>.

Moodle—Assigned Articles

Authorization to Teach English Learners
<p>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 the program receive a credential with authorization to teach English learners. <i>(Approved by CCTC in SB2042 Program Standards – August 2002).</i></p>

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 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. The following TPE is addressed 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, COE 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 COE website provided at the website provided:

<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, 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.

College of Education Attendance Policy – Attendance is Mandatory: Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures affect the final grade. COE attendance policy states, “At a minimum, students must attend 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 you have extenuating circumstances, contact the instructor as soon as possible. **In this section of EDMS 544, the following attendance policy applies: EIGHT points will be deducted for every one day’s absence regardless of the circumstances. Students who miss more than two classes will not meet the guidelines set by the College of Education required to earn a passing grade for this course. Arriving late/leaving early on more than 2 occasions will be equivalent to one absence. Students will have the opportunity to make-up one absence. Details of this assignment will be provided as necessary by the instructor.**

All University Writing Requirement: Every course at the university must fulfill the university’s writing requirement of at least 2,500 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 a future 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.

Grading and Expectations: Teacher education is a professional preparation program. It is expected 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 College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Furthermore,

- You must maintain a B average (3.0 GPA), with all grades at a C+ or better, in your teacher education courses to receive a teaching credential from the State of California.

- Late assignments will be accepted only under extenuating circumstances. Consult the instructor in advance if an assignment will be turned in late.

A	94-100 points	A-	90-93 points
B+	88-89 points	B	83-87 points
B-	80-82 points	C+	78-79 points
C	73-77 points	C-	70-72 points

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, 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. 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 College 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

Assignment	Points	Due Date
1. Attendance, Participation, and Professionalism	14	On-Going
2. Reading Responses	16	On-Going
3. ELL/Immigrant Interview	20	September 10 th
4. ELD/SDAIE Lesson Observation and Write-Up	15	September 24 th
5. CAT Social Justice and Equity Lesson Design	25	October 22 nd
6. Multicultural Literature Brochure	5	October 15 th
7. TPE 15 Reflection	5	October 31 st

Course Schedule

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.

Date	Topic	Assignment (if any)
Session 1 9/3	Creating A Classroom Community of Learners <ul style="list-style-type: none"> • Who Are English Learners? • Educational philosophies, history, and policies. • Getting to Know Your Students—Building Classroom Community 	Preview: Interview Readings Due—Little (In-Class Activity!)
Session 2 9/10	Supporting Second Language Acquisition <ul style="list-style-type: none"> • English Learner Interview: analysis and synthesis • Second Language Acquisition Theories • Bilingual Education; research, theoretical framework, history , common fallacies • CELDT Testing • Program models and placement 	Due: Interview Preview: Observation Readings Due—Crawford (Moodle), Olsen (Moodle), and Diaz-Rico Chapter 3 (Moodle)
Session 3 9/17	Meeting Student Needs/Making Instructional Decisions <ul style="list-style-type: none"> • California English Language Development Standards and Levels of Proficiency • Aligning California Content Standards with English Language Development Standards • Writing Content and Language Objectives • Using the ELD Standards and the CA Content Standards to Differentiate Instruction • Differentiated Instruction in Action – models for K-6 classrooms 	Due: Downloaded Copy of California ELD Standards Readings Due—SIOP Chapters 1&11
Session 4 9/24	Meeting Student Needs & Making Instructional Decisions. <ul style="list-style-type: none"> • Classroom Observation: synthesis & analysis • Cognitive Academic Language Proficiency: Purposeful and robust vocabulary instruction • The SIOP Model; lesson preparation & building background 	Due: Observation Readings Due—SIOP Chapters 2&3
Session 5 10/1	Classroom Climate; high expectations, motivation, and achievement <ul style="list-style-type: none"> • Making the core curriculum accessible to every student • SDAIE—More than just “good teaching” • Comprehensible Input 	Readings Due—SIOP Chapters 4 &5, Diaz Rico Chapter 5 (Moodle)

Session 6 10/8	Essential Strategies for English Learners <ul style="list-style-type: none"> • Questioning Strategies • Grouping Strategies • Interactive Strategies • Gifted English Language Learners • English Language Learners with Special Needs 	Preview: SJ&E Lesson Designs, Multicultural Literature Brochure Readings Due—SIOP Chapters 6&7, Banks (Moodle)
Session 7 10/15	Empowering and Engaging Students, Families, and Communities <ul style="list-style-type: none"> • Multicultural Literature Book Fair • Culturally Responsive Teaching • Working Session 	Due: Multicultural Literature Brochure Readings Due—SIOP 8&9, Ladson-Billings (Moodle), Quezada-Diaz-Sanchez (Moodle)
Session 8 10/22	Transforming Public Education <ul style="list-style-type: none"> • Lesson Presentations • Final Reflections and Closure 	Due: CAT SJE Lesson Designs Readings Due—SIOP Chapter 10

Assignment Descriptions

➤ **Attendance, Participation, and Professionalism**

14 points

Students will engage in active learning throughout each class session, and will be expected to participate actively, collaborate, and demonstrate professionalism at all times. Students will be expected to follow the CSUSM College of Education Professional Dispositions which include:

- Social Justice and Equity
- Collaboration
- Critical Thinking
- Professional Ethics
- Reflective Teaching and Learning
- Life-Long Learning

➤ **Reading Responses**

16 points

The assigned readings provide an important foundation for your increasing understanding of how to teach linguistically diverse students effectively. To focus your reading, aid you in remembering the content, and assist you with meaningful class participation, you will be asked to

complete a 10 minute in-class, open book “quickwrite” in response to topics and issues addressed in the course readings. Additional Reading Responses may also take the form of in-class projects and discussions.

➤ **ELL/Immigrant Interview**

20 points

The purpose of this assignment is to better understand the life of an English language 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 person must be an adult and can be a fellow student, someone you know, or someone you seek out. Through the interview process, you will discover how the person acquired/is acquiring English as well as the challenges/successes faced by immigrants as they learn a new language and culture. The guidelines for the interview questions and a rubric for scoring this assignment will be shared in class as well as additional information on the general expectations for this assignment.

➤ **ELD/SDAIE Observation and Write-Up**

15 points

Being able to see and reflect upon the instruction of English-Language Learners as it occurs in an actual classroom is an important part of your growth as a professional educator in California’s school system. This assignment is further designed to allow you to observe any specific strategies that you teacher may implement during instruction, as well as how such strategies enhance or diminish the engagement and interaction between *all* classroom students. Detailed instructions and a check-list for this observation, as well as a rubric for scoring will be shared in class.

➤ **Critical Assessment Task: SJE Lesson Design**

25 points

In this group assignment, you and your group members will work collaboratively to design a series of lessons based on providing differentiated, appropriately challenging, and engaging activities for your linguistically diverse students at various levels of English proficiency. This series of lessons will enable you to practice the main components and skills of this course as well as learn how to work as a professional group of educators. More details will be provided during class.

➤ **Multicultural Literature Brochure**

5 points

Being able to provide your future students with relevant, engaging, and culturally responsive literature is an essential component in your ability to reach all students. Working in small groups, you will select picture books that represent a multicultural theme. Each group will present a brochure featuring their favorite books as well as additional titles. These resources will be compiled for the future use of you and your classmates. More details will be provided in class.

➤ **TPE 15 Reflection**

5 points

You will write a short one-page reflection as a culminating activity for this course. You will be asked to reflect on your perceptions of students classified as ELL, the use of Social Justice and Equity in your own future classroom, the value of providing differentiated lessons for your students, as well as areas of personal and professional growth. You will post your final reflections to Moodle no later than October 31, 2010. More information will be discussed during class.