



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

**EDMI 555, Sec. 1  
Fall 2007**

**Middle Level Program at Woodland Park MSCRN 41908  
Various Dates (Check ML Calendar)**

**16 weeks**

**Instructor:** Ana Hernandez, Distinguished Teacher in Residence  
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**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 secondary 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 Middle Level/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.
2. Demonstrate understanding of the most important goals of bilingual/multicultural education.
3. Explain the theoretical framework upon which bilingual education is founded.
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 methodologies.

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6. Demonstrate understanding of multicultural education and the implications for curriculum, instruction, and educational policy.
7. Explain the meaning of culture, differentiated index, and the necessity for cultural convergence in schools.
8. Use techniques to develop understand each individual student, create a more just & humane learning environment, & help students in their growth & development as human beings.

### Required Texts

Echevarria, J., Vogt, M., and Short, D. (2008). *Making Content Comprehensible for English Language Learners: The SIOP Model*, 3<sup>rd</sup> Edition. Boston, MA: Allyn and Bacon.

Other articles/materials: Professor will provide additional articles to read in class or before a class session

Register for TaskStream Electronic Portfolio at [www.TaskStream.com](http://www.TaskStream.com) for your TPEs and TPAs

**ELD Standards** For the **3rd class session**, you will need to download and bring the ELD standards to class.

CDE. (1998) *English-Language Development Standards for California Public Schools K-12*. Sacramento, CA. may be purchased in a soft-bound cover for \$12.50. [Ordering Information](#) or use link below for a free download. ELD Standards are also available on TaskStream.

<a href="#">English Language Development, English Version</a> - free download CA Dept. Ed.	(PDF; 851KB; 93pp.)
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### 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 the program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB2042 Program Standards – August 2002*).

### 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's are addressed in this course:

#### TPE 7: Teaching English Learners

- Understanding and applying theories, principles, and instructional practices for English Language Development
- Understanding how to adapt instructional practices to provide access to the state-adopted student content standards
- Drawing upon student backgrounds and language abilities to provide differentiated instruction

#### TPE 15: Social Justice and Equity

- Valuing socially equitable teaching, learning, and schooling in a variety of organizational settings

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- Incorporating pluralism and divergent perspectives on educating diverse students
- Democratizing public education to achieve social justice and equity

### CAL STATE SAN MARCOS - College of Education

#### Attendance Policy

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. 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*).

#### Attendance: Professionalism / Disposition

Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups. The degree of your engagement in these processes forms the basis for points assigned. Regular attendance and full participation are expected, therefore, the above College Attendance Policy is amplified as follows:

**If absent, please notify the instructor in writing (email) as soon as possible. Notification of absence does *not* warrant an excuse.**

1. Missing more than 1 class meeting will result in the reduction of one letter grade.
2. Arriving late/leaving early on more than 2 occasions will be equivalent to one absence.
3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis.
4. Student may negotiate to make up one absence.

Because this course is part of an accredited program that leads to professional certification, students are expected to demonstrate behavior consistent with a professional career. In particular students must:

#### 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 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.

#### 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

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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.

### **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. Kelly, Associate Dean.

### **Writing**

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages). Writing requirements for this class will be met as described in the assignments. **Use the Cal State San Marcos Writing Center (Kellogg 1103), [www.csusm.edu/writingcenter](http://www.csusm.edu/writingcenter).** This support service is available to all students.

### **Course Requirements**

#### **1. Prepare before class and complete all assignments on time.**

It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of earned credit per day.** 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 and appropriate timeline to resubmit the work with the instructor. If you are absent when an assignment is due, you may submit the work via email, so that it is not counted late. Receipt of the assignment will be returned by the instructor.

#### **2. Use class time effectively.**

Take appropriate individual responsibility for your own learning in a democratic, collaborative, and reciprocal-learning environment. *Refrain from using laptops and other electronic devices for personal use during class.* The use of computers is strictly for our class purposes and when deemed appropriate. Must have laptops closed during all presentations as a courtesy to the presenters.

#### **3. Interact professionally and collaborate responsibly with your colleagues.**

Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, respect, academic honesty, and writing achievement. All students are expected to participate in class activities and demonstrate reflective learning. Students who do not attend a class session, or do not participate in class activities will not receive attendance and participation points for that session.

### **Course Requirements**

- |   |           |
|---|-----------|
| • Attendance, Participation, & Professional Disposition | 15 points |
| • Reading Reflections / ELD Standards                   | 12 points |
| • ELD / SDAIE Lesson Observation & Write-up             | 15 points |
| • Multicultural Resources / Lesson Plan                 | 25 points |

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- SDAIE "Unit" Plan (Critical Assessment Plan) 25 points
  - Reflective Statements for TPE 7 & 15 with artifacts attached (SDAIE Unit plan) 8 points  
(TPE must be on TaskStream to receive points)
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- Total 100 points

### Grading

	87 - 89	B+	77 - 79	C+	
95 - 100 A	83 - 86	B	73 - 76	C	60-69 D
90 - 94 A-	80 - 82	B-	70 - 72	C-	59 or lower F

### Course Assignment Descriptions

Note: The following is a concise explanation of tentative assignments for this course. Detailed instructions and rubrics for course assignments will be provided in class. If there is a strong possibility that the instructor needs to modify some of these assignments to meet the needs of the class, all students will be kept aware of any changes well in advance of any due date.

#### 1. Attendance, Punctuality, & Class Participation

15 points

It is important that students are well prepared for course sessions and participate in activities and assignments. 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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. **Notification of absence does not warrant an excuse.**

#### 2. Reflections

12 points (6 points each)

The purpose of these writings are to provide background information, feedback or progress on your experiences with ELLs, as well as a context for our class topics & discussions. Provide an honest description, explain your point of view, and pose questions related to the work you are doing related to second language learners. More explicit directions with a rubric for grading your work will be shared in class. Paper should be typed, double space, 1-2 pages in length. Work will be submitted to the instructor in class on the due date. Late reflections will be marked down.

#### 3. ELD / SDAIE Lesson Observation

15 points

For this assignment you will (Part 1) *observe* an ELD or SDAIE lesson at your student teaching school site. You will collect and document evidence of any instructional modifications made during the lesson to provide comprehensible input, build background knowledge, scaffold instruction, address content & language objectives, build vocabulary, adapt the materials/curriculum, and provide student interaction for English learners in the class. Please use the checklist in your *SIO P Textbook* on pages 228-230 to guide you. (Part 2) In your *write-up* explain your observations and discuss how (if necessary) you would modify the lesson and/or activities observed in light of the information and knowledge gained in the course and your *SIO P Textbook*. Please structure your write-up as follows:

- (1) use *SIO P* checklist during your observation and attach to your write-up
- (2) state program (bilingual, sheltered inst., structured immersion, etc.), , grade level, & content/subject
- (3) describe how teacher used SDAIE strategies during the lesson
- (4) describe how students were engaged and used second language in the lesson/activities
- (5) explain if the lesson observed used effective SDAIE strategies, or explain how you would modify the lesson/activities to better serve the needs of the ELLs
- (6) proofread: spelling, grammar & punctuation; length 3-5 pages maximum
- (7) submit your observation tool and write up on due date to instructor in class

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More information on the criteria and expectations of this assignment will be explained in detail in class. A rubric will be shared for scoring this assignment. Late work will be marked down.

### 4. Multicultural Resources / Lesson Plan

25 points

You will have the opportunity to collect multicultural resources (books, websites, text sets, etc.), and develop a lesson plan based on the resources and rooted in social justice and equity for high school students. ***This assignment must address TPEs 7 and 15.*** The following questions should help guide your selection of multicultural resources:

- Does this resource provide English learners access to the core curriculum & ELD language objectives?
- Does this resource help scaffold instruction to attain the content standard in an equitable classroom?
- Does this resource promote social justice and equity?
- Does this resource help your students see themselves & feel as if they are part of the culture of the school?
- How well do all the resources relate/connect to the multicultural theme, content standards, and relate to one another?

The required elements of the assignment are:

1. Choose multicultural resources that address appropriate proficiency and content area knowledge for high school students. Try to find resources that are bilingual (English and another language).
2. 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, non-readers, poor readers).

### 5. SDAIE Unit Plan

25 Points

#### Critical Assessment Task (CAT)

For this assignment you will apply the SDAIE methodologies and principles discussed in class and explained in your *SIOF* Textbook to create a SDAIE “unit plan” appropriate for English Language Learners at various proficiency levels (*you must address at least 3 ELD levels*). You may work in a group of 2-4 students to create the unit and calendar. Together you will design a 4 week interdisciplinary approach for an in depth thematic study of lessons/activities. Each group member will then write out his/her own SDAIE lesson plans as part of the “unit” for his/her content area. The “unit” is defined as a one week (5 day) development of lessons/activities, which includes one complete SDAIE lesson plan for Monday as stated below, followed by descriptions of activities, differentiated instruction, and assessments related to the main lesson for the following days of the week (Tuesday-Friday). Reminder: SDAIE strategies are used to teach English to second language learners through the use of content instruction. Our goal is to teach both, English & content. **Technical Assistance:** we will dedicate part of our class sessions to work on the unit plan in your groups and apply what you have learned from the readings, class discussions, and SDAIE observation lesson. As part of your professional disposition grade for the class, you are expected to attend all working sessions and actively participate. Please, bring your *SIOF* Textbook, notes/drafts, standards, and resources in order to use class time effectively. ***This assignment must address TPEs 7 and 15.***

**IMPORTANT: All work due on day of presentations.**

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### SDAIE Unit Plan must include the following:

#### Part 1 – Calendar

Group will develop a monthly calendar of lessons and activities to incorporate their subject area instruction in an interdisciplinary thematic approach. A well coordinated calendar will develop a clear plan of topics/activities for each subject area with an integration of assessments.

#### Part 2 – Main Lessons

Each member will write up a main lesson for his/her content area unit and a statement on how you met your TPEs with this SDAIE Unit Plan.

#### Part 3 – Follow-up Lessons

Each member will write out 4 short follow-up lessons for the main lesson of the unit (SDAIE strategies, activities, differentiated instruction, and assessments related to the 3 levels of ELD).

#### Part 4 – Presentations

Each group will have 15-20 minutes to present activity highlights of their SDAIE Unit Plan. Presentation is vivid, engaging, and incorporates use of visual aids.

More information on the criteria and expectations of this assignment will be explained in detail in class. A rubric will be shared for scoring this assignment. Late work will be marked down.

### 6. TPEs 7 & 15 Reflective Statements and Artifacts

8 points

This course requires that you address the TPEs listed above for your **TaskStream Electronic Portfolio**. Write a cogent reflective essay of approximately 250-350 words. The reflection provides evidence that you have met TPEs 7 & 15. The TPEs are to be submitted, responded to, and archived via TaskStream with your SDAIE Lesson Plan as the main artifact (Critical Assessment Task). In addition to the unit plan, you may attach other artifacts which also support your TPEs.

Each TPE reflective statement must include a paragraph for each of the following (COE format):

1. a description of the teacher candidate's learning with respect to the specific TPE being addressed (refer to *TPEs-at-a-Glance with Salient Features* <http://lynx.csusm.edu/coe/fieldExperience/index.asp>)
2. an analysis of how the attached artifact is evidence of that learning
3. a reflection describing personal significance of this learning, next steps in the journey toward continuing to meet this TPE, and how it will make you a highly qualified teacher

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit your TPE responses, you will receive feedback from the instructor that asks for revisions or says that you are "done." You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your Taskstream portfolio until the instructor says you are done with each TPE response for the course. More information on the criteria and expectations of this assignment will be explained in detail in class. A rubric will be shared for scoring this assignment. Late work will be marked down.

For Technology Assistance:

<http://lynx.csusm.edu/coe/eportfolio/index.asp>

This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.

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<http://www.taskstream.com>

This is the TaskStream home page where you will register for TaskStream and return to when working on your electronic portfolio

**Technology: Student Help Desk 750-6505**

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### Course Outline

**Tentative Timeline Subject to Change Pending on “Teachable” Moments.**

**Syllabus may be modified at any time in response to the needs & interests of the class. As I like to take advantage of the strengths and challenges that each individual class may have, there may be revisions on how the readings will progress. I will keep everyone well-informed of any changes of dates, additional articles, or deletions.**

Date	Topic	Assignment
Session 1 Mon., Aug. 30 12:45-3:30	<b>Community of Learners/ Valuing Cultural Identity</b> <ul style="list-style-type: none"> <li>• Introduction / Overview / Syllabus</li> <li>• <b>Explain Reflection Assignment (due 9/4)</b></li> <li>• Who are English Language Learners?                             <ul style="list-style-type: none"> <li>○ Linguistically, culturally, demographically</li> <li>○ Classroom culture &amp; teacher’s role</li> </ul> </li> <li>• Where I come from...Lesson Demonstration</li> </ul>	Textbook - <i>SIOP Model</i> : Ch. 1 “Sheltered Instruction”  Bring copy of syllabus and your ideas, issues/concerns, questions on how to best meet your needs in regards to teaching ELLs.
Session 2 Tues., Sept. 4 9:00-11:45	<b>Supporting Second Language Acquisition</b> <ul style="list-style-type: none"> <li>• Theoretical Frameworks</li> <li>• Types of Programs (Goals, Designs)</li> <li>• SDAIE - Lesson preparation &amp; background knowledge</li> <li>• Teacher Scenarios</li> <li>• Olsen, “Learning English...”</li> </ul>	Textbook - <i>SIOP Model</i> : Ch. 2 “Lesson Preparation” Ch. 3 “Building Background”  <b>Due: “Where I Come From Poem”</b> <b>Due: Reflection 1</b>
Session 3 Fri., Sept. 7 12:45-3:30	<b>Techniques, Strategies, &amp; Linguistic Needs</b> <ul style="list-style-type: none"> <li>• SDAIE - Comprehensible input</li> <li>• SDAIE - Strategies for Reading &amp; Writing in a Second Language</li> <li>• Teaching scenarios</li> <li>• English Language Development Standards                             <ul style="list-style-type: none"> <li>○ Proficiency levels</li> <li>○ Content areas</li> </ul> </li> </ul>	Textbook - <i>SIOP Model</i> : Ch. 4 “Comprehensible Input” Ch. 5 “Strategies”  <b>Due: Download &amp; bring ELD Standards @ CDE Website</b>
Session 4 Mon., Sept. 17 9:00-11:45	<b>Informing Instructional Decisions</b> <ul style="list-style-type: none"> <li>• Matching Students with Program Placement                             <ul style="list-style-type: none"> <li>○ Home Language Survey</li> <li>○ Student Identification &amp; Placement</li> <li>○ CELDT Assessment &amp; Results</li> </ul> </li> <li>• SDAIE – Interaction &amp; Grouping</li> <li>• SDAIE - Practice &amp; Application</li> <li>• Teaching scenarios</li> <li>• <b>Explain “Multicultural Lesson Plan” (due 9/27)</b></li> </ul>	Textbook - <i>SIOP Model</i> : Ch. 6 “Interaction” Ch. 7 “Practice/Application”
Session 5 Tuesday Sept. 18 9:00-11:45	<b>From Theory into Practice</b> <ul style="list-style-type: none"> <li>• SDAIE – Lesson Delivery</li> <li>• Teaching Scenarios</li> <li>• SIOP - Sheltered Instructional Observation Protocol</li> <li>• Closing the GAP on Student Performance                             <ul style="list-style-type: none"> <li>○ Freeman/Freeman, “Older English Learners”</li> </ul> </li> <li>• Writer’s Workshop – MC Lesson Plan                             <ul style="list-style-type: none"> <li>○ Student Conferences with instructor</li> </ul> </li> <li>• <b>Explain Reflection Assignment (due 10/5)</b></li> </ul>	Textbook - <i>SIOP Model</i> : Ch. 8 “Lesson Delivery”
Session 6 Friday Sept. 21 9:00-11:45	<b>Assessing Learning to Guide Instructional Practices</b> <ul style="list-style-type: none"> <li>• SDAIE – Formal &amp; Informal Assessments</li> <li>• Accountability Systems</li> <li>• Teaching scenarios</li> <li>• Writer’s Workshop – MC Lesson Plan                             <ul style="list-style-type: none"> <li>○ Student Conferences with instructor</li> </ul> </li> <li>• <b>Explain SDAIE/ELD Lesson Observation” (visit 9/24)</b></li> <li>• <b>Explain Write-up of Observation (due 10/2)</b></li> </ul>	Textbook - <i>SIOP Model</i> : Ch. 9 “Review & Assessment”

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Session 7 Monday Sept. 24 9:00-11:45	<b>SDAIE/ELD Lesson Observation</b> (Visitation pending on confirmed day & time from school site. We need to be flexible.)	Bring your SIOP Observation Tool and take notes.
Session 8 Tuesday Sept. 25 12:25-3:30	<b>Instructional Strategies to Empower Students</b> <ul style="list-style-type: none"> <li>• Debrief/Discuss ELD/SDAIE Observations</li> <li>• Cognitive Academic Language Learning Approach (CALLA) for Content Instruction</li> <li>• Reading &amp; writing across the curriculum</li> <li>• Scarcella, "Academic English"</li> <li>• Writer's Workshop – MC Lesson Plan <ul style="list-style-type: none"> <li>○ Student Conferences with instructor</li> </ul> </li> </ul>	Hernandez, "Making Content Comprehensible"
Session 9 Thursday Sept. 27 9:00-11:45	<b>Promoting Multicultural Resources</b> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• <b>Explain &amp; plan "SDAIE Unit Plan" (due 10/15 or 10/16)</b></li> <li>• Writer's Workshop – SDAIE Unit Plan</li> </ul>	Textbook - <i>SIOP Model</i> :  <b>Due: Multicultural Lesson Plans</b>
Session 10 Tuesday Oct. 2 12:45-3:30	<b>Special Education Issues Regarding ELLs</b> <ul style="list-style-type: none"> <li>• SDAIE – Special Ed.</li> <li>• <b>Explain TPEs 7 &amp; 15 Statements (Drafts due 10/8, posted by 10/9)</b></li> <li>• Writer's Workshop – SDAIE Unit Plan <ul style="list-style-type: none"> <li>○ Student Conferences with instructor</li> </ul> </li> </ul>	Textbook - <i>SIOP Model</i> : Ch.10 "Special Ed. and ELLs"  <b>DUE: ELD / SDAIE Observation Write-up</b>
Session 11 Friday Oct. 5 9:00-11:45	<b>Beyond our Classrooms</b> <ul style="list-style-type: none"> <li>• Involving Parents, Families, and Communities</li> <li>• Border Pedagogy</li> <li>• ELLs' Schooling Experiences <ul style="list-style-type: none"> <li>○ Rubinstein-Avila, "Conversing with Miguel"</li> </ul> </li> <li>• Portraits of migrant families</li> <li>• Writer's Workshop – SDAIE Unit Plan <ul style="list-style-type: none"> <li>○ Student Conferences with instructor</li> </ul> </li> </ul>	Valdes, "Language & Immigrant Children"  Quezada, et.al, "Latino Parents"  <b>DUE: Reflection 2</b>
Session 12 Monday Oct. 8 9:00-11:45	<b>Politics of Second Language Learning</b> <ul style="list-style-type: none"> <li>• Historical Overview of Bilingual Education</li> <li>• Social, Political, &amp; Legal Foundations</li> <li>• Current Political Challenges &amp; Legal Mandates</li> <li>• Writer's Workshop – SDAIE unit plan <ul style="list-style-type: none"> <li>○ Revise &amp; edit with peers/instructor</li> </ul> </li> </ul>	Crawford, "Disaster at the Polls," & Prop. 227  <b>Due: Draft Copy of TPE 15 Reflective Statement to instructor today</b>
Session 13 Tuesday Oct. 9 9:00-11:45	<b>Writer's Workshop:</b> utilize time effectively to <i>finish your SDAIE Unit Plan and TPEs 7 &amp; 15 Statements.</i> <ul style="list-style-type: none"> <li>• Writer's Workshop – Revise/edit unit plan <ul style="list-style-type: none"> <li>○ Student Conferences with instructor</li> </ul> </li> </ul>	<b>Due: Post Final copy of TPEs 7 &amp; 15 Reflective Statements with all corrections &amp; artifacts on TaskStream. Ask for my feedback to receive credit for assignment.</b>
Session 14 Monday Oct. 15 9:00-11:45	<b>Achieving Social Justice for ELLs</b> <ul style="list-style-type: none"> <li>• Presentations</li> </ul>	<b>Due: SDAIE Unit Plan, if you present today</b> <b>Due: Final copies of TPEs 7 &amp; 15 on TaskStream</b>
Session 15 Tuesday Oct. 16 12:45-3:30	<b>Achieving Social Justice for ELLs</b> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Course Evaluations</li> </ul>	<b>Due: SDAIE Unit Plan, if you present today</b>
<b>Enjoy Student Teaching! 😊</b>		

### REMINDERS:

We will dedicate (as needed) part of our sessions to work on our assignments in class. As part of your professional disposition grade for the class, you are expected to attend all workshop sessions, come prepared, and actively participate. Please, bring your *SIOP* Textbook, notes/drafts, standards, and resources in order to use class time effectively.

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Please, come well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. **Hard copies of all assignments are to be handed in on the due date in class.**

**Note that you will begin student observations at Woodland Park MS while you are still attending classes. We will also use our class time to debrief your observations & experiences with ELLs.**

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**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
<b>A.</b> The sound systems of language (phonology)	<b>A.</b> Foundations	<b>A.</b> Definitions of culture
<b>B.</b> Word formation (morphology)	<b>B.</b> Organizational models: What works for whom?	<b>B.</b> Perceptions of culture
<b>C.</b> Syntax	<b>C.</b> Instructional strategies	<b>C.</b> Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
<b>D.</b> Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	<b>D.</b> Physical geography and its effects on culture
<b>E.</b> Language in context	<b>A.</b> Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	<b>E.</b> Cultural congruence
<b>F.</b> Written discourse	<b>B.</b> Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
<b>G.</b> Oral discourse	<b>C.</b> Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	<b>A.</b> What teachers should learn about their students
<b>H.</b> Nonverbal communication	<b>D.</b> Working with paraprofessionals	<b>B.</b> How teachers can learn about their students
<b>I.</b> Language Change		<b>C.</b> How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>fact</b>
<b>A.</b> Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	<b>A.</b> Purpose	<b>A.</b> Concepts of cultural contact
<b>B.</b> Psychological factors affecting first- and second-language development	<b>B.</b> Methods	<b>B.</b> Stages of individual cultural contact
<b>C.</b> Socio-cultural factors affecting first- and second-language development	<b>C.</b> State mandates	<b>C.</b> The dynamics of prejudice
<b>D.</b> Pedagogical factors affecting first- and second-language development	<b>D.</b> Limitations of assessment	<b>D.</b> Strategies for conflict resolution
<b>E.</b> Political factors affecting first- and second-language development	<b>E.</b> Technical concepts	<b>IV. Cultural Diversity in U.S. and CA</b>
		<b>A.</b> Historical perspectives
		<b>B.</b> Demography
		<b>C.</b> Migration and immigration

EDMI 555 stresses the highlighted competencies.