

California State University San Marcos

College of Education

EDMS 555- Elementary Multilingual Education Fall 2006

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Mission of the College of Education at CSUSM. 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)

Authorization to Teach English Learners. This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.
(approved by CCTC in SB 2042 Program Standards, August 02))

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.

Attendance Policy. Due to the dynamic and interactive nature of EDMS 555, all students are expected to attend all classes and participate in all class activities. For every session of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. Three tardiness or "early exits" will be the equivalence of an absence. A passing grade will not be issued for students who do not attend 80% or more of the class sessions. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

Course Description

This course addresses the needs of elementary school teachers faced with the growing diversity that exists in today's classrooms. As such 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.

Standard Alignment

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

Standard 3: Relationship between Theory and Practice

Standard 4: Pedagogical Thought and Reflective Practice

Standard 5: Equity, Diversity, and Access to the Core Curriculum

Standard 7.a.b: Preparation to Teach Reading-Language Arts

Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

Standard 11.c : Preparation to use Educational Ideas and Research

Standard 13: Preparation to Teach English Learners

ATTITUDES AND VALUES

Teacher candidates will:

- develop an appreciation for the natural language abilities children possess for processing and producing print
- develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum
- affirm the importance of a rich environment for developing an effective language arts program.
- develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- develop a sensitivity to and appreciation for children with special learning needs
- develop an appreciation for the importance of reading and writing for their own personal and professional growth
- develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his or her individual needs.

Required Texts

Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research, and Practice*. New York: Teachers College Press.

Peregoy, S. F. & Boyle, O. F. (2005). *Reading, Writing, and Learning in ESL: A Resource Book for k-12 teachers*. San Francisco, CA: Pearson (4th edition).

Tse, L. (2001). "Why Don't They Learn English?" *Separating fact from Fallacy in the U.S. Language Debate*. New York: Teachers College Press.

Choate, J. (2000). *Successful Inclusive Teaching*. Allyn and Bacon (3rd edition)

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 redesignation requirements for the state of California.
- 5) Explain the connections between bilingual education, English as a second language, and SDAIE methodologies.
- 6) Demonstrate understanding of the five models of multicultural education and their implications for curriculum, instruction, and educational policy.
- 7) Explain the meaning of culture, differentiated index, and the necessity for cultural convergence in schools.

Course Requirements

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. 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 class journal).

- Attendance and participation **20 points**
- Reflective Journal/ELD Standards (TPE 15) **20 points**
- SDAIE Unit Plan (TPE 7) **60 points**
 - SDAIE Presentation (10 points)
 - Multicultural mini-book activity (15 points)
 - Lesson Observation (10 points)

Grading

96 – 100 = A;	80–82 = B-
90 – 95 = A-;	77-79 = C+
87 - 89 = B+;	73-76 = C
83 – 86= B;	70-73 = C-

TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective program 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 Language Learners

TPE 15: Social Justice and Equity

TPE 7: Teaching English Learners

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction. Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit. Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

TPE 15: Social Justice and Equity

Teacher candidates will be able to identify issues of social justice and equity in the classroom and can apply appropriate instructional strategies to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

Task Stream, WEBct, TPE's, and Assignments

TPE Reflective Writing for Task Stream:

This course requires that you address the TPE's listed above for your Task Stream Electronic Portfolio. You will address these TPE's by completing course assignments. Completion of the course assignments includes submitting them in the appropriate format to your electronic portfolio. Assessment of your TPE's is directly related to the assessment of your course assignments. You will write summary reflections to be submitted, responded to, and archived via Task Stream.

<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.

<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

Students are expected to post their interactive journal on WEBct after each class session. Approximately 30 minutes will be allocated during class time for this purpose. It is strongly encouraged that students bring a laptop computer to class and use its capabilities to their advantage.

ASSIGNMENT DESCRIPTIONS

1. Interactive Journal & ELD Standards (TPE 15: Social Justice and Equity)

A class journal will be maintained for each class session that needs to include the following:

- A written summary and/or description of the topics discussed in class that reflects understanding of the key concepts. Both comments from professor and other students should be reflected in the journal.

- Meta-reflections and/or analysis of key concepts, particularly in terms of the connections that can be made between class discussions and teaching English language learners, with specific examples from student teaching experiences, school observations, or other personal experiences in diverse settings. It is critical that direct connections are made with teaching experiences in the form of anecdotes, case studies, or narratives.

It is expected that the interactive journal will be posted into WEBct after every class session so that everyone everyone in class will have access to the information. Please be aware that other assignments in class may be required to be posted in WEBct.

The class journal will be graded according to its comprehensiveness, insightful connections, and “deep understanding” of the issues. *The class journal should address instructional concerns, school structures, teaching strategies, and school environments related to social justice and equity in diverse settings.*

Interactive Journal – TPE Guide

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-7 Teaching English Learners	Candidates demonstrate in their interactive journals that they know and can apply few pedagogical theories, principles, and instructional practices for comprehensive instruction of English.	Candidates demonstrate in their interactive journals that they know and can apply some pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of ALL English learners.

Ready to Post into Taskstream

Once you receive the comment on your assignment “**Ready to Post**” into Taskstream, you can place your interactive journal in your portfolio. As part of Taskstream, you must provide a brief reflection indicating how you have met the requirements for TPE 15 through and attaching the interactive journal as evidence.

ELD Standards Requirement. For the 3rd session of class (6th class session) you will need to search the California Department of Education (CDE) website and download the ELD standards and print a copy for yourself. Please bring the standards to class. You will need to become familiarized with the ELD standards throughout the semester.

2. SDAIE Unit Adaptation – TPE 7: Teaching English Learners

Applying the SDAIE criteria discussed in class, include SDAIE activities into an integrated comprehensive unit of study. The SDAIE unit must include at least three content areas, one of which needs to be literacy. (Further instructions will be given in class)

- Do the lessons use visuals, manipulatives, realia, drama, or other techniques that would facilitate understanding?
- Do the instructional strategies take into consideration the varying English proficiencies of language minority students?
- Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work-group techniques?
- Does the SDAIE Unit Plan incorporate the language and culture of language minority students?
- Does the unit reflect lessons that are challenging and appropriate?
- Does the unit plan include a culminating event?
- Are the community/parents of English learners included in the unit of study?
- Does the unit plan include an assessment component?
- Does the unit plan include a self-reflection component?

You may work in a group of 2-4 students. If you have any questions, please attend office hours or schedule a meeting.

SDAIE Presentation - Present a SDAIE component of your Unit Plan to the class. Each group will have up to 15 minutes to present a SDAIE portion of their Unit Plan.

Reflection - Please provide a 1-3 page reflection on what you learned from this assignment.

SDAIE Unit Plan/Presentation – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-7 Teaching English learners	Candidates know and can apply few of the pedagogical theories, principles, and instructional practices for English learners. English learners do not comprehend key academic concepts and ideas.	Candidates know many pedagogical theories, principles, and instructional practices for English learners, but cannot apply them in a comprehensive manner.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of ALL English learners.
TPE 15 Social Justice and Equity	Candidates do not address issues of social justice and equity in the classroom, and lessons are not designed for students from diverse backgrounds.	Candidates know many issues of social justice and equity, but lessons do not include instructional practices for diverse students and are not grounded in theories of multicultural education.	Candidates know and can apply issues of social justice and equity in the classroom. Lessons include instructional practices that are grounded in multicultural education, and provide equitable outcomes for students from different linguistic, cultural, social and economic backgrounds.	Candidates know and apply issues of social justice and equity in their lessons. Lessons apply instructional strategies grounded in theories, principles & ideas of multicultural education, ensure equitable outcomes for all students from different backgrounds, and are designed collaboratively with stakeholders representing all students in the classroom.

Multicultural Literature Mini-Book Activity - With up to 3 other team members, you will have the opportunity to develop a multicultural literature mini-book activity that will address appropriate selections reflecting multicultural perspectives for students in grades K-2 or 3-6. Your multicultural mini-book activity should have the following components. (1) Choose six powerful children’s multicultural selections that should be the center of the curriculum for different times throughout the year. (2) This plan should include **a brief outline of how the multicultural books will be used throughout the year** and a justification (explanation) of the selections made. (3) At least three of the books must be bilingual (English and another language) with a brief discussion of how “primary language support” will be incorporated into the literacy unit. (4) Write **one detailed** literacy lesson plan that will clearly delineate how every child will be successful by providing universal access to every student (e.g., gifted, English learners, special needs, non-readers, poor).

Further consideration in the forming of the multicultural literature mini-book activity:

1. Focus of the activity and brief summary of each book.
2. Grade level appropriateness of the activity.
3. Outline/plan of how the books will be used throughout the year.
4. Reading and writing lessons that will identify standards being covered.

5. Identify Assessment strategies: how you will determine they learned what you intended (how you will assess them).
6. Primary language support component of the activity.

Poster Sessions - Tables will be set up to provide space for half the groups to present/display their Multicultural Literature Selection. Other class members will walk around and listen to the discussions on the different books selected.

Note: Dr. Alice Quioco has developed an excellent website with a bibliography of children’s literature and multicultural books that could be a great resource for you (<http://www.csusm.edu/Quiocho>).

Reflection: Please provide 1-3 page reflection on what you learned from this assignment?

Multicultural Literature Mini-Book – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-7 Teaching English Learners	Multicultural resources are not authentic, do not reflect the diversity in schools, and the primary language of students is not considered. Lessons do not support English learners.	Candidates select some authentic multicultural resources, primary language is not included or not well translated. Lesson reading and writing activities are inappropriate for levels of proficiency in English and primary language, and assessments are non-existent or inappropriate.	Candidates select authentic multicultural resources that reflect diversity of the classroom, to include the primary language of English learners. Lesson plans include instructional activities appropriate for levels of proficiency in English and primary language, and have relevant assessments.	Teaching candidates include justification for the selection and purpose of each resource, taking into account the varying learning and social needs of individual students or groups in their own classroom. Lessons include language activities meet the academic and social needs of all students.
TPE-15 Social Justice and Equity	Multicultural assignment does not address issues of social justice and equity in the classroom. Lesson plans are not designed for students from diverse backgrounds.	Candidates select some multicultural resources that address issues of social justice and equity. Lesson plans do not include instructional practices for diverse students and are not grounded in theories of multicultural education.	Candidates select authentic multicultural resources that address issues of social justice and equity. Lesson plans are designed to include instructional practices that are grounded in theories of multicultural education, and provide equitable outcomes for students from different linguistic, cultural, social and economic backgrounds.	Candidates include justification for each multicultural selection that show how issues of social justice and equity are addressed for all students. Lesson plans apply instructional strategies grounded in theories and principles of multicultural education, ensure equal outcomes for all students from different backgrounds, and are designed with stakeholders representing all students in the classroom.

Lesson Observation - For this assignment you will observe a lesson for English learners during your observation day. You will collect and document evidence of any instructional modifications made to provide comprehensible academic input for the student(s). As part of your write-up, you are to discuss how you would change the lesson/activity in light of the information and knowledge gained in class discussions and readings.

Reflection: Please provide 1-3 page reflection on what you learned from this assignment?

Observation – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-4 Making Content Accessible	Teacher candidate is unable to determine if lesson observed is consistent with pedagogical theories, principles, and instructional practices for making content accessible to English learners.	Candidates can partially determine if lesson observed is consistent with pedagogical theories, principles, and instructional practices for making content accessible to English learners.	Candidates are able to determine if lesson observed makes content accessible to students with different levels of proficiency in English and primary language.	Candidates can apply pedagogical theories, principles, and instructional practices for making content accessible to all English learners by offering appropriate suggestions.
TPE-5 Student Engagement	Candidates of English learners are unaware if lesson observed engages students or is appropriate for the levels of English proficiency and primary language.	Candidates of English learners are not always certain if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.	Candidates of English learners are able to determine if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.	Teachers candidates can confirm that the lesson observed engages ALL English learners in the academic program; and students know objectives, understand key concepts, are aware of their progress, and their home language and culture are part of the classroom environment.

“Ready to Post” SDAIE unit plan for TPE 7

The SDAIE unit plan is to be put into Taskstream when the comment **“Ready to Post”** is indicated. Additionally, the student must write a brief reflection responding to the prompt on TPE 7.

Lesson Course Outline
(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Activities/Assignment
Session 1 8-30	Reintroducing Diversity-Bilingual Theories/Two-way Immersion	Introduction to the course Why are you here? Voices of Students
Session 2 8-30	Who are English Language Learners? 1 st and 2 nd Language Acquisition-Theory of Bilingual Education	Peregoy & Boyle—Ch 1-2. Tse—Ch. 1-2 Begin Interactive Journal
Session 3 9-6	History and Politics of Bilingual Education/Legal Mandates/Prop 227	Gay—Jigsaw ch. 1,2,3,4 Social Justice Timeline
Session 4 9-6	Theory and Practice of Bilingual education. What can the classroom teacher do? Special Education and Bil	Tse—Ch. 3 Interactive Journal
Session 5 9-13	Oral Language Development-The Foundation of the Oral Tradition-A Bilingual Theoretical Model-ELD	Peregoy & Boyle—Ch. 3-4 Gay—Jigsaw ch. 5, 6, 7, 8 DUE: Lesson Observation
Session 6 9-13	Emergent Literacy-My Mother Never Read to Me-ELD Standards/Bring Standards to class	Peregoy & Boyle—ch. 5 Review ELD Standards Interactive Journal
Session 7 9-20	Writing-Research on Second Language Writing-SDAIE	Peregoy & Boyle—ch. 3, 6 Cline & Necochea Article: SDAIE
Session 8 9-20	Models of Language Development-Reading and Literature-SDAIE	Interactive Journal
Session 9 9-27	Education—The Great Equalizer!!!-SDAIE-Models of Bilingual Education	Peregoy & Boyle—ch. 7
Session 10 9-27	Identification/Placement/Assessment of EL/CELDT	Peregoy & Boyle—ch. 10 DUE: Literature Mini-book Unit/poster sessions Interactive Journal
Session 11 10-4	Biliteracy Education: The Good, The Bad and The Ugly	Tse—Ch. 4, 5
Session 12 10-4	Two-Way Immersion Programs-Parental Involvement	Interactive Journal
Session 13 10-11	Myths of ELLs. Bilingual education, and the socio-political context	Peregoy & Boyle—Ch. 8, 9 DUE: SDAIE Presentations & Unit Plans
Session 14 10-11	Border Pedagogy-We all share the same children	Interactive Journal
Session 15 10-18	Reflections	
Session 16 10-18	Closure	DUE: Interactive Journal posted to Taskstream

SB 2042 Authorization to Teach English Learners Competencies

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

first- and second-language development		contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution
		al Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration