California State University San Marcos
College of Education

EDMI 555 – Middle Level Multilingual Education

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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 ongoing 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.

Course Description

This course addresses the needs of middle 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

Teacher Performance Expectation (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 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:

Primary Emphasis
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
TPE 4: Making Content Accessible
TPE 5: Student engagement
TPE 7: Teaching English Learners

Secondary Emphasis:
TPE 3: Interpretation and Use of Assessments
TPE 6: Developmentally Appropriate Teaching Practices
TPE 11: Social Environment
TPE 14: Educational Technology
TPE 15: Social Justice and Equity

Required Texts

Bigelow, B. et.al (2001). *Rethinking Our Classrooms: Teaching for Equity and Justice*. Milwaukee, WI: Rethinking Schools, Ltd.
Chamot, A. & O'Malley, J.(1994). *The CALLA Handbook: Implementing the cognitive academic language learning approach.* Menlo Park, CA: Addison-Wesley Publishing Company.
Crawford, J. (1999). *Bilingual education: History, politics, theory and practice.* Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA
Peregoy, S. & Boyle, O. (2001). *Reading, Writing & Learning in ESL: A Resource Book for K-12 Teachers*. New York, NY: Longman.

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.

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.

8) Use confluent education techniques to develop understand of each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.

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). Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor.

- Attendance and participation   20 points
- Interactive Journal / ELD Standards   20 points
- SDAIE Unit Plan   20 points
- SDAIE Presentation   10 points
- Multicultural literature mini-book activity   20 points
- ELD Lesson Observation   10 points

Grading

95 – 100 = A;	80–82 = B-
90 – 94 = A-;	77-79 = C+
87 - 89 = B+;	73-76 = C
83 – 86= B;	70-72 = C-

Attendance Policy

Due to the dynamic and interactive nature of EDMI 555, all students are expected to attend all classes and participate in all class activities. For every day 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.

ASSIGNMENT DESCRIPTIONS

Interactive Journal & ELD Standards (20 points)
A daily 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. Comments from the professor, other students and the course readings must 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.

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

ELD Standards Requirement
For the 5th class session, you will need to search the CDE website and download the ELD standards (Grades 3-5 or 6-8) and print a copy for yourself. Please bring the standards to class. Work with your interactive email partner if you run into any trouble with this assignment.

SDAIE Unit Adaptation (20 points) – Critical Assessment Task (CATs)
Applying the SDAIE criteria discussed, include SDAIE activities into an integrated comprehensive unit of study.

- Does the lesson use visuals, manipulatives, realia, drama, or other techniques that would facilitate understanding?
- Does the lesson 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 lesson incorporate the language and culture of language minority students?
- Is the curriculum reflected in the lesson challenging and not watered-down?
- Does the lesson include the 7-Intelligences and/or multiple modalities?
- Are the community/parents of English learners included in the unit of study?

You may work in a group of 2-4 students. During several class sessions, students will have the opportunity to work on their unit plan by applying what they have learned from the readings, class discussions, and their classroom experiences.

SDAIE Presentation (10 points) – Critical Assessment Task (CATs)
Present a SDAIE component of your Unit Plan to the class. Each group will have 20 minutes to present a SDAIE portion of their Unit Plan and explain the process involved in creating their unit.

Multicultural Literature Mini-Book Activity (20 points) – Critical Assessment Task (CATs)
With another person, you will have the opportunity to develop a multicultural literacy unit that will address appropriate literature selections reflecting multicultural perspectives for middle school students. Choose six powerful children's multicultural selections that should be the center of the curriculum for different times throughout the year. This plan should include an **outline of how the multicultural books will be used throughout the year** and a justification (explanation) of the selections made. 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. Write **one** detailed reading and writing lesson plan that will clearly delineate how every child will be successful by providing universal access to diverse students (e.g., gifted, English learners, special needs, non-readers, poor readers).

The format of the multicultural literature mini book activity should include:
1. Focus of the unit and brief summary of each book
2. Grade level this unit is appropriate for
3. Outline/plan of how the books will be used throughout the year.
4. Reading and writing lesson plan 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 unit plan

Poster Sessions (20 minutes each)
Tables will be set up to provide space for the groups to present/display their Multicultural Literature Selection. Class members will walk around and listen to the discussions on the different books selected.

Note: Dr. Alice Quiocho 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).

Lesson Observation (10 points)
For this assignment you will follow an English learner or group of students during your teaching assignment. 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 the course.

SCORING RUBRICS

SDAIE Unit Plan/Presentation – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-1 Specific pedagogical skills for subject matter instruction	Candidates use very traditional and limited (e.g., lecture only) pedagogical skills for subject matter instruction that prevent understanding of information to English learners	Candidates use some specific pedagogical skills for subject matter instruction, but many English learners do not have access to the content.	Candidates use a variety of specific pedagogical skills for subject matter instruction to English learners.	The specific pedagogical skills for subject matter instruction will incorporate the level of proficiency in English and the primary language.

SDAIE Unit Plan/Presentation – Scoring Rubric (Continued)

TPE-3 Interpretation and use of assessments	Candidates understand and use primarily traditional assessments strategies with English learners.	Candidates understand and use some informal and formal assessments to determine progress and plan instruction for English learners.	Candidates understand and use a variety of informal and formal assessments to determine progress and plan instruction for English learners.	Assessments will also incorporate English learners' levels of proficiency in English and the primary language to develop and modify instruction accordingly.
TPE-4 Making content accessible	Candidates use mostly traditional instructional practices that do not provide English learners access to content.	Candidates use some instructional practices, but few English learners have access to content.	Candidates use a variety of instructional practices to make content accessible to English learners.	**All** students have access to content, including non-readers and students with varying levels of English proficiency.
TPE-5 Student Engagement	Candidates are mostly concerned about covering content to English-only speakers, makes little effort to communicate objectives to EL, understanding is unlikely, instruction does not consider student level of English proficiency and primary language	Candidates of English learners communicate some objectives clearly, understanding is partial, progress is undetermined, instruction is sometimes adjusted, and community resources are untapped.	Candidates of English learners clearly communicate objectives, ensure understanding, monitors progress, adjust instruction according to level of English proficiency and primary language, and use community resources.	**All** students are engaged in the academic program, know objectives of lessons, understand key concepts, are aware of their progress, and their home language and culture are part of the classroom environment.
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.

Lesson 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.

Multicultural Literacy Unit – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-4 Making Content Accessible	Candidates use mostly traditional instructional practices that deny access to the content to non-readers and English learners.	Candidates use some instructional practices to make multicultural literature books accessible, but few non-readers and English learners have access to content.	Candidates use a variety of instructional practices to make multicultural literature selections accessible to diverse students.	**All** students have access to the content of multicultural literature books, including non-readers and students with varying levels of English proficiency
TPE-7 Teaching English Learners	Multicultural literature books are not authentic, do not reflect the diversity in schools, and the primary language of students is not considered.	Candidates select some authentic multicultural books, primary language is not included or not well translated, 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 literature books that reflect diversity of the classroom, to include the primary language of English learners, develop reading and writing instructional activities appropriate for levels of proficiency in English and primary language, and create relevant assessments.	Teaching candidates include justification for the selection and purpose of each book, taking into account the varying learning and social needs of individual students or groups in their own classroom. Writing and reading activities meet the academic and social needs of **all** students.

Interactive Journal – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-4 Making Content Accessible	Although there is some understanding of theory and practice, candidates are unable to demonstrate in their written reflections access to content for Els.	Candidates apply some theories and practice in writing that likely will provide access to content for ELs.	Candidates apply theories and practice to demonstrate how Els will have access to content as they reflect in writing on the major ideas, concepts, and topics discussed in class and readings.	Candidates application of theory and practice demonstrate in the reflective writing access to content for **all** students
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.

Course Outline
(Timeline Subject to Change pending "Teachable" Moments)

Date	Topic	Assignment
Session 1	Introduction / Overview Who are English Language Learners?	Peregoy & Boyle – Chapter 1 Bigelow, et.al – pp. 5-10
Session 2	Historical Overview of Bilingual Education – Social, Political and Legal Foundations	Crawford – Chapters 1, 3, 5 Bigelow, et.al – pp. 18-26, 32
Session 3	Second Language Acquisition: Theoretical Frameworks	Peregoy & Boyle – Chapter 2 Crawford – Chapter 6
Session 4	Bilingual Education Programs / Legal Mandates / Proposition 227 What can classroom teachers do?	Crawford – Chapter 11, 13, Appendix E
Session 5	Working with the ELD Standards: Profile of English learners' proficiency levels	**DUE: Download the ELD Standards from the CDE Website**
Session 6	ELD Observations in students' school sites – academic and social settings	
Session 7	Discussion of ELD Observations Identification/Placement/Assessment of English Learners/CELDT	Bigelow, et.al – pp. 204-206 **DUE: Lesson Observation**
Session 8	SDAIE Strategies Oral Language Development	Peregoy & Boyle – Chapters 3, 4
Session 9	SDAIE Strategies Reading and Writing	Peregoy & Boyle – Chapters 5, 6
Session 10	Multicultural Lit. Unit Presentations Assessing an English learner's writing proficiency	**DUE: Multicultural Lit. Mini Unit**
Session 11	CALLA - Instructional Strategies for English learners	Chamot & O'Malley – Chapters 1, 2, 3, 4
Session 12	Reading and Writing in Content Areas	Peregoy & Boyle – Chapters 8, 9 Chamot & O'Malley – one content chapter (Chapters 9-12)
Session 13	Reading Assessment	Peregoy & Boyle – Chapter 10 Chamot & O'Malley – Chapter 6
Session 14	Parents, Families and Communities Beyond the Classroom: Social Aspects of an EL's schooling experiences	Bigelow, et.al – pp. 155-159 / 186-187 Materials collected by students
Session 15	SDAIE Presentations Planning for the Future	**DUE: SDAIE Presentations & Unit Plans** **DUE: Interactive Journals**

NOTE: Interactive Journals will be reviewed throughout the semester. "Completed" journals are due at the final class session for grading.

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**	**I. The Nature 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	**III. Cultural Contact**
B. Psychological factors affecting first- and second-language development	**B.** Methods	**A.** Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	**B.** Stages of individual cultural 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
		IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

EDMI 555 stresses competencies highlighted in bold.