

CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION
EDMS 555, Section 04, Cohort 33 (CRN 42634)
Elementary Multilingual Education
Fall 2002

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Meeting Times/Place: Mon. / Fri. (UH) 1:00 p.m. – 4:15 p.m.
Office / Hours: By appointment.

**It is advised that you confirm all office hour sessions with the professor in advance.

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 with disabilities requiring reasonable accommodations must be 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.

Writing: In keeping with the All-University Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

DESCRIPTION

This course addresses the needs of teachers faced with the growing diversity that exists in today's classrooms. As such it will focus on the following topics:

*bilingual sociolinguistic/socio-cultural competence and implications for learning and instruction (e.g., levels of English proficiency and appropriate instruction for each level);

*application of effective instructional practices, i.e., English language development (ELD) techniques;

*cultural aspects of English learners, and implications for pedagogy;

*successful bilingual, multilingual education for language minority students.

Strong oral and written communication skills, information literacy, and technology are required of professional educators; therefore, these components are emphasized as methods to be used in completing course requirements.

OBJECTIVES

Students completing EDMS 555 will be able to demonstrate the following:

- Explain the basic terms, philosophies, problems, politics, issues, history and practices related to the education of language minority persons in California and the US.

- Explain the existing pupil identification, assessment, and language reclassification or re-designation requirements for the state of California (e.g., LAS, CELDT, etc.).
- Explain how the current laws (Prop. 227, ELD standards, CELDT, re-designation procedures, etc.) affect the education of English language learners.
- Explain the theoretical bases upon which bilingual education is founded and the most important goals of bilingual education.
- Explain the major research outcomes of bilingual education and other comparative programs.
- Explain the various models of English language development (English-only and bilingual education models), and the interrelationships between them (e.g., the different and coordinated roles of bilingual education and English as a second language in English language development).
- Explain and demonstrate various English Language Development methods and strategies.
- Explain the basic competencies related to language acquisition and language development that are necessary to possess an authorization to teach English Learners.

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

The Governance Community of the College of Education adopted the following policy on 12/19/97:

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. If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of "A." If three class sessions are missed, the highest possible grade that can be earned is a "C+." If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

1. The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **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. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, College Policy is amplified as follows: 1. Missing more than 1 class meetings will result in the reduction of one letter grade. (1 absence = A; 2 absences = B; 3 absences = C+)

2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be negotiated on a case-by-case basis. Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

GRADING

Grading Scale: A=90+, B=80-89, C+=77-79, C=70-76, D=60-69, F=59 or lower. Plus and minuses are not given.

Submission Schedule: Work submitted late, but within one week of the due date, will be reduced by one letter grade. Work received over one week late receives no credit. Please make sure to turn in all assignments in a timely manner. Otherwise, your grade will be lowered.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations will use APA format.

GENERAL CONSIDERATIONS

Outcomes and Standards: The context for and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing, and as approved by the faculty of the College of Education. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in "seat time", meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

Academic Honesty: It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, 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 course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. E. Oliver, Associate Dean.

Ability: Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

REQUIRED TEXTS

Diaz-Rico, L. & Weed, K. (2002) *The Crosscultural, Language, and Academia Development Handbook*. Allyn and Bacon

Walter, T. (1996). *Amazing English*. USA: Addison Wesley.
Course Handouts: Distributed periodically in class.

Recommended/Optional:

Peréz, B. & Torres-Guzmán, M. (2002). *Learning in Two Worlds*. Allyn & Bacon.
Choate, J. (2000). *Successful Inclusive Teaching*. (3rd edition) Allyn & Bacon.
Crawford, J. (1999). *Bilingual education: History, politics, theory and practice* (4th Edition). Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA
Peregoy, S. & Owen, F. (1997) *Reading, Writing, & Learning in ESL* (2nd Edition). Longman.

NOTE: All texts/readings MUST be brought to each appropriate class session.

Course Assignments:

All assignments are due on the dates indicated. Assignments must be typewritten or word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

A. Attendance & Participation	10 points	Ongoing
B. Interactive Journal	20 points	Due Week 8
C. EL Observation & Assessment Study	20 points	Due Week 6
D. Integrated Thematic SDAIE Unit	50 points total	Due Week 8
1. Multicultural Book Unit	(20 points)	Due Week 4
2. Written SDAIE Unit Plan	(20 points)	Due Week 7
3. Group Presentation of SDAIE Unit	(10 points)	Due Week 8

A. Attendance & Participation (10 points) Attendance; preparedness with readings and assignments; active, engaged discussions and participation in class. **For each class session, 1. two students will be responsible for preparing and demonstrating an activity related to our readings and discussions; 2. you need to check the outline for *’s that indicate material you need to BRING IN for discussion.**

B. Interactive Journal/ELD Standards (20 points total) Due in each class session and completed by Week 8

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. The entries need to include the date and title of readings or discussions, both the original writing and the feedback from the partner, and signatures of both partners. Each entry need not be more than one page in length. Original writing must be completed before each class meeting. You will need to submit a copy of your journal entry to the professor during each class meeting. Comments from the professor, other students and the course readings must be reflected in the journal. **A collection of your journal writings will be turned in on October 25, 2002**

Paired with one or more (not to exceed three) reflective partners, you will keep a collection of your ideas relating the topics covered in this course through readings, activities and discussions, and your real life as a teacher of second language learners. It is an ongoing assignment that begins on the second class and will continue until the last week. A journal entry for each set of readings should be included, related to the topics for that week. For each class we will express our reactions and thoughts about the readings in a variety of ways that attempt to model multiple ways of knowing (intelligences). Effective reflections are practical in nature, connecting course content with teaching experiences and observations, expressing your ideas, opinions, questions and concerns. As with any other journal, it is also a record of your thoughts, reactions, processes, and doubts. Because it is an interactive journal, you will share your journal with a partner(s) to respond and “bounce” around ideas.

ELD Standards Requirement

For the 3rd week of class (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.

C. EL Observation & Informal Assessment Study (20 points) Due Week 6

C. 1. EL Observation Study (10 points)

In this assignment you will select an ELD student to observe during your fieldwork or student teaching. (If you are currently not working in a bilingual or English language development class you will need to make arrangements to observe two lessons in another class.) This assignment is two-fold. The first portion involves researching a select EL student's a. background and b. instructional needs. The second portion involves observations of at least two lessons for your EL student. Your paper should have the following sections:

1. PRE-OBSERVATION TASK: Know the Learner exercise, Walter, pp. 4, 10.

2. EL STUDENT'S BACKGROUND & INSTRUCTIONAL NEEDS: For part 2, you may interview the teacher, language resource teacher / specialist, or student as appropriate to determine the student's socio-cultural and linguistic background. You also need to investigate the student's LEP level, program placement, and special needs if any, etc.

3. OBSERVATION OF LESSONS: This section is your field notes as you observe the lessons, with attention to the following:

*During your observation of the lessons, take field notes of what is happening during the lessons, with attention to instructional modifications (or lack thereof) made to accommodate the English Language Learner.

*After each lesson, discuss the lesson with the student or students to find out their impressions of the lesson.

*Discuss the lessons with the teacher. You will want to ask such questions as, What was the objective/purpose of the lesson? How did this lesson meet the needs of the EL, given the student's English language proficiency level? How was instruction modified for the EL? What did you learn during the lesson about the EL? Feel free to ask any additional questions that seem appropriate to the lesson you observe.

4. ANALYSIS: In this section, you present an analysis and interpretation of all information in sections 1 – 3, above. Your analysis section is the heart of your paper. It goes beyond describing to analyzing and interpreting what you observed. Accordingly, this section needs to relate your observation to the theories, methods of multilingual education discussed in readings and class discussions. What worked well and why? What needed improvement, and how can instruction better meet the needs of the EL? In your interpretations, you may also compare and contrast your observations, opinions, and feelings with those of a. the student(s) and b. the teacher.

C. 2 EL Informal Assessment Assignment (10 points)

5. INFORMAL ASSESSMENTS: You may choose any two informal assessments (see your packets and SOLOM for options). Note that for Beginning and Early Intermediate level students, you will have to rely primarily on the SOLOM, since their production / response levels will be very limited. You may or may not be able to assess on some of these assessment tools; try to match the rubric judiciously with the EL student, or adapt the assessment tool as necessary.

Option 1: SOLOM: As you observe the student in the classroom either during direct instruction and guided / independent follow-up, interactions with peers, etc., use the SOLOM matrix to rate the EL's oral language proficiency. It may be helpful if during your observation, you first take field notes of what is happening during the lessons, and how your EL student is attending to the lesson and demonstrating oral language proficiency. Then, you can use those notes to help you rate your EL student's oral language proficiency.

*Optional: discuss the observation with the teacher to fill in any gaps, since your observation time / opportunities may have been limited.

*Option 2: Any other informal assessment from your reading packet, modified as necessary.

6. WRITEUP: Write up your paper in descriptive and analytical ways. Your paper should have the following sections. Label each section as follows:

6A. Administration of Two Informal Assessments.

Describe how / where you conducted the assessments as appropriate (e.g., Did you administer the assessment orally or did the student read and fill out the sheet on his/her own? during follow-up time, at recess, etc.). Describe any modifications made to the assessment tool or procedure in order to adapt to the EL level.

6B. Summary and Analysis.

Use the data from your notes (optional) and the two informal assessment tools to...

a. summarize the different language development components the EL demonstrated; and

b. analyze these findings, using the theoretical frameworks in Walter (pp. 26, 34) and the ELD standards levels. For instance, you can cite examples of student utterances or responses, then tie it in to the frameworks in Walter and the ELD standards levels.

Notice that there is a critical difference between a. summarizing / describing and b. analyzing. Be sure to include both of these sections in your write-up. The type of analysis that is expected in this section matches the type of analyses you have been writing for the short journal papers.

*OPTIONAL PRESENTATION OF FINDINGS TO CLASS:

You will work in small groups during class time to develop a short poster session of your observed lesson assignment. You will host a poster session during week 6. If you choose to host a poster session, you will get credit for the participation activity in A. above.

D. Integrated Thematic SDAIE Unit	50 points total	Due Week 8
Multicultural Literature Assignment	(20 points)	Due Week 4
Written Unit Plan	(20 points)	Due Week 7
Group Presentation of SDAIE Unit	(10 points)	Due Week 8

Multicultural Literature Assignment (10 points)

With another person, you will have the opportunity to develop a multicultural literature plan that will address appropriate literature selections reflecting multicultural perspectives for students in grades K-2 or 3-6. Choose four 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 across various content areas, as appropriate (an outline or grid of the academic year is suggested)**, and a **justification** (an explanatory narrative) of the selections made. At least two of the books must be bilingual (English and another language) with a brief discussion of how "primary language support" will be incorporated into the literature unit. Write **two** detailed reading and writing lesson plans 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).

The format of the multicultural literature unit should include:

1. Overview: A narrative that discusses the focus of the unit and a brief summary of each book
2. Grade level and English language proficiency level this unit is appropriate for
3. Outline/plan/grid of how the books will be used throughout the year
4. 2 Reading and writing lesson plans that will identify the ELD / content area standards being covered
5. Assessment strategies: describe how you will determine they learned the objectives using specific assessment tools
6. Primary language support component of the unit plan: describe how the primary language and English language will be used jointly to support student engagement and learning

Poster Sessions (20 minutes each)

Tables will be set up to provide space for half of 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 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>).

Also, the Barahona Center for the Study of Books in Spanish for Children and Adolescents is a wonderful resource right here on campus in the main library.

Integrated Thematic SDAIE Unit Plan - Providing rigorous academic instruction that also facilitates English language acquisition is critical to the academic achievement of English learners. This assignment will provide you with an opportunity to demonstrate ways in which curriculum and instruction, while remaining grade level appropriate, can be modified so that it is comprehensible to English Learners. Some of this assignment will be done in class and thus collaboration is highly encouraged. You will design or adapt a unit of at least three sequential lessons (# of lessons depends on # of persons in your group – a minimum of 1 lesson plan per person is required) that employ SDAIE methodology. Lesson plans, either a 5 step or "Into, Through and Beyond," should be formulated to meet the needs of English Learners. This project is due the day your group presents your interactive lesson to the class. Here is the basic format for this assignment:

I. **THEMATIC UNIT OVERVIEW:** Provide an overview of the following:

1. Describe the target students' **grade level(s), language level(s), program placement information.**
2. Identify the **major concepts** that you want children to learn in the unit.
3. Identify the areas of curriculum (**content**) you will use by citing specific standards (literature, mathematics, science, etc.,) and objectives of the content area. What objectives in the content areas will students have to meet in order to learn the major concepts?

II. **SAMPLE LESSON PLANS:** Develop a unit of lessons (1 per person in your group) that will teach the critical concepts in your thematic unit. What are the objectives of your lessons, and how are those tied into the major concepts and objectives (content as well as language) that you have set for the entire unit? Be clear and specific so that someone will be able to take your lessons and replicate them. For each lesson plan, include the following:

4. Identify what you will do to get students **into the unit (Preparation)**. Next, identify what you will do to get students **through the unit (Practice)**. Include what you will do to assess that students have learned the major concepts

(Evaluation) and what students will do **beyond** the unit to extend their understanding (**Transfer**). Or, use an alternate lesson plan format such as the 5-step plan.

5. Identify the **language objectives**, using the appropriate English Language Development standards. What language will the students use to learn the major concepts? What language objectives are your unit and lessons targeting? State these clearly.

6. Identify the **scaffolding strategies** you have chosen to help students learn the major concepts. Be aware that students must also learn the strategies and be able to make them a part of their learning repertoire. Give **specific reasons** for choosing the scaffolding strategies you are using, that is, how these strategies build scaffolds to learning. Remember that English Only students will usually need only **one** scaffold, whereas English learners may need **more than one scaffold** depending on their schemata and level of language development in both languages. Use content learned in your other courses or your classroom practice to support your **rationale**.

7. Be sure to include an authentic **assessment** in your unit (summative or formative is fine). How will you assess that ELD students have met the objectives of the unit and the lessons? That is, how will students demonstrate understanding and how will you know they have understood? Have you developed a **rubric** and a clear description of what the various degrees of that rubric mean?

III. APPENDICES:

8. Include a **resources list**, a bibliography of all materials used, such as books, art prints, CD's, computer software, videos, etc.

9. The unit must also contain a **reflection**. What have you / your group learned from the development of these lessons? If you have had the opportunity to implement any part of your unit, be sure to include reflections on the implementation as well as student samples, if available.

Your group may do a computer technology project, if that is the medium in which you wish to present your project. Check with me as to the programs you are using. For example, you can provide a videotaped version of one or more lessons in your unit, either with children in schools, or with student-aged neighbors/family acting as your students. Or, the class presentation itself can be videotaped. One person can do this – videotape a lesson or the presentation -- instead of writing a lesson plan and participating otherwise in the presentation. The person opting to do this in your group needs to obtain waivers from all students being filmed (see me for waiver form), and be responsible for any editing using e.g., movie in the lab, if necessary, and providing me with a copy of the film. Video cameras are available for checkout in the media library.

The following are questions that will help you plan the unit, and also complete the reflective section of the unit:

- ◆ Does each lesson take into consideration the various English proficiency levels of language minority students?
- ◆ Are the objectives conceptually clear and tied to your instructional and learning strategies?
- ◆ Does instruction in each lesson use visuals, manipulative, realia, drama and scaffolding techniques that would facilitate understanding?
- ◆ Do the learning strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work group techniques?
- ◆ Is the content or subject matter in the lesson challenging and not watered down?
- ◆ Does the lesson incorporate the culture, lived experiences, and if possible, the language of the students?
- ◆ How are the parents and community integrated into the unit?
- ◆ How does the lesson try to incorporate the 7 Intelligences and/or multiple modalities?
- ◆ Does your assessment directly measure your objectives in a conceptually clear manner?

Group Presentation of SDAIE Unit - Your “unit group” will choose one lesson from your instructional unit to present to the class. For the purpose of this lesson, the class will become your students so be sure to let them know what grade level and other characteristics they have for the duration of the lesson (e.g., native language, length of time in the country). Be sure that all members have a role during the lesson, and that the lesson is interactive. This means that the class (your “students”) needs to actively participate in your presentation. You will have approximately one-half hour (this includes time for questions and comments). If any group member has had the opportunity to implement the unit, you may discuss the process and outcomes. Presentations will be done during Week 8.

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.
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	Candidates know and can apply few	Candidates know many pedagogical	Candidates know and can apply	Candidates know and can apply

English learners	of the pedagogical theories, principles, and instructional practices for English learners. English learners do not comprehend key academic concepts and ideas.	theories, principles, and instructional practices for English learners, but cannot apply them in a comprehensive manner.	pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	pedagogical theories, principles, and instructional practices for comprehensive instruction of ALL English learners.
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SDAIE Unit Plan/Presentation – Scoring Rubric (Continued)

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.

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	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

EDMS 555 stresses competencies highlighted in bold.

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

The instructor reserves the rights to add, delete, and modify the reading assignments listed below.

Date	Topic	Assignment
Session 1 09/06/02	Introduction / Overview *Needs Assessment – What do you / Need to know? *Signups for 1. journal partners and presentation times; and 2. class activities. Who are English Language Learners?	CLAD Handbook Chapters 8 & 9 <i>Walter</i> , Ch. 1, “Culture and Cultural Diversity” “My Name” Poem activity
Session 2 09/09/02	Second Language Acquisition and Learning: a) History, Theory and Practice b) Psychological and Socio-cultural	CLAD Handbook Chapters 1 and 2 <i>Walter</i> chapter 2. “I am poem” Activity *For next week: choose an observation student; discuss your school demographics and district/site master plans.
Session 3 09/13/02	Language Structure and Use English Language Development	CLAD Handbook Chapter 3 and beg of Chapter 4 <i>Walter</i> Chapter 3 “Bless Me, Ultima” Activity
Session 4 09/16/02	English Language Development (Cont.) ESL/ELD Strategies In class: assessment and identification simulation	CLAD Handbook Chapter 4 “Heroes” Activity *Turn in a one page description of your school demographics/ classroom/ observation student
Session 5 09/20/02	Academic Content Area Instruction SDAIE	CLAD Handbook Chapter 5 <i>Walter</i> Chapter 4 *Bring ELD Standards
Session 6 09/23/02	Academic Content Area Instruction (Cont.) SDAIE	CLAD Handbook Chapter 5 <i>Walter</i> Chapter 4
Session 7 09/27/02	Academic Content Area Development In class: demonstration lessons. *Multicultural Literature Plan Due!	Multicultural Literature Plan Due! *Find out what Bilingual/English language programs exist in your district or at your site!!!
Session 8 09/30/02	Language and Content Area Assessment	CLAD Handbook Chapter 7 <i>Walter</i> Chapter 5
Session 9 10/04/02	Historical Overview of Bilingual Education – Social, Political and Legal Foundations: What bilingual / English language programs exist at your site?	CLAD Handbook Chapter 6 “The Lemon Grove Incident” / “White Man’s Image” clips *Bring in district/site literature on programs that exist at your site.
Session 10 10/07/02	Language Planning and Policy	CLAD Handbook Chapter 11
Session 11 10/11/02	Language Planning and Policy *EL Student Observations DUE!	CLAD Handbook Chapter 11 *Bring in demonstration language assessments (CELDT, SOLOM, LAS, etc.) and student samples.
Session 12 10/14/02	English Learners and Special Education	CLAD Handbook Chapter 12
Session 13 10/18/02	Beyond the Classroom: Parents, Families and Communities	CLAD Handbook Chapter 10 Readings from “Portraits of Teachers in Multicultural Settings” Ramirez & Gallardo, editors
Session 14 10/21/02	SDAIE Presentations Planning for the Future	DUE: SDAIE Presentations
Session 15 10/25/02	SDAIE Units/ Interactive Journals	DUE: Unit Plans DUE: Interactive Journals