Course: Elementary Level Multilingual Education, EDMS 555

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMS 555 (21441), Elementary Multilingual Education
UNIV 442 Thursdays 5:30pm – 8:15pm
Spring 2011

Instructor: Kathy Rocha, Intervention Specialist, San Marcos Unified School District
Distinguished Teacher in Residence, CSUSM
E-Mail: krocha@csusm.edu
Office Hours: before and after class and by appointment

College of Education Mission Statement

The Mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. *(Adopted by COE Governance Community, October, 1997*

Course Description

This course addresses the needs of elementary school teachers faced with the growing diversity in today's classrooms. It will focus on bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners, as well as effective and appropriate English language development (ELD) techniques and successful bilingual, multilingual education for language minority students.

Course Prerequisite:
Admission to the Multiple Subject/CLAD Teacher Credential Program

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COURSE OBJECTIVES

1. Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US and knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.
2. Demonstrate understanding of the most important goals of bilingual/multicultural education. Understand and apply research and its effects on the dimensions of learning in bilingual education program models.
3. Explain the theoretical framework upon which bilingual education is founded and demonstrate understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on program design and educational achievement.
4. Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.
5. Explain the connections between bilingual education, English as a second language, and SDAIE, SDAIS/CALLA methodologies. Apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice
6. Demonstrate understanding of models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy. Become

cognizant of the fact that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.

7. Gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and varying perspectives of the populations referenced in *the Non- Discrimination Policy of the State of California*
8. Demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.
9. Promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and understanding of the family as a primary language and cultural resource.

Required Texts:

Jana Echevarría; Mary Ellen Vogt; Deborah J. Short, Making Content Comprehensible for Elementary English Learners: The SIOP® Model,
ISBN-10 0-205-62756-0
ISBN-13 978-0-205-62756-1
http://www.coursesmart.com/9780137022212?__instructor=220153

 English-Language Development Standards for California Public Schools K-12 (You can download The ELD standards from the CDE website (www.cde.ca.gov).
Cougar Courses– assigned articles

Recommended Text:
Diaz-Rico, Weed (2010) The *Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide*, Allyn & Bacon ISBN 978-0-13-700864-3

Quiocho, A. & Ulanoff, S. (2009) *Differentiated Literacy Instruction for English Language Learners.* Allyn & Bacon. ISBN-13:978-0-13-118000-0.   An ebook is available for this text

Authorization to Teach English Learners
This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing the program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB2042 Program Standards – August 2002*).

Student Learning Outcomes
Teacher Performance Expectation (TPE) Competencies:
The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple and Single Subject(s) Credential. This course is designed to help teachers develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE is addressed in this course:

TPE 15: **Social Justice and Equity**
- Valuing socially equitable teaching, learning, and schooling in a variety of organizational settings
- Incorporating pluralism and divergent perspectives on educating diverse students
- Democratizing public education to achieve social justice and equity

California Teacher Performance Assessment (CalTPA):

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided: http://www.csusm.edu/coe/CalTPA/CalTPA.html

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College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations:

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Requirements:

- Attendance, Participation, & Professional Disposition   20 points
- ELL/Immigrant interview   20 points
- ELD / SDAIE Lesson Observation & Write-up   20 points
- Multicultural Literature Annotation and *Book Talk*   5 points
- Critical Assessment Task: SDAIE Lesson Design   25 points
- Reflective Statements: TPE 15   10 points

ASSIGNMENT DESCRIPTIONS

1. Attendance, Professional Disposition, and Class Participation   20 points
First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, and discussions on various topics and assigned reading. **Four (4) points will be deducted for each full class absence. A student who misses more than four (4) classes will not pass this class (see the College of Education Attendance Policy). Arriving late and leaving early may be**

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documented as a ½ class absence. An opportunity to earn extra credit points will be announced mid-semester.

Professional, credentialed educators are evaluated on "performance of non-instructional duties and responsibilities" by their administrators. Punctuality, attendance, collaboration with colleagues, and professionalism fall under this category. Your Professional Disposition is related to how you conduct yourself in class and at a school site. Please communicate all attendance issues directly with the instructor. Please see the description below and the CSUSM College of Education's Mission Statement for guidelines.

CSUSM College of Education Professional Dispositions

The California State University San Marcos College of Education fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

- **Social Justice and Equity:** Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.

- **Collaboration:** Candidates learn and practice the skills of collaboration in their coursework and use them in their professional interactions with students, colleagues, parents, caregivers and those in the wider community.

- **Critical Thinking:** Candidates analyze various professional contexts, resulting in more informed decision making about professional practice.

- **Professional Ethics:** Candidates learn to make and act on well-reasoned, principled judgments.

- **Reflective Teaching and Learning:** Candidates critically review their professional practice and the impact it has on student success.

- **Life-Long Learning:** Candidates are committed to actively seeking new knowledge, skills and experiences throughout their career.

2. **ELL/Immigrant Interview**

20 points

The purpose of this assignment is to better understand the life of an English language learner and/or immigrant living in our country. You will interview an individual who has learned or is learning English as a second language. This adult person can be a fellow student, someone you know, or someone you seek out. Through the interview process, you will find out how the person acquired/is acquiring English and any challenges/successes faced by immigrants as they learn a new language and culture. Guidelines for the interview questions and a rubric for scoring this assignment will be shared in class. Assignments will be submitted to Cougar Courses and brought to class; length 2-3 pages maximum. Detailed information on the expectations for this assignment will be posted and explained in class.

3. **ELD / SDAIE Lesson Observation & Write-up**   **20 points**

The purpose of this assignment is for you to see instruction for English Language Learners in action and to observe the strategies teachers implement during instruction, as well as the engagement and interaction of all the students. Detailed instructions and a 'check-list for this observation, as well as a rubric for scoring this assignment will be posted and shared in class. Assignment will be submitted to Cougar Courses and brought to class; length 2-3 pages maximum.

4. Multicultural Literature Annotation and Book Talk   5 points

The purpose of this assignment is to practice evaluating and choosing children's' literature for your classroom with a critical eye towards creating a classroom library that positively reflects the culture and experiences of your students and their families. Assignments will be submitted and published to Cougar Courses, and you will give a brief 'book talk' to the class.   This assignment will be modeled and explained in class**.**

5. Critical Assessment Task
Social Justice and Equity Multicultural Lesson Designs   25 points

 The purpose of this assignment is to provide differentiated instruction with the sound methodologies, principles, and strategies appropriate for English language learners at 3 different language proficiency levels using the TPA Lesson Design Template. Use the best practices methodologies and pedagogy for English Learners as you design instructional experiences for your students. Your lesson design will contain:
- Content objective and language objective, posted and explained to students
- Evidence of Lesson Preparation
- Evidence of Building Background
- Evidence of Comprehensible Input
- Evidence of Learning, Scaffolding, and Questioning Strategies
- Evidence of Student Interaction
- Evidence of hands on practice and application of new learning
- Evidence thoughtful lesson delivery
- Evidence of Review and Assessment

You may work in a group of 2 to 4 students to create a Collection of Lesson Designs. Together you will collaborate to select a grade level, content area and Social Justice Theme to center your collection around. Each group member will then individually design a lesson using the Lesson Design Template. Your lesson designs will be submitted and published to Cougar Courses.

Attached to your lesson design will be a Social *Justice and Equity Rationale (*at least one paragraph) which explains how your assignment promotes social justice and equity in your classroom. Please also include an appendix of any supplementary materials you designed or borrowed including black line masters of graphic organizers, worksheets, or assessments. Remember to give credit where credit is due.
This assignment and scoring rubric will be posted and fully explained in class.

Social Justice and Equity Multicultural Literacy Lesson Designs - Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
SDAI Lesson Design	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.

Lesson Presentations

Each group will have 10 – 15 minutes to engage the class in either an overview of their lesson designs, or a particular lesson.

THIS ASSIGNMENT MUST ADDRESS TPE 15

6**. TPE Reflective Statement**   **10 points**

In EDM2 555, you are responsible for meeting the Teacher Performance Expectation 15, Social Justice and Equity. In this assignment you will reflect on your past learning and future career concerning creating a socially just and equitable environment for your students. ***You must attach your SDAIE lesson plan as an artifact to support your ideas.*** You may attach other artifacts which also support your ideas. This reflection and the attached artifacts should be included in your TPE notebook for Clinical Practice as evidence you have met TPE 15. Detailed instructions and instructor assistance will be provided in class. Assignment will be submitted to Cougar Courses.

Grading Standards

Students have an equal and reasonable opportunity to earn 100 points in this class.

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 class meetings. Unless otherwise negotiated with the instructor, all assignments are to be submitted as specified in class on the due date. **Assignments not submitted on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced. All work needs to be turned in to Cougar Courses.

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The following grading scale will be used with the points students have remaining at the end of class:

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93-100%…………………..A
90-92%…………………..A-
88-89%…………………..B+
83-87%…………………..B
80-82%…………………..B-
75-79%…………………..C+
72-75……………….…….C
70-71……………….…….C-
60-69%…………….…….D
59% and below…………F
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Note: *Students are reminded that the College requires completion of this course with a C+ or higher.*

All University Writing Requirement:
Writing requirements for this class will be met as described in the assignments above. Every course at the university, including this one, must have a writing requirement of at least 2500 words. TPA Assessment will count toward this requirement.

CSUSM Academic Honesty Policy:
"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:
As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Use of Technology:
Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:
Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, WebCT e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line

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discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

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The instructor reserves the right to alter the instructional timeline, add, delete, and /or change topics and assignments in response to individual and class needs.

Date	Topic	Assignment
Session 1 1/27	**Creating A Classroom Community of Learners** Getting To Know Your Students Education in the 21st Century	**Prepare for next time:** **SIOP Chapter 1** **Diaz Rico Chapter 3**
Session 2 2/3 No Class	NO CLASS Read: Explicit Language Instruction: A Key to Constructing Meaning	
Session 3 2/10	**Supporting Second Language Acquisition** Second Language Acquisition Theories: Implications for teaching students who are learning a 2nd language.	**Preview: Interview** **Prepare for next time:** **Diaz-Rico Chapter 5**
Session 4 2/17	**Supporting Second Language Acquisition** CELDT Testing Assessment Program Placement	**Prepare for next time:** **Print out ELD standards and read the Introduction pgs.11-15.** **SIOP Chapter 2**
Session 5 2/24	**Meeting Student Needs & Making Instructional Decisions.** California English Language Development Standards and Levels of Proficiency Aligning California Content Standards with English Language Development Standards Writing Content and Language Objectives	**Due: Interview** **Preview: Observation** **Prepare for next time:** **SIOP Chapter 11**
Session 6 3/3	**Meeting Student Needs & Making Instructional Decisions.** Using the ELD Standards and the CA Content Standards to Design Standards Based Instruction	**Prepare for next time:** **SIOP Chapter 3**

Session 7 3/10	**Meeting Student Needs & Making Instructional Decisions.** Classroom Observation: synthesis & analysis Vocabulary: Purposeful and Robust Vocabulary Instruction	Due: Observation **Prepare for next time:** **Culturally Relevant Pedagogy**
Session 8 3/17	**The SIOP Model** Lesson Preparation Building Background Creating A Classroom Library	**Preview: Multicultural Literature Annotation** **Prepare for next time:** **SIOP Chapter 4**
Session 9 3/24	**Spring Break – No Class**	
Session 10 3/31 No Class	**Campus Closed in honor of Cesar Chavez**	**Prepare for next time:** **SIOP Chapters 5**
Session 11 4/7	**The SIOP Model** Comprehensible Input	**Prepare for next time:** **SIOP Chapter 6**
Session 12 4/14	**The SIOP Model** Project GLAD: Guided Language Acquisition & Design **Multicultural Literacy Sharefest!**	**Due: Multicultural Literature Annotation and Book Talk** **Prepare for next time:** **SIOP Chapters 7 & 8**
Session 13 4/21	**The SIOP Model: Essential Strategies** Questioning Strategies Grouping Strategies Interactive Strategies	**Preview: Critical Assessment Task** **Prepare for next time:** **SIOP Chapters 9 & 10**
Session 14 4/28	**Critical Task Work Session**	
Session 15 5/5	**TPE 15 Reflection Activity Presentations** **Students who are English Learners and have Special Needs.**	**Due: Critical Assessment Task Lesson Designs and Group Presentations**