



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

**EDMI 555, Sec. 1  
Spring 2008**

**Middle Level Program at Woodland Park MS  
Tuesday, 5:30-8:15 PM**

**CRN 22449  
16 weeks**

**Instructor: Ana Hernandez, Distinguished Teacher in Residence**  
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**College of Education Mission Statement**

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

**Course Description:**

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

**Course Prerequisite**

Admission to the Middle Level/CLAD Teacher Credential Program.

**Course Objectives:**

1. Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.
2. Demonstrate understanding of the most important goals of bilingual/multicultural education.
3. Explain the theoretical framework upon which bilingual education is founded.
4. Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.
5. Explain the connections between bilingual education, English as a second language, and SDAIE methodologies.

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

### Required Texts

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

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

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

**ELD Standards** For the 5<sup>th</sup> class session, you will need to download and bring the ELD standards to class.

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

### Recommended Texts

Herrel, A. and Jordan, M. (2008). *50 Strategies for Teaching English Language Learners*, 3<sup>rd</sup> Edition. Upper Saddle River, New Jersey: Pearson Education, Inc.

Reiss, J. (2008). *102 Content Strategies for Teaching English Language Learners, Teaching for Academic Success in Grades 3-12*. Upper Saddle River, New Jersey: Pearson Education, Inc.

Vogt, M. and Echevarria, J. (2008). *99 Ideas for Teaching English Learners with The SIOP Model*. Boston, MA: Allyn and Bacon. (Companion to our textbook)

### Authorization to Teach English Learners

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

### Teacher Performance Expectation (TPE) Competencies

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

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### TPE 7: Teaching English Learners

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

### TPE 15: Social Justice and Equity

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

### CAL STATE SAN MARCOS - College of Education

#### Attendance Policy

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

#### Attendance: Professionalism / Disposition

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

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

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

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

#### Students with Disabilities Requiring Reasonable Accommodations

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

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### 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.

### **Appeals**

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

### **Writing**

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

### **Course Requirements**

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

It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of earned credit per day.** All assignments should be typed and double-spaced (yes, including the reading reflections). Students who wish to revise an assignment must negotiate the requirements of the revision and appropriate timeline to resubmit the work with the instructor. If you are absent when an assignment is due, you may submit the work via email, so that it is not counted late. Receipt of the assignment will be returned by the instructor.

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

Take appropriate individual responsibility for your own learning in a democratic, collaborative, and reciprocal-learning environment. *Refrain from using laptops and other electronic devices for personal use during class or points will be deducted from your Professional Disposition grade.* The use of computers is strictly for our class purposes and when deemed appropriate. Must have laptops closed during all presentations and interactions as a courtesy to your classmates.

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

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

#### Course Requirements

- Attendance, Participation, & Professional Disposition (instructor's discretion) 10 points
- 5 Reflections with *Where I Come From...* Poem 25 points
- ELL/Immigrant Interview 15 points
- ELD/SDAIE Lesson Observation & Write-up 15 points
- Multicultural Resources & SDAIE "Unit" Plan (Critical Assessment Plan) 25 points
- Reflective Statements for TPE 7 & 15 with artifacts attached (SDAIE Unit plan) 10 points  
(TPE must be on TaskStream to receive points)

Total 100 points

#### Grading

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

#### Course Assignment Descriptions

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

#### 1. Professional Disposition: Attendance, Punctuality, & Class Participation 10 points

The purpose is for students to be well prepared for course sessions and participate in activities and assignments. These points will be awarded at the instructor's discretion. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. **Notification of absence does not warrant an excuse.**

#### 2. Two Personal Reflections, Poem, and Three Reading Journals 25 points

**Personal Reflections:** The purpose of these writings are to provide background information, feedback or progress on your experiences with ELLs, as well as a context for our class topics & discussions. Provide an honest description, explain your point of view, and pose questions related to the work you are doing related to second language learners. Students will also create a poem in class during a lesson demonstration. More explicit directions with a rubric for grading your work will be shared in class. Reflections should be typed, double-spaced, maximum of 1 page in length. Poem should be typed and submitted with the first reflection. Work will be submitted to the instructor in class on the due date. Late reflections will be marked down.

**Reading Reflections:** The purpose of this assignment is to reflect on your readings prior to class and bring notes for group discussions. The *S/OP* Textbook has 11 chapters. You will read assigned chapters prior to class discussions; however, you only need to write a one page reading reflection to 3 of the assigned readings, your choice. In the reading journals you will write the answer to one of the end of chapter questions (one paragraph) and also write a commentary to the teaching scenarios presented in the chapter (one paragraph). Journals

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should be typed, double-spaced, maximum of 1 page in length. Work will be submitted to the instructor in class on the due dates. Late reflections will be marked down.

### 3. ELD / SDAIE Lesson Observation (field work)

15 points

The purpose of this assignment is for you to see sheltered English instruction in action and to observe the strategies teachers implement during instruction, as well as the engagement and interaction of all the students.

**Part 1** – You will *observe* an ELD or SDAIE lesson at a school site. You will collect and document evidence of any instructional modifications made during the lesson to provide comprehensible input, build background knowledge, scaffold instruction, address content & language objectives, build vocabulary, adapt the materials/curriculum, and provide student interaction for English language learners (ELLs) in the class. Please copy & use the checklist in your *SIOP Textbook* on pages 228-230 to guide you as you observe the lesson.

**Part 2** - In your *write-up* explain your observations and discuss how (no lesson is perfect) you would modify the lesson and/or activities observed in light of the information and knowledge gained in the course and your *SIOP Textbook*. Please, structure your write-up as follows:

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

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

### 4. ELL/Immigrant Interview

15 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 person can be a student or someone you know (co-worker, neighbor, hairdresser, friend, doctor, landscaper, mechanic, librarian, your child's friend, etc.) 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. Guideline for the interview questions and a rubric for scoring this assignment will be shared in class. Assignment will be submitted in class; length 2-3 pages maximum. More information on the criteria and expectations of this assignment will be explained in detail in class. A rubric will be shared for scoring this assignment. Late work will be marked down.

### 5. Multicultural SDAIE Unit Plan

25 Points

**IMPORTANT: This is the Critical Assessment Task that will be submitted with your TPEs 7 & 15 on TaskStream at the end of the course.**

The purpose of this assignment is to apply the Specially Designed Academic Instruction in English (SDAIE) methodologies and principles discussed in class and explained in your *SIOP Textbook* by creating a Multicultural SDAIE “unit plan” appropriate for English language learners at various proficiency levels (*you must address at least 3 ELD levels*). You may work in a group of 2-4 students to create the unit and calendar. Together you will design a 4 week interdisciplinary approach for an in depth thematic study of multicultural lessons/activities. Each group member will then write out his/her own SDAIE lesson plans as part of the “unit” for his/her

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content area. The “unit” is defined as a one week (5 day) development of lessons/activities, which includes one complete SDAIE lesson plan for Monday as stated below, followed by descriptions of activities, differentiated instruction, and assessments related to the main lesson for the following days of the week (Tuesday-Friday). Reminder: SDAIE strategies are used to teach English to second language learners through the use of content instruction. Our goal is to teach both, English & content. **Technical Assistance:** we will dedicate part of our class sessions to work on the unit plan in your groups and apply what you have learned from the readings, class discussions, and SDAIE observation lesson. As part of your professional disposition grade for the class, you are expected to attend all working sessions and actively participate. Please, bring your *S/OP* Textbook, notes/drafts, standards, and multicultural resources in order to use class time effectively. ***This assignment must address TPEs 7 & 15.***

**IMPORTANT: For Middle Level cohort students this assignment is in combination with your EDMI 512 course with Daniels/Ingalls. For Special Education students joining our class this spring, this assignment will only cover the objectives and requirements for this EDMI 555, not in combination with any other course. Please, note due dates for this assignment are different for each of the cohorts on the syllabus. We will discuss in class.**

**Multicultural SDAIE Unit Plan must include the following:**

### 1. Calendar

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

### 2. Main Lessons

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

### 3. Follow-up Lessons

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

### 4. Multicultural Resources

Each member will collect multicultural resources (books, websites, text sets, etc.), to use in their SDAIE unit plan based on the theme for social justice and equity. ***Resources must address TPEs 7 and 15.*** The following questions should help guide your selection of multicultural resources:

- Do resources provide ELLs access to the core curriculum & ELD language objectives?
- Do resources help scaffold instruction to attain the content standard in an equitable classroom?
- Do resources promote social justice and equity?
- Do resources help your students see themselves & feel as if they are part of the culture of the school?
- How well does each resource relate/connect to the multicultural theme, content standards, and to the other resources selected for the unit?

### 5. Presentations

Each group will have 15-20 minutes to present an activity from their SDAIE Unit Plan. Presentation is vivid, engaging, and incorporates use of visual aids. Unit plans will be submitted in a well organized and bound format to the instructor the day of your presentation. Poster/Table session with your materials will be part of your presentation.

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

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

10 points

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

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

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

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

For Technology Assistance:

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

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

<http://www.taskstream.com>

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

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

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**Course Outline, EDMI 555, Spring 2008, Instructor - Hernandez**  
**Tentative Timeline Subject to Change Pending on “Teachable” Moments.**

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

Date	Topic	Assignment
Session 1 Tues., Jan. 22	<b>Community of Learners/ Valuing Cultural Identity</b> <ul style="list-style-type: none"> <li>• Introduction / Overview / Syllabus</li> <li>• <b>Explain Reflection 1 Assignment</b></li> <li>• Who are English Language Learners? Linguistically, culturally, demographically Classroom culture &amp; teacher's role</li> <li>• ELLs' Schooling Experiences Rubinstein-Avila, "Conversing with Miguel"</li> <li>• Portrait of migrant families, Jimenez, <i>The Circuit</i></li> <li>• Where I come from...Lesson Demonstration &amp; SDAIE Lesson Preparation</li> </ul>	Textbook - <i>SIOPI Model</i> : Ch. 1 "Sheltered Instruction" Ch. 2 "Lesson Preparation"  Bring copy of syllabus and your ideas, issues/concerns, questions on how to best meet your needs in regards to teaching ELLs.
Session 2 Tues. Jan. 29	<b>Supporting Second Language Acquisition</b> <ul style="list-style-type: none"> <li>• Theoretical Frameworks</li> <li>• Types of Programs (Goals, Designs)</li> <li>• Historical Overview of Bilingual Education</li> <li>• Social, Political, &amp; Legal Foundations</li> <li>• Current Political Challenges &amp; Legal Mandates</li> <li>• SDAIE – Building Background Knowledge and Comprehensible input</li> <li>• Teacher Scenarios &amp; videos</li> <li>• Olsen, "Learning English..."</li> <li>• <b>Explain ELL/Immigrant Interview</b></li> </ul>	Textbook - <i>SIOPI Model</i> : Ch. 3 "Building Background" Ch. 4 "Comprehensible Input"  <b>Due: "Where I Come From Poem"</b> <b>Due: Personal Reflection 1</b>  <b>Due: Reading Journal for chapters 2, 3, or 4 (Reminder: you need to submit 3 reading journals during the course– you can select the chapters)</b>
orSession 3 Tues., Feb. 5 <b>Field Work</b>	<b>No class meeting: Work on Field Assignment</b> Interview an ELL and/or immigrant/refugee to this country in your community, workplace, or family. Write up assignment using guideline.	Textbook - <i>SIOPI Model</i> : Ch. 5 "Strategies"
Session 4 Tues., Feb.12	<b>Techniques, Strategies, &amp; Linguistic Needs</b> <ul style="list-style-type: none"> <li>• SDAIE - Strategies for Reading &amp; Writing in Content Areas; Student Interaction &amp; Grouping</li> <li>• Teaching scenarios &amp; videos</li> <li>• Scarcella, "Academic English"</li> <li>• How to use textbooks for instruction with ELL</li> <li>• <b>Explain SDAIE/ELD Lesson Observation" and Write-up; Explain SIOPI: Sheltered Instructional Observation Protocol</b></li> </ul>	Textbook - <i>SIOPI Model</i> : Ch. 6 "Interaction"  <b>Due: Interview with ELL/Immigrant</b>  <b>Due: Reading Journal for chapters 5 or 6 (Reminder: you need to submit 3 reading journals during the course– you can select the chapters)</b>
Session 5 Tues., Feb.19	<b>Informing Instructional Decisions</b> <ul style="list-style-type: none"> <li>• Matching Students with Program Placement               <ul style="list-style-type: none"> <li>○ Home Language Survey</li> <li>○ Student Identification &amp; Placement</li> <li>○ CELDT Assessment &amp; Results</li> </ul> </li> <li>• English Language Development Standards               <ul style="list-style-type: none"> <li>○ Proficiency levels</li> </ul> </li> <li>• SDAIE – Lesson Delivery/Template, Practice &amp; Application; Differentiating Instruction / Accommodating Learners</li> <li>• Teaching scenarios &amp; videos</li> </ul>	Textbook - <i>SIOPI Model</i> : Ch. 7 "Practice/Application" Ch. 8 "Lesson Delivery"  <b>Due: Download &amp; bring ELD Standards @ CDE Website</b>  <b>Due: Reading Journal for chapters 7 or 8 (Reminder: you need to submit 3 reading journals during the course– you can select the chapters)</b>
Session 6 Tues.,Feb. 26 <b>Field Work</b>	<b>No Class meeting: Work on Field Assignment</b> <b>SDAIE/ELD Lesson Observation</b> Use time for visitation pending on confirmed day & time from school site. We need to be flexible. Write observation based on guidelines given in class.	Bring a copy of your SIOPI Sheltered Instruction Observation Protocol (checklist) to your observation and also take notes.

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Session 7 Tues., Mar. 4	<b>Assessing Learning to Guide Instructional Practices</b> <ul style="list-style-type: none"> <li>• SDAIE – Formal &amp; Informal Assessments; Accountability Systems</li> <li>• Teaching Scenarios &amp; videos</li> </ul> <b>From Theory into Practice</b> <ul style="list-style-type: none"> <li>• Debrief/Discuss ELD/SDAIE Observations</li> <li>• Cognitive Academic Language Learning Approach (CALLA) for Content Instruction</li> <li>• Closing the GAP on Student Performance <ul style="list-style-type: none"> <li>◦ Freeman, “Older English Learners”</li> </ul> </li> <li>• Explain “SDAIE Multicultural Unit Plan, Poster Session &amp; Presentation of Activity”</li> </ul> <b>Writer’s Workshop</b> in groups – MC Lessons/Unit Plan	Textbook - <i>SIOP Model</i> : Ch. 9 “Review & Assessment”  <b>Due: Reading Journal for chapter 9 (Reminder: you need to submit 3 reading journals during the course– you can select the chapters)</b>
Session 8 Tues. Mar. 11 <b>Field Work</b>	<b>NO Class Meeting: Collect information</b> for lessons/unit plan to bring next week to class; look at textbooks or internet for lesson ideas <b>Writer’s Workshop</b> – Brainstorm, gather information	
Session 9 Tues. Mar. 18 <b>CSUSM, Kel 5102</b>	<b>Special Education Issues Regarding ELLs</b> <ul style="list-style-type: none"> <li>• SDAIE – Special Ed.&amp; accommodations</li> </ul> <b>Visit Barahona Center &amp; Curriculum Room, CSUSM</b> <b>Writer’s Workshop</b> – SDAIE MC Unit Plan Student group work & conferences with instructor <ul style="list-style-type: none"> <li>◦ Bring necessary materials to develop unit plan</li> </ul>	Textbook - <i>SIOP Model</i> : Ch.10 “Special Ed. and ELLs”  <b>DUE: ELD / SDAIE Observation Write-up</b>  <b>Due: Reading Journal for chapter 10 (Reminder: you need to submit 3 reading journals during the course– you can select the chapters)</b>
Session 10 Tues. Mar. 25 <b>CSUSM, Kel 5102</b>	<b>Beyond our Classrooms</b> <ul style="list-style-type: none"> <li>• Involving Parents, Families, and Communities</li> <li>• Border Pedagogy – Classrooms Across Borders</li> </ul> <b>Writer’s Workshop</b> - SDAIE MC Unit Plans Student group work & conferences with instructor <ul style="list-style-type: none"> <li>• Bring necessary materials to develop unit plan</li> </ul>	Quezada, et.al, “Latino Parents”  <b>DUE: Bring your sample MC unit plan work in progress for feedback</b>
Mar 31-Apr. 4	<b>Spring Break</b>	<b>ENJOY!!</b>
Session 11 Tues. Apr. 8	<b>Writer’s Workshop</b> <ul style="list-style-type: none"> <li>• Work on SDAIE MC Unit Plans <ul style="list-style-type: none"> <li>◦ Student group work</li> <li>◦ Conferences with instructor</li> </ul> </li> <li>• Bring necessary materials to develop unit plan</li> <li>• Explain <b>Reflection 2 Assignment</b></li> </ul>	<b>Conferences with instructor about unit plans. DUE: Bring your sample work for feedback</b>
Session 12 Tues. Apr. 15 <b>Field Work</b>	<b>NO Class Meeting: Writer’s Workshop Independent or Group Work Outside of Class</b> <ul style="list-style-type: none"> <li>◦ Prepare for Poster Session</li> <li>◦ Continue work on SDAIE MC Unit Plans</li> </ul>	
Session 13 Tues. Apr. 22	<b>Finalize unit plan with instructor</b> <ul style="list-style-type: none"> <li>◦ Prepare for Poster Session</li> <li>◦ Finalize differentiation of instruction for SDAIE MC Unit Plans; Student group work; Conferences with instructor</li> <li>◦ Explain <b>TPEs 7 &amp; 15 Statements.</b></li> <li>◦ <b>Draft statements &amp; get peer feedback .</b></li> </ul>	<b>DUE: Reflection 2</b>
Session 14 Tues. Apr. 29 <b>Field Work</b>	<b>No Class Meeting: Writer’s Workshop</b> <ul style="list-style-type: none"> <li>◦ Complete SDAIE MC Unit Plan/Poster Session</li> <li>◦ Complete <b>TPEs 7 &amp; 15 Statements and upload them onto TaskStream by tomorrow</b></li> </ul>	<b>Due: By April 30 on TaskStream, post Final copy of TPEs 7 &amp; 15 reflective statements with all corrections &amp; artifacts on TaskStream. Ask for my feedback to receive credit for assignment.</b>
Wed. Apr. 30 No class, just work due for ML cohort	<b>ML cohort turns in MC Unit Plan to Daniels/Ingalls’ class tonight. ML cohort unit plan is a combined assignment with this other course. Spec. Ed. students will turn in your unit plan to me on May 6.</b>	<b>Due: Middle Level cohort’s unit plan to Daniels/Ingalls tonight.</b>

**Course: Middle Level Multilingual/Multicultural Education, EDMI 555**

Session 15 Tues. May 6	<b>Teaching &amp; Learning – Time to Practice</b> <ul style="list-style-type: none"> <li>• Celebration – Poster/Table Session of MC Units</li> <li>• Presentation of one activity from your MC unit per group</li> <li>• Course Evaluations</li> </ul>	Due: SDAIE Activity presentation from Multicultural Unit Plan and Poster/Table Celebration – all students  Due: Spec. Ed. students' MC Unit Plan to Hernandez tonight.
Enjoy your Summer! 😊		

**REMINDERS:**

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

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

**Course: Middle Level Multilingual/Multicultural Education, EDMI 555**

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

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

EDMI 555 stresses the highlighted competencies.