

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

**EDMS 555B: Elementary Multilingual Education
CRN #22094, Wednesday 2:30-5:15pm UNIV #373
Spring 2008**

Professor: Gisella Giggberger, M.A.

Distinguished Teacher in Residence

Phone: 760-750-8526

E-Mail: ggiggbe@csusm.edu

Office: University Hall #325

Office Hours: By appointment, before or after class

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

From the 2006-2008 CSUSM Course Catalog: This course focuses students on developing an understanding of theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary schools.

In this class prospective teachers gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and the varying perspectives of the populations referenced in the *Non-Discrimination Policy of the State of California*.

Course Prerequisites

Consent of Program Coordinator

Course Objectives

- 1) You will have opportunities to become familiar with basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.
- 2) You will have opportunities to demonstrate understanding of the most important goals of multilingual/multicultural education.
- 3) You will have opportunities to explain the theoretical framework upon which bilingual education is founded.
- 4) You will have opportunities to demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.

- 5) You will have opportunities to explain the connections between bilingual education, English as a Second Language, English Language Development, SDAIE, Sheltered Instruction and other pertinent methodologies.
- 6) You will demonstrate several models of multicultural education and their implications for curriculum, instruction, and educational policy.
- 7) You will have opportunities to explain the meaning of culture, the necessity for cultural convergence in schools, and other research-based related notions of multicultural education.
- 8) You will learn to develop and understand each individual student, create a more socially just and humane learning environment, and help students in their growth and development as human beings.

Integration

This course may be integrated with EDMS 544B: Social Studies Education in Elementary Schools.

Required Texts

Echevarria, J. (2008) *Making Content Comprehensible for English Language Learners*. Pearson Education, Inc.

Peregoy, S. F. & Boyle, O. F. (2005) *Reading, Writing, & Learning in ESL*. Longman

English-Language Development Standards for California Public Schools K-12

TaskStream account.

Web CT

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)

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subjects Credential. This course is designed to help teachers seeking a California teaching 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. You will be required to formally address the following TPEs in this course:

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

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 Disabled 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.

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. TPE reflection 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.

Course Requirements

1. Attendance, Professional Disposition, and Class Participation 10 points or 10%

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. 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 any 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. Lesson Observation 15 points or 15%

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.

Part 1 – You will *observe* a lesson at a school site in a class that has an observable number of English Language Learners. Please consult with the classroom teacher first. 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 2-3 page write-up as follows:

****Set the scene: Use descriptive language to help me visualize the classroom and instruction you observed****

- (1) use *S/OP* checklist during your observation and attach to your write-up
- (2) identify the program (Structured English Immersion “SEI”, Mainstream English Cluster “MEC” etc.), grade level, content/subject, standards/objectives addressed in lesson, and number of ELL students and their proficiency levels
- (3) describe how the teacher engaged, grouped and promoted interaction throughout the lesson
- (4) describe how the teacher used SDAIE strategies (choose only 3 to discuss)
- (5) determine if the lesson observed used effective SDAIE strategies and rationalize their effectiveness
- (6) or explain how you would modify the lesson/activities to better serve the needs of the ELLs

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. Submit the assignment on the due date. Late work will be marked down.

3. Interview

15 Points or 15%

The purpose of this assignment is to better understand the life of an English Language Learner. 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. Through the interview process, you will find out how the person acquired/is acquiring English and any challenges/successes faced by English Language Learners as they learn a new language and culture. The 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.

4. Multicultural Literature Lesson Plan

20 points or 20%

With a partner, you will have the opportunity to collect and analyze multicultural children’s literature and develop a **standards based** lesson plan connected to concepts of social justice and equity for elementary school students. You will identify and address at least 2 ELD proficiency.

This assignment must address TPEs 7 & 15.

The following questions should help **guide** your selection of multicultural resources:

- Does this literature provide English learners access to the core curriculum & ELD language objectives?
- Does this literature promote social justice and equity?
- Does this literature help your students see themselves & feel as if they are part of the culture of the school?
- How well does the literature relate/connect to the multicultural theme, content standards, and one another?
- Provide your rationale for your selections. Did you choose purposefully? Do your selections reflect current issues of the day? Add any news stories, reports or articles that prove this.

Please structure your assignment as follows:

Part 1: Lesson Plan 15 points

With your partner, **choose 3 multicultural literature pieces** that address appropriate proficiency and content area knowledge for the students’ levels of ELD. The 3 resources should be connected to a specific theme, topic, or subject/content standard. You will center your **lesson plan around one piece** and use the remaining as supplementary materials to further extend, expand, enrich, or follow-up your lesson.

If appropriate, at least **one** of the resources **must address another language** to provide primary language support. ****instructor's examples will be shown in class****

With your partner, **write a lesson plan** using one of the SIOP Lesson Plan Templates found on pages 230-235 of your SIOP Textbook. You may choose any content area (math, social studies, science, language arts) you wish to center your lesson plan around. You may also determine how you will incorporate this piece of literature.

Further explanations and scoring rubric will be presented in class.

Part 2: Annotated Bibliography 5 points

This bibliography will be shared with the class, bring enough copies for your classmates. For each of your 3 multicultural literature pieces, you will **write a brief (one paragraph) annotated bibliography in the American Psychological Association (APA) format** which includes the following information:

- a. Appropriate grade level
- b. Appropriate ELD proficiency level(s)
- c. Appropriate content area(s)
- d. Brief description of the story/text

Refer to the APA website for correct electronic reference listing at <http://www.apastyle.org/electsource.html>.

On the due date, please bring each piece of literature to class so we may all enjoy them.

5. SDAIE Unit Plan

30 points or 30%

IMPORTANT: This is the Critical Assessment Task that will be submitted on BOTH 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 SDAIE infused "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 calendar and unit. 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 collection of SDAIE lesson plans as part of the "unit" for his/her 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 daily 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.

This assignment must address TPEs 7 & 15.

The 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. Introduction and Rationale

Each member will identify and describe who these lessons are designed for. Classrooms develop a personality during the year. Who is in this class? Provide a description beyond grade level, age level, and proficiency levels. Why were the following lessons designed? What provided your motivation and inspiration: Student interests? Grade level standards? Current events? This is one page maximum in length.

3. Main Lesson (Monday)

Each member will write up a main lesson using one of the SIOP Lesson Plan Templates for his/her content area unit. Please include an appropriate graphic organizer.

4. Follow-up Lessons (Tuesday-Friday)

Each member will write out 4 **short** follow-up lessons using any lesson plan design of his/her **choice**: (i.e. SIOP Lesson Plan Templates, COE Lesson Plan Format, SDAIE Lesson Planning Guide by Teresa Walters, etc.)

5. Appendix

Please 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.

Please submit a well organized and bound unit plan upon due date. You will be asked to share your unit plan's goals and objectives with the class. More information on the criteria, expectations and scoring rubric will be explained in class.

TPE's 7 & 15 Reflective Statements and Artifacts

10 points or 10%

This course requires that you address the TPE's listed above for your **TaskStream Electronic Portfolio**. Write a reflective essay of approximately 250-350 words for each one. Each reflection provides evidence that you have met your TPEs. Each TPE is to be submitted, responded to, and archived via TaskStream with your **SDAIE Unit Plan** as the main uploaded artifact for BOTH reflective statements (TPE 7 & 15).

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(s) is (are) **evidence** of that learning (one paragraph for each piece of evidence)
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.

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.

Course Requirements and Grading Standards

- Attendance, Participation, & Professional Disposition 10 points
- Interview 15 points
- Lesson Observation & Write-up 15 points
- Multicultural Literature Lesson Plan 20points
- Unit Plan 30 points
- Reflective Statements for TPEs 7 and 15 with artifacts 10 points

Total 100 points

Grading Scale

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

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, 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 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.

Schedule/Course Outline

Spring 2008 Course EDMS 555B Instructor: Gisella Giggberger, Distinguished Teacher in Residence
The instructor reserves the right to provide supplemental materials pending "Teachable Moments".

Date	Topic	Assignment (if any)
Session 1 Jan.23	Creating a Community of Learning, Getting to Know Your Students Syllabus,Dispositions,Standards Access Prior Knowledge from 364 Who are English Language Learners? Poem: "Where I Come From" Video	Peregoy & Boyle (P&B) Ch. 1 English Language Learners in School SIOP Text: Ch. 1 HW: P & B Ch. 2 Second Language Acquisition
Session 2 Jan. 30	Second Language Acquisition Theoretical Frameworks Programs & Proficiency Levels SDAIE/Sheltered Instruction Preview: ELL Interview	Due: ELD Standards-download from CDE Website Due: Where I Come From Poem HW: P&B Ch. 3 p. 108-112 Set up/conduct interview
Session 3 Feb. 6	Instructional Decisions Program Placement CELDT Assessment Unpacking the ELD Standards Preview: Observation	Due: ELL Interview HW: Set up observation Read SIOP Ch. 2 Lesson Prep
Session 4 Feb.13 **	Techniques and Strategies Using your ELD Standards Language and Content Objectives Differentiation	HW: Read SIOP Ch. 3&4
Session 5 Feb .20	Techniques and Strategies Background Knowledge Comprehensible Input In Class: P&B Ch. 3 and SIOP Ch. 5	HW: P&B Ch. 4 and SIOP Ch. 6
Session 6 Feb. 27	Techniques and Strategies Debrief Observations Oral Language Development Interaction	Due: Observation HW: P&B Ch. 5 and SIOP Ch. 7
Session 7 March 5	Practice/Application Emergent Literacy Learning to Read Preview: Multicultural Literature Lesson Plan	HW: Conceptualize and Design Your Lesson Plan HW: Read P&B Ch. 7
Session 8 March 12**	Reading Workshop Reading Response Groups Literature Circles	HW: P&B Ch. 6 Challenge: Try out your lesson plan on real students!!

Session 9 March 19	Writing Workshop Empowering Students' Voice through Writing	
Session 10 March 26	Share Literature and Lesson Plan Debrief and Reflection	Due: MC Lit. Lesson Plan HW: P&B 8&9 until p.360
Session 11 April 9	Content Areas Reading to Learn Preview Unit Plan using P&B p.361 Theme Studies	HW: P&B Ch. 9 p. 368-372 and SIOP ch. 9
Session 12 April 16**	Assessment Did your students learn? How do you know? What if they didn't? Preview: TPE 7&15 Statements	HW: Begin TPE 7&15
Session 13 April 23	Testing as A Genre Statewide Testing Implications	Supplemental Materials HW: SIOP CH. 10
Session 14 April 30	Special Education and Learning a Second Language	
Session 15 May 7	Unit Plan and Presentations Course Evaluations	Due: Unit Plan

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. Intra-group 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
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration