EDSS 555 – Single Subject Multilingual Education
California State University San Marcos
COLLEGE OF EDUCATION
Spring 2006

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

Essential Questions
1. What are the philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US?

2. What are important goals of bilingual/multicultural education?

3. How do you create a more just and humane learning environment, and help all students in their growth and development as human beings?

4. How do you support the continued literacy development of all students?

Course Objectives
- Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.
- Demonstrate understanding of the most important goals of bilingual/multicultural education.
- Explain the theoretical framework upon which bilingual education is founded.

- Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.
- Explain the connections between bilingual education, English as a second language, and SDAIE methodologies.
- Demonstrate understanding of the five models of multicultural education and their implications for curriculum, instruction, and educational policy.
- Explain the meaning of culture, differentiated index, and the necessity for cultural convergence in schools.
- Use confluent education techniques to develop understand of each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.

Required Texts

Echevarria, J., Vogt, M., and Short, D. (2004). *Making Content Comprehensible for English Language Learners: The SIOP Model, 2nd Edition.* Boston, MA: Allyn and Bacon.

Course Reader - available at CopyServe, 754 S. Rancho Santa Fe Road, San Marcos
Phone: 599-9923

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)

Teacher Performance Expectation (TPE) Competencies

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

Primary Emphasis:
TPE 7: Teaching English Learners
TPE 15: Social Justice and Equity
Secondary Emphasis:
TPE 1: Specific Pedagogical Skills for Subject Instruction
TPE 3: Interpretation and Use of Assessments
TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6: Developmentally Appropriate Teaching Practices
TPE 11: Social Environment

TPE Reflective Writing for TaskStream—Single Subject Program

The goal: each instructor will take a few "priority" TPEs (according to the grid below) and have his/her students write summary reflections toward the end of the course to be submitted, responded to, and archived via TaskStream. This will prepare students for final TPE assessments and for creating their final portfolios. See below for a statement to use on syllabus and a possible scoring guide (drafts).

TPE	EDUC 422 Educ. Tech.	EDSS 511 Second. Teaching & Learning	EDSS 530 Second. Schools of the 21st Century	EDSS 521 Secondary Literacy	EDSS 541 Interdis. Methods	EDSS 531 Reflect. Profess.	EDSS 555 Theories & Methods Bilingual Education	BCLAD I and II
1B: Subject-specific Pedagogical Skills for Single Subject Teaching Assignments	To be addressed in individual methods courses.							
2: Monitoring Student Learning During Instruction					X			
3: Interpretation and Use of Assessments				X				
4: Making Content Accessible				X				
5: Student Engagement					X			
6C: Developmentally Appropriate Practices in Grades 9-12		X						
6D: Special Education		X						
7: Teaching English Learners							X	
8: Learning about Students			X					
9: Instructional Planning		X						
10: Instructional Time	Student Teaching.							
11: Social Environment			X					
12: Professional, Legal, and Ethical Obligations						X		
13: Professional Growth						X		
14: Educational Technology	X							
15: Social Justice							X	X

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

Course Requirements

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. ***Three (3) points will be deducted for each missed class session.*** Since we meet all day, each day counts for 2 class sessions. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced (yes, including the class journal). Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor.

- Attendance and participation   10 points
- Reflective reading responses/ ELD Standards   20 points
- ELD / SDAIE Lesson Observation   10 points
- Multicultural Resources / Lesson Plan   25 points
- SDAIE Lesson Plan   25 points
- TPE #7 Posted on Taskstream   5 points
- TPE # 15 Posted on Taskstream   5 points

Grading

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

Summative Assessment Rubric

A=Exceeds Expectations: The student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and

classroom implementation, when possible. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

B=Adequately Meets Expectations: The student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation, when possible. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

C=Minimal Performance: The student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

"D" or "F" students fail to meet the minimum requirements of a "C." The specific grade will be determined based on rate of assignment completion, attendance, etc.

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 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 attention of the instructor. 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."

ASSIGNMENT DESCRIPTIONS

Reading Reflections & ELD Standards   20 points
The reflective readings will cover important topic pertinent to TPE 7. In order scaffold and build toward your reflective submission in your Taskstream portfolio, each reflection should be approximately 250-350 words (the goal is to be succinct not to count words) and focus on a description, analysis, reflection sequence. The topics that address TPE 7 and are related to are due during the following class sessions.
1. Historical Foundations of Bilingual Education
2. Second Language Acquisition
3. Politics of Language Learning / Proposition 227
4. What you will do for your Eng. learners

Journal entries will be discussed at the beginning of the class session on which they are due, and will include:

- A written summary (description) and/or analysis of the assigned topic that reflects understanding of the key concepts, including comments / analysis from the required readings.
- A reflection of the topic including connections that can be made between the topics and teaching English language learners, **with specific examples from student teaching experiences, school observations, or other personal experiences in diverse settings.**

Your journal entries must address TPE 7 (see rubric). You should be able to just cut and paste some of your comments from each of these reflections to put in your Taskstream portfolio.

ELD Standards Requirement
For the 5th class session, you will need to download the ELD standards and print a copy for yourself. Please bring the standards to class. You can download the ELD standards from the CDE website (www.cde.ca.gov) or from WestEd (www.wested.org).

On the WestEd Website, type "ELD Standards" in the "Search WestEd" box. Click on "WestEd: The Map of Standards for English Learners" then "Sample Chapters" then "9-12 PDF Version"

Journal Entries – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-7 Teaching English Learners	Candidates demonstrate in their interactive journals that they know and can apply **few** pedagogical theories, principles, and instructional practices for comprehensive instruction of English.	Candidates demonstrate in their interactive journals that they know and can apply **some** pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of **ALL** English learners.

ELD / SDAIE Lesson Observation   **10 points**
For this assignment you will observe an ELD or SDAIE lesson at your student teaching school site. You will collect and document evidence of any instructional modifications made to provide comprehensible academic input for the English learners in the class. As part of your write-up, you are to discuss how (if necessary) you would modify the lesson/activity in light of the information and knowledge gained in the course.
Your lesson observation must address TPEs 4 and 5 (see rubric).

Lesson Observation – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-4 Making Content Accessible	Teacher candidate is unable to determine if lesson observed is consistent with pedagogical theories and instructional practices for making content accessible to English learners.	Candidates can partially determine if lesson observed is consistent with pedagogical theories, principles, and instructional practices for making content accessible to English learners.	Candidates are able to determine if lesson observed makes content accessible to students with different levels of proficiency in English and primary language.	Candidates can apply pedagogical theories, principles, and instructional practices for making content accessible to **all** English learners by offering appropriate suggestions.
TPE-5 Student Engagement	Candidates of English learners are unaware if lesson observed engages students or is appropriate for the levels of English proficiency and primary language.	Candidates of English learners are not always certain if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.	Candidates of English learners are able to determine if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.	Teachers candidates can confirm that the lesson observed engages **ALL** English learners in the academic program; and students know objectives, understand key concepts, are aware of their progress, and their home language and culture are part of the classroom environment.

Multicultural Literature Resources / Lesson Plans   **25 points**

With another person, you will have the opportunity to collect multicultural resources (books, websites, text sets, etc.), and develop lesson plans based the resources and rooted in social justice and equity for high school students. The following questions should help guide your selection of multicultural resources:

- Does this resource help English learners have access to the core curriculum?
- Does this resource help scaffold an equitable classroom?
- Does this resource promote social justice and equity?
- Does this resource help your students feel as if they are part of the culture of the school?

This assignment must address TPEs 7 and 15.

The required elements of the assignment are:
1. With your partner, choose **six** multicultural resources that address appropriate proficiency and content area knowledge for high school students. These resources should include a variety of accessibility levels, e.g. easy reading, more challenging reading, picture books, etc.
2. For each selection, you will write a brief (one paragraph) annotated bibliography encompassing:
   a. Appropriate accessibility level
   b. Appropriate ELD proficiency level(s)
   c. Appropriate content area(s)
   d. Description of the story/text
3. At least **two** of the resources must be bilingual (English and another language).
4. Using at least one of the resources, each of you will submit a lesson plan that clearly delineates how every student will be a successful learner by providing universal access to diverse students (e.g., gifted, English learners, special needs, non-readers, poor readers). You may brainstorm and work together on the lesson ideas, but each individual is responsible for writing his/her own lesson plan.

Poster Sessions
Tables will be set up to provide space for the partners to present/display their multicultural resources and lesson plans.

Note: Dr. Alice Quiocho's website has an excellent bibliography of children's literature and multicultural books (http://www.csusm.edu/Quiocho), or the Barahona Center at the CSUSM Library has an excellent collection of books in Spanish (http://www.csusm.edu/csb/)

Multicultural Resources / Lessons – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-7 Teaching English Learners	Multicultural resources are not authentic, do not reflect the diversity in schools, and the primary language of students is not considered. Lessons do not support English learners.	Candidates select some authentic multicultural resources, primary language is not included or not well translated. Lesson reading and writing activities are inappropriate for levels of proficiency in English and primary language, and assessments are non-existent or	Candidates select authentic multicultural resources that reflect diversity of the classroom, to include the primary language of English learners. Lesson plans include instructional activities appropriate for levels of proficiency in English and primary language, and have	Teaching candidates include justification for the selection and purpose of each resource, taking into account the varying learning and social needs of individual students or groups in their own classroom. Lessons include language activities meet the academic and social needs of **all** students.

		inappropriate.	relevant assessments.	
TPE-15 Social Justice and Equity	Multicultural assignment does not address issues of social justice and equity in the classroom. Lesson plans are not designed for students from diverse backgrounds.	Candidates select some multicultural resources that address issues of social justice and equity. Lesson plans do not include instructional practices for diverse students and are not grounded in theories of multicultural education.	Candidates select authentic multicultural resources that address issues of social justice and equity. Lesson plans are designed to include instructional practices that are grounded in theories of multicultural education, and provide equitable outcomes for students from different linguistic, cultural, social and economic backgrounds.	Candidates include justification for each multicultural selection that show how issues of social justice and equity are addressed for **all** students. Lesson plans apply instructional strategies grounded in theories and principles of multicultural education, ensure equal outcomes for **all** students from different backgrounds, and are designed with stakeholders representing **all** students in the classroom.

SDAIE Lesson Plan   **25 points**   **– Critical Assessment Task (CAT)**

Applying the SDAIE methodologies and principles discussed in class, create an extensive lesson plan that incorporates reading and writing support with SDAIE strategies appropriate for English learners at various proficiency levels. The lesson should include the following:

1. Grade level, Content standard(s) / objectives, ELD standard(s) / objectives, requisite background information (i.e. Who are your students? What are your English learners' proficiency levels? What do your students need to know prior to the lesson?) Materials / resources necessary for the lesson.

2. A plan for assessment
   - How will your students demonstrate mastery of the content and language standards/objectives?
   - What varied authentic products will be produced?
   - What multi-level assessment criteria will be used? Different levels of mastery?

3. Vocabulary and grammatical structures (if applicable) to be learned or reinforced in the lesson – how will you make vocabulary development part of the lesson?

4. How do ALL your students have access to the content you are presenting?
   - Do the activities you have designed for the lesson support the content and ELD standards you have selected?
   - What SDAIE strategies are you using to make the content accessible to all your students?

- Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work-group techniques?
- Does the lesson incorporate the language and culture of language minority students?
- Do all students have access to academic language?

5. How will you ensure that your lesson provides equitable outcomes for ALL your students (from diverse linguistic, cultural, social and economic backgrounds)?

SDAIE Presentations
You will share your lesson idea with a group of interdisciplinary colleagues for feedback. You will have 15-20 minutes to present your SDAIE Lesson Plan.

This assignment must address TPEs 7 and 15 (see rubric).

TPE Reflective Statements
TaskStream TPE Reflection

- **Response to TPEs:** It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course. Even though we are referencing and seeking to understand many TPEs in this course, you are specifically responsible for writing a response for TPE 3 in the Task Stream Electronic Portfolio.

  Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the "so what") and where you need to go next related to the TPE. A four paragraph structure will help you develop your response:
  - 1st paragraph: Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE.
  - 2nd paragraph: Explain how one attached artifact is evidence of your learning related to the TPE. The key here is "evidence." How does this artifact prove that you have learned something specific related to this TPE?
  - 3rd paragraph: (if two attachments are included) Explain how another attached artifact is evidence of your learning related to the TPE.
  - 4th paragraph: Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the "so what?" of your learning.

  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 each TPE response, you will receive feedback from the instructor that asks for revision 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 details about using TaskStream will be given in class and can be found on WebCT.

SDAIE Lesson Plan/Presentation – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-7 Teaching English learners	Candidates know and can apply few of the pedagogical theories, principles, and instructional practices for English learners. English learners do not comprehend key academic concepts and ideas.	Candidates know many pedagogical theories, principles, and instructional practices for English learners, but cannot apply them in a comprehensive manner.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of **ALL** English learners.
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.

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

Date	Topic	Learning for the Day	Assignment DUE
Session 1 1/18	Introduction / Overview Who are English Language Learners? What is Social Justice and Equity?	Banks and Kozol (Reader)	
Session 2 1/25	Historical Overview of Bilingual Education – Social, Political and Legal Foundations Second Language Acquisition: Theoretical Frameworks	Krashen – Chapters 1, 6 & 7 (Reader) Peregoy&Boyle–Chapters 1&2 (Read.) Collier article (Reader)	Reflective Reading Response #1 and #2
Session 3 2/1	BE Programs / Legal Mandates – Prop. 227 / Politics of Language Learning What can classroom teachers do? Working with the ELD Standards: Profile of English learners' proficiency levels	Crawford – Ch.13, Prop. 227 (Reader) Olsen – Learning English… (Reader) Download the ELD Standards from CDE or WestED Website and bring to class	Reflective Reading Response #3
Session 4 2/8	Discussion of ELD / SDAIE Observations Identification/Placement/Assessment of English Learners/CELDT SDAIE Overview	Kuntz – My Spanish Standoff (Reader) Echevarria, Vogt & Short – Chs. 1, 2, 3	ELD / SDAIE Observations
Session 5 2/15	SDAIE Strategies Oral Language Development SDAIE Strategies Reading and Writing	Echevarria, Vogt & Short – Chs. 4, 5, 6, 7, 8, Peregoy & Boyle – Chapter 4 (Reader) Echevarria & Graves – Ch. 4 (Reader)	
Session 6 2/22	• *Class in Kellogg Library (5th Floor)* CALLA - Instructional Strategies for English learners Academic English	Work on Multicultural Resources/Lesson Plans Chamot & O'Malley– Ch.3 & 4 (Reader) Scarcella – Chapter 1 (Reader)	Reflective Reading Response #4 SDAIE Lesson Plan Draft TPE #7 Statement of Taskstream

Session 7 3/1	Multicultural Resources / Lesson Plan Presentations Assessment Reading and Writing	Echevarria, Vogt & Short – Ch. 9,10 O'Malley & Pierce – Ch. 7 (Reader) Scarcella – Chapter 6 (Reader)	Multicultural Resources / Lesson Plans Draft TPE #15 Statement for Taskstream
Session 8 3/8	SDAIE Presentations Planning for the Future	Valdes & Rubinstein-Avila (Reader) Quezada, et.al (Reader)	TPEs 7 and 15 posted to Taskstream

SB 2042 - Authorization to Teach English Learners Competencies

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	**I. The Nature of Culture**
A. The sound systems of language (phonology)	**A.** Foundations	**A.** Definitions of culture
B. Word formation (morphology)	**B.** Organizational models: What works for whom?	**B.** Perceptions of culture
C. Syntax	**C.** Instructional strategies	**C.** Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	**II. Theories and Methods for Instruction In and Through English**	**D.** Physical geography and its effects on culture
E. Language in context	**A.** Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	**E.** Cultural congruence
F. Written discourse	**B.** Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**
G. Oral discourse	**C.** Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	**A.** What teachers should learn about their students
H. Nonverbal communication	**D.** Working with paraprofessionals	**B.** How teachers can learn about their students
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

Generally Accepted Attributes of Highly Effective Teachers
(as seen in pre-service programs)

(Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin,
Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

The following will be used as a guideline for defining each attribute:

1. **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.

2. **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket)**:** respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.

3. **Social and cooperative skills (as illustrated in cooperative projects)**: assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.

4. **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.

5. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.

6. **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.

7. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

Assignment Sheet

Name_____   Phone_____
Email_____
School Site/subject area_____

_____Attendance and participation   10 points

_____Reflective reading responses/ ELD Standards
    1.____ 2.____ 3.____ 4.____   20 points

_____ELD / SDAIE Lesson Observation   10 points

_____Multicultural Resources / Lesson Plan   25 points

_____SDAIE Lesson" Plan   25 points

_____TPE #7 Taskstream   5 points

_____TPE # 15 Taskstream   5 points

Dates Absent: