

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
College of Education**

**EDML 563
Practicum and Theories/Methods of Bilingual & Multicultural
Education**

Mission Statement of the College of Education

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

Course Description:

Through a series of observations, readings, discussions, and modeling by the instructor, students will come to a better understanding of the theories and methods of teaching students for whom English is not a first language and who are emerging in their English language proficiency as well as the theories and methods of culturally responsive teaching (i.e., multicultural education). Includes theories and factors of first and second language development (including program models, sociolinguistics, English Language Development, Specially Designed Academic Instruction in English, etc.) theories and methods of bilingual education (foundations and models), methods and strategies of instruction in the primary language, approaches to assessment of both content and language for English language learners, the manifestations of culture, and the characteristics of culturally/linguistically responsive pedagogy. A practicum developed in teachers' classrooms provides additional practice in developing culturally and linguistically responsive pedagogy. There will be an emphasis on the process of scaffolding

and differentiating instruction to meet the needs of English Language Learners.

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. Explain the existing pupil identification, assessment (CELT), and language reclassification or re-designation requirements for the state of California.
3. Explain the interrelationships between bilingual education and English as a second language goals and methods.
4. Explain a “goals-centered” approach to assuring that curriculum and instruction are geared toward culturally and linguistically responsive teaching.
5. Explain how the current laws (prop. 227, etc.) affect the education of English language learners.
6. Discuss how to engage in standards-based education, have high expectations for all students and ensure success for speakers of languages other than English.
7. Explain the basic competencies related to language acquisition and language development that are necessary to possess CLAD certification.
8. Explain the process of ELD instruction as well as SDAIE.

In 1992, the College of Education voted to infuse Crosscultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Textbooks:

Peregoy, S.F. & Boyle, O.F. (2001), Reading, writing and learning in ESL. Longman.

Gibbons, P. (1993). Learning to learn in a second language. Heinemann.

Assignments:

1. Participation and Attendance (15 points). Reflections, Quickwrites or small assignments for you to do in your classrooms are counted as part of the participation points and will be used periodically. In addition, as part of the attempt to assure that you're keeping up with the reading and leading the class into the topic for the sessions' activities, you will be asked to complete reading reactions for 10 class sessions. These half page reactions should highlight the main idea from the reading(s) for that session, state one question that the readings raise for you, and state one reaction to the reading.

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.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present and engaged in the process. Therefore, College Policy is amplified as follows: 1. Missing more than 2 class meetings will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be negotiated on a case-by-case basis. Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

2. Language/Cultural Responsive Lesson. (120 points). This lesson is meant to be used with the multicultural literature selections you have made. Develop a detailed lesson that focuses on developing academic language in children. This lesson may be a part of what you are teaching in social studies or science. The **primary** purpose of this lesson is to prompt you think about student needs step by step in at least one lesson. The **second** purpose of this lesson is to prompt you to find ways to provide English Learners access to grade level content or to the core curriculum. In this lesson you should include the following:

1. Consider who the children are. Describe the population and note the cultural as well as language needs of the children. **(10 points)**
2. List the assessment used to determine student needs. **(10 points)**.
3. Based on student needs, develop language objectives for different groups of students in the class. **(10 points)**
4. Based on student needs, develop a cognitive objective that will help children learn a critical concept that has been incorporated into the cognitive objective. **(10 points)**
5. Be clear about how you will group the students and why you feel this grouping structure is necessary. Remember that you are grouping for optimum student learning not for teacher convenience. Groups should not be life sentences and flexible grouping dictates that students be grouped in a variety of ways that can clearly be shown to best benefit academic achievement. **(5 points)**
6. Based on student needs, select and clearly describe the scaffolds you will use to support student learning. Provide a rationale for each scaffold **(10 points)**
7. Describe all the materials that are related to the cultures of the students in the classroom and will also create comprehensible input for students in the lesson. **(5 points)**
8. Describe the lesson step by step. Think about the lesson in terms of someone else who can come into your classroom and teach the lesson and address the needs of individual students in the class. **(10 points)**
9. Describe the assessment you will use to determine whether students have learned the content objective **and** the language objective. Teacher observation will not be sufficient for this one. Think of ways to assess language and content understanding. Checklist? Based on what criteria? Rubric? Based on what criteria? Teacher made test? Testing the language objectives? The cognitive objectives? Remember that this lesson is to develop CALP and teach for content mastery. **(10 points)**

10. Decide on what you will do with the students who do not understand the content nor develop the language you intended for them to develop. What additional scaffolds will you use? Why? **(10 points)**
11. Teach the lesson. Videotape yourself and critique (reflect on) your own teaching in terms of culturally and linguistically responsive teaching as well as language development. A checklist will be provided. **(10 points)**

This three to five page reflection will detail what you learned about yourself as a teacher. Look at the student work and the assessments. Suggest ways you could have improved your instruction, addressing any steps you might have missed as well as what went right. **Due: December 4.**

3. Tracking English Learners (170 points).

This project is one in which you will examine, track, and analyze the language progress of English Learners. The purpose is to track student progress over time to determine whether growth has been made or not. [If students have not made growth or have either remained the same or lost academic growth, there is a need for critical examination of curriculum as well as teaching practices.] Engage in the following process for this project:

1. Locate the CELDT scores for each English Learner in your class and record the levels for at least two years. Remember that students receive scores in three areas: listening and speaking, reading, and writing. **(10 points)**
2. Locate the sheet that shows the raw scores and the standard scores for the levels at which your student(s) scored and make note of the raw score as well as the standard score in each of the three areas in which students have been tested. **(10 points)**
3. Analyze where your student is on the continuum of raw scores and standard scores to determine what that means in terms of differentiated instruction. Make notes of your thoughts, always thinking about access to grade level content and what that means in terms of scaffolding instruction, determining flexible grouping, and providing quality feedback on academic accomplishments. **(10 points)**
4. Publisher descriptions of what English Learners at your grade level should be able to do in terms of listening and speaking, reading, and writing. Note what those descriptions are. **(10 points)**
5. Locate the descriptions of what English Learners should be able to do as noted in the English Language Development Standards, based on standards you think are a critical part of your curriculum. **(10 points)**

6. Locate other assessment data on English Learners. For example, SAT 9 scores since CAT 6 scores are probably not available. If CAT 6 scores are available, use those scores as well. **(10 points)**
7. Locate authentic assessment data on students. These data may include writing samples scored using a rubric as well as running records or informal reading inventories that record miscues students make while reading. Data may also include interviews with students about their perceptions of themselves as readers and writers and as learners. **(10 points)**
8. Record the academic progress of students on a grid or other device where you can clearly see the scores for analysis and reflection purposes. **(10 points)**
9. Research sample items of the standardized tests and determine what academic language (as well as reading, writing, and thinking) students must be able to use in order to process and respond to the questions that are posed in standardized tests. **(10 points)**
10. Analyze samples of authentic assessment results to determine student strengths (what can they do) as well as areas of needs (what they need to do in order to be successful academically with grade level content). Record strengths and areas of need. **(10 points)**
11. Analyze your curriculum. What standards are you teaching? That is, what are the **most critical standards** you know must be mastered by students? List those. **(10 points)**
12. Analyze and list strategies you use to instruct students to attain the standards. **(10 points)**
13. Analyze and list how you group students to ensure that they meet the standards. Include a rationale for flexible groupings. **(10 points)**
14. Analyze and list how you decide on instructional scaffolds to ensure that students attain the standards and exactly how you provide corrective feedback (instruments used) and focus on mastery of content learning. **(10 points)**
15. Analyze and list how you assess student growth on an ongoing basis and how that assessment informs your instruction. That is, what do you do with the data obtained from ongoing assessment? How do they affect instruction, feedback and grouping? **(10 points)**
16. Analyze and reflect on all you have done. Honestly determine what it is you need to do in addition to what you are already doing to ensure that English Learners master grade level

content. List what you are doing as well as next steps to be taken to ensure academic success. **(10 points)**

17. Reflect on the entire process (3 type-written pages). No doubt this will be an arduous process; however, it is something that must be done and is expected under the No Child Left Behind Act and the accountability system set up for state and schools under that act. What have you honestly learned about your students? What will you begin to do differently based on this process of analysis? **(10 points) Due: November 27.**

Oral Language Sample. (30 points) Obtain an oral language sample from one student, an English Learner. To obtain this sample, you do the following:

- Interview the student about his or her needs as a learner or personal perspectives about how the student views himself or herself as a reader, writer or learner in general. Ask questions like:
 1. What is easy about....
 2. What is hard about....
 3. How do you get help when you need it?
 4. Who do you go to for help?
 5. Do you think you are a good....? Why? Why not?
 6. If someone were having trouble, how would you help that person?
 7. How would the teacher help that person?
 8. What do you think you could do to help yourself be better at.....?
What else could you do?

Ask probing questions that encourage the student to expand on his or her answers. The idea is to encourage the student to talk and not simply respond to “yes”/”no” questions. Thus, the questions you ask should all be open-ended with follow-up probing questions to obtain additional information and language from the student.

- Record student responses.
- Transcribe the recording and analyze the language in terms of meaning length units, that is, complete ideas that communicate general and specific thoughts to the listener. Re-analyze the meaning length units to determine what the student is doing to communicate his or her thoughts to another person.
- Make side notes to indicate whether the student appeals to you for language input. If that happens, note what you did about it. If you provided a word or phrase for the student, write down exactly what you said and why you felt you had to supply the language to the student.

- Analyze the data and make determinations about the kind of academic oral language support the student you interviewed requires. Note how and when you will provide that oral language support. **Due: September 25.**

GRADING

Grading Criteria: Papers will be evaluated based on completeness, clarity, accuracy for the assignment (**follow the assignment descriptions step by step**), depth of analysis, connections to class content, and overall impression of the work. Each written assignment will be graded approximately 90% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 10% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.) and form of presentation. All citations should use APA format. A helpful website for these formats follows:

<http://www.uwsp.edu/acad/psych/apa4b.htm#IF>

Grading Scale: A=95 -100, A-=90-94, B=80-89, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower.

Submission Schedule: Work submitted late will be reduced by one letter grade for each week it is late; after three weeks, the work will not be accepted.

GENERAL CONSIDERATIONS

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

Academic Honesty: It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, consult the University Catalog.

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

Ability: Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need.

Tentative Course Calendar

Session	Topic	Assignment
(1)	Connections to the first two courses. Course overview and orientation; explanation/review of required projects for the courses. Review demographics	
(2)	A brief look at language policies that affect classroom practice. Assessing and developing oral language in second language learners.	Peregoy and Boyle Chapter 1 Homework: Make preparations for and begin to collect the data from an oral language sample of an English Learner Bring in grade level textbooks as well as other materials being used in the classroom with English Learners
(3)	Review of second language acquisition Access to grade level content	Peregoy and Boyle, Chapter 2
(4)	Oral language development: functions of oral language	Peregoy and Boyle, Chapter 4
Session	Topic	Assignment

(5)	Classroom Practices: SDAIE, ELD, Assessment	Peregoy and Boyle, Chapter, 3
(6)	CALLA – Cognitive Academic Language Learning Approach	Peregoy and Boyle, Chapter 3
(7)	Emergent Literacy	Peregoy and Boyle, Chapter 5
(8)	Visual literacy	Video
(9)	English learners and process writing	Peregoy and Boyle, Chapter 6
(10)	Reading and literature instruction for English language learners	Peregoy and Boyle, Chapter 7
(11)	Content reading and writing: Prereading and during reading	Peregoy and Boyle, Chapter 8
(12)	Content reading and writing: Postreading strategies for organizing and remembering	Peregoy and Boyle, Chapter 9
(13)	Reading assessment Assessing using grade level textbooks: think aloud	Peregoy and Boyle, Chapter 10
(14)	Last day of class	

ELD Observation Matrix (To be used to view and reflect on your lesson)

Metacognitive

Preparation and Planning

1. Identify clear language objectives to develop student knowledge and use of English listening, speaking, reading and writing.
2. Focus on language structures, functions and patterns that link to the English and the ELD standards.
3. Make deliberate efforts to help students progress to the next higher English proficiency level.
4. Identify effective teaching strategies, e.g., TPR, natural approach, language experience approach, brainstorming, jigsaw activities and cooperative learning groups.

Teaching Procedures

1. Follow a logical instructional sequence: into, through, beyond
2. Use various teaching modalities, e.g., mini-lessons or lectures, hands-on activities, and demonstrations or modeling.
3. Apply multiple methods of evaluating learning outcomes

Additional Support

1. Provide primary language materials when appropriate, e.g., cognates, dictionaries
2. Use pictures, visuals, realia, manipulatives, graphic organizers, learning centers and technology
3. Debrief learning strategies with students

Planning for Success: Could Students...

1. Describe how to proceed and accomplish learning new information
2. Monitor the learning process, pose questions
3. Self-evaluate the learning process

Cognitive

Background Knowledge

1. Assess what students already know
2. Preview/review material
3. Link what the students know to new learning
4. Stimulate the interest of students
5. Pre-teach key vocabulary

Accessing Knowledge

1. Model language structures using structured conversations
2. Use modified speech, body language, gestures, facial expressions, redundancy when appropriate
3. Assess different learning modalities
4. Incorporate real life experiences, using examples from students' communities, cultures
5. Ask questions based on students' language proficiency level (beginning, early intermediate, intermediate, early advanced, advanced)
6. Provide opportunities to apply and practice new learning for transfer of knowledge

Checking for Understanding

1. Allow longer pause time for students to respond
2. Review main topics and key vocabulary
3. Provide multiple opportunities to demonstrate understanding
4. Provide opportunities for students to reflect on materials presented

Learning Outcomes and Strategies: Could Students...

1. Apply English listening, speaking, reading, and writing skills
2. Ask and/or answer questions: make statements using acquired English language structures
3. Utilize problem-solving strategies, e.g., pointing, acting out, matching, labeling, and categorizing
4. Apply knowledge: analyze, synthesize, and evaluate
5. Make connections to real life experiences prior to learning content in all curriculum areas

Social Affective

Classroom Environment

1. Nurture supportive environments and encourage student participation
2. Keep a low anxiety level
3. Show respect for diverse cultures
4. Avoid forcing oral production
5. Minimize overt error correction; focus on communicating meaning rather than on language forms

Interaction

1. Respect students as capable individuals
2. Provide opportunities for students to practice oral English in pairs, small groups or whole class.
3. Utilize interaction to develop English language skills in a variety of grouping configurations
4. Ensure equitable status
5. Model and teach use of positive language

Culturally Responsive Strategies

1. Incorporate various learning styles and modalities
2. Learn about students' cultures
3. Design activities that allow all students to participate
4. Plan activities that allow students to experience success
5. Nurture positive self-esteem

Motivation and Cooperation: Could students.....

1. Ask questions for clarification
2. Listen attentively
3. Work on task independently and cooperatively
4. Display active interest in the lesson

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD)
COMPETENCIES

TEST 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	TEST 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	TEST 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) – vocabulary, etymology	B. *Organizational models: What works for whom?	B. Perceptions of culture
C. • Syntax	C. *Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. *Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. *Language in context	A. *Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. *Cultural congruence
F. *Written discourse	B. * Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. *Oral discourse	C. *Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. • What teachers should learn about their students
H. * Nonverbal communication	D. • Working with paraprofessionals	B.* How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C.* How teachers can use what they learn about their students (culturally responsive pedagogy)
A. • Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Contact
B. • Psychological factors affecting first- and second-language development	B. • Methods	A. Concepts of cultural contact
C. • Socio-cultural factors affecting first- and second-language development	C. • State mandates	B. Stages of individual cultural contact
D. • Pedagogical factors affecting first- and second-language development	D. • Limitations of assessment	C. The dynamics of prejudice
E. • Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution