

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION
*EDMS 555, Section 06, Cohort E (CRN 22423)***

Elementary Multilingual Education

Spring 2004

Professor: Dr. Rosario Diaz-Greenberg
Office: UH 301
E-Mail*: rgreen@csusm.edu
Phone: (760) 750-4309
Meeting Times/Place: Mon. (UH 373) 2:30 p.m. to 5:15 p. m.
Office / Hours: By appointment. It is advised that you confirm all office hour sessions with the professor in advance.

Course Description: This course addresses the needs of teachers faced with the growing diversity that exists in today's classrooms. As such it will focus on the following topics:

- Bilingual socio-linguistic/socio-cultural competence and implications for learning and instruction (e.g., levels of English proficiency and appropriate instruction for each level);
- Application of effective instructional practices, i.e., English language development (ELD) techniques;
- Cultural aspects of English learners, and implications for pedagogy;
- Successful bilingual, multilingual education for language minority students.
- Strong oral and written communication skills, information literacy, and technology are required of professional educators; therefore, these components are emphasized as methods to be used in completing course requirements.

Integration

This course is integrated with EDMS544 in the following ways: the book used for the book chat in EDMS 544 can be the main selection for your Multicultural Literacy assignment. The Oral History project can be used as an extension activity for your CALLA unit. The EDMS 544 Field Trip project can also become an extension activity for your CALLA unit, and the EDMS 544 Internet Assignment will enhance the list of resources for the CALLA unit.

Course Goals

As a result of this course, you will be able to demonstrate the following:

- 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.
- 6) Demonstrate understanding of the five models of multicultural education and their 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 fluent 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

Walter, T. (1996). *Amazing English*. USA: Addison Wesley.

Course Reader - available at CopyServe754 S. Rancho Santa Fe Road, San Marcos
Phone: 599-9923 (price forthcoming)

NOTE: All texts/readings **MUST** be brought to each appropriate class session.

Recommended Texts

Chamot, A. & O'Malley, J. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. Menlo Park, CA: Addison-Wesley Publishing.A: Allyn and Bacon

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

Additional readings from previously purchased, Successful Inclusive Teaching by Joyce Choate and handouts provided by the instructor will be required.

Professionalism/Dispositions (see rubric)

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:

1. Attend all class meetings. More than one absence will lower your grade in the following manner: the final grade will drop by one-third letter for every absence. The College of Education Attendance Policy (stated on page 7) will be followed. Serious illness or other emergencies will be evaluated on a case by case basis. If you will miss a class session, please notify the instructor in writing (email) as soon as possible.
2. Arrive on time just as you would at a school site. Late arrivals to and early departures from class **will alter the final grade**.
3. Prepare carefully for class. Be ready to discuss readings and assignments thoughtfully. All voices are valued in our classroom community. Please be sure we get to hear your thoughts on the topics we cover.
4. Complete all assignments on time. Late assignments will receive a 20% reduction in points for each day late. Occasionally a student may be asked to revise an assignment. If so, the revised work must be submitted no later than one week after it was returned and may not be eligible for full credit. If you are absent when an assignment is due, you may submit the work via email (except for Physical Model) so that it is not counted late. Receipt of the assignment will be returned by the instructor (please request return receipt from your toolbar)
5. 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, academic honesty and writing achievement.

Professionalism/Dispositions Rubric

	Excellent 4	Acceptable 3	Unacceptable 1-2	Score
Attitude	Consistently displays a positive attitude. May offer constructive criticism and include alternatives that show initiative.	Displays a positive attitude. May offer constructive criticism and include alternatives that show initiative.	Seldom has a positive attitude. Often is critical. Does not offer alternative solutions to criticism.	
Participation	Attends every class, always on time and well prepared, never leaves early. Gives closest attention to class activities and speakers.	Attends every class, on time and prepared, never leaves early. Gives most attention to class activities and speakers.	Is not always ready when class time begins. Doesn't give full attention in class; sometimes talks when others are speaking.	
Professionalism	Consistently behaves, talks and works in a professional manner, regardless of task/topic.	Most of the time, behaves, talks and works in a professional manner, regardless of task or topic.	Seldom behaves, talks, and works in a professional manner, regardless of task or topic.	
Collaboration	Consistently listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Most of the time listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, or supports the efforts of others. Is often not a good team member.	
Contributions	Consistently provides useful ideas; always stays focused on the task. Exhibits a lot of effort and valuable contributions.	Most of the time provides useful ideas; stays focused most of the time. A satisfactory group member who does what is required.	Rarely provides useful ideas; not always focused. Reluctant to participate. Lets other take charge.	
Disposition toward teaching	Consistently demonstrates concern in learning to teach all children. Always demonstrates strong commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPE).	Most of the time demonstrates concern in learning to teach all children. Often demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CSTP's and TPE's.	Rarely shows concern in learning to teach all children. Rarely demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of CSTP's and TPE's.	
Leadership	Shows strength through leadership in different class activities	Effectively participates and contributes, but rarely shows leadership qualities.	Does not show leadership in any area of class.	

California Commission on Teacher Credentialing

Standards Alignment:

The course objectives, assignment, and assessments have been aligned with the CTC standards for the Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

Primary Standards

- 3: Relationships Between Theory and Practice
- 4: Pedagogical Thought and Reflective Practice
- 5: Equity, Diversity, and Access to the Core Curriculum
- 7.a.b: Preparation to Teach Reading-Language Arts
- 8: Pedagogical Preparation for Subject-Specific Content Instruction
- 11.c: Preparation to use Educational Ideas and Research
- 13: Preparation to Teach English Learners

Secondary Standards

- 6: Opportunities to Learn and Reflect on Teaching in all Subject Areas
- 7: Preparation to Teach Reading-Language Arts
- 9: Using Computer-Based Technology in the Classroom
- 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning
- 11: Preparation to Use Educational Ideas and Research
- 12: Professional Perspectives Toward Student Learning and the Teaching Profession
- 13: Preparation to Teach English Learners
- 14: Preparation to Teach Special Populations in General Education Classrooms

Teacher Performance Expectation (TPE) Competencies:

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts 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 1a: Subject Specific pedagogical Skills for a MS Teaching Assignment
- TPE 2: Monitoring Student Learning During Instruction
- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 6 a & b: Developmentally Appropriate Practices in Grades K-3 and 4-8
- TPE 7: Teaching English Learners
- TPE 9: Instructional Planning
- TPE 10: Instructional Time

Secondary Emphasis:

- TPE 3: Interpretations and Use of Assessments
- TPE 6d: Developmentally Appropriate Practices for Special Education
- TPE 8: Learning About Students
- TPE 11: Social Environment
- TPE 12: Professional, Legal, and Ethical Obligation
- TPE 13: Professional Growth
- TPE 14: Technology
- TPE 15: Issues of Social Justice and Equity

CLAD Competencies supported by this course:

Part 2: Methodology of Bilingual, English Language Development, and Content Instruction

I. Theories and Methods of Bilingual Education

- A. Foundations
- B. Organizational models: What works for whom?
- C. Instructional strategies

II. Theories and Methods for Instruction In and Through English

- A. Teacher delivery for both English and language development and content instruction
- B. Approaches with a focus on English language development
- C. Approaches with a focus on content area instruction (SDAIE)
- D. Working with paraprofessionals

III. Language and Content Area Assessment

- A. Purpose
- B. Methods
- C. State mandates
- D. Limitations of assessment
- E. Technical concepts

The Standards, Teacher Performance Expectations and CLAD Competencies identified above are addressed in EDMS 555 through class discussions, activities, oral/visual presentations, and written assignments.

ASSIGNMENTS

Attendance & Participation	10 points
Reading responses	10 points
Internet /ELD Standards	10 points
ELD or SDAIE Observation & Assessment	10 points
Integrated Thematic CALLA Unit	50 points total
Multicultural Book /Resources	(10 points)
Written CALLA Unit Plan	(30 points)
Group Presentation of CALLA Unit	(10 points)
Outcome Assessment	10 points

Detailed instructions for some course assignments will also be handed out in class.

□ **Reading Response Journal**

10%

(TPEs addressed through this assignment are: 1a, 2, 3, 4, 5, 6, 6a, 6b, 6d, 7, 8, 9, 10, 11, 12)

The assigned readings provide an important foundation for your increasing understanding of how to effectively teach English Language Learners. To aid you in remembering the readings, and assist you with meaningful class participation, you are asked to respond to each reading assignment by coming to class with an entry in an index card summarizing key points from the assigned reading for that day. Response journals will be checked randomly and may be collected at the professor's discretion. Please structure each card as follows:

- (1) reading identification (T:8, for example),
- (2) key points from the reading (you may include graphics),
- (3) a paragraph towards the bottom that connects the reading to your perspectives/ experience,
- (4) one question that the reading assignment prompts you to ask at this time.

The following assignments will link together and will help you to create a well developed CALLA unit plan:

Internet Research Projects (5 points each) **10%**
(TPEs addressed through this assignment are: 1a, 4, 5, 6a, 6b, 9, 14)

The Internet provides teachers and their students with vastly increased access to information – yet issues of quality and usefulness must be considered. For this assignment, you will explore several sites dealing with bilingual education and English language learners on the World Wide Web, evaluate them, and find two additional sites that enhance your understanding of key concepts.

Historical Foundations of Bilingual Education
Second Language Acquisition
Politics of Bilingual Education / Proposition 227
Assessment
What you will do for your English learners

ELD Standards Requirement

For the 4th week of class (4th class session) you will need to search the CDE website and download the ELD standards (Grades 3-5 or 6-8) and print a copy for yourself. Please bring the standards to class. (www.cde.ca.gov) or from WestEd (www.wested.org).

ELD / SDAIE Lesson Observation 10 points

For this assignment you will observe an ELD or SDAIE lesson. You will complete a check list and collect/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).

Multicultural Literature Assignment (10 points)

(TPEs supported through this activity are: 1a, 4, 5, 6a, 6b, 7, 9, 15)

This assignment ties in with the Book Chat and the Oral History Project assignments and will constitute the starting point of your CALLA unit assignment.

With another person, you will have the opportunity to develop a multicultural literature plan that will address appropriate literature selections reflecting multicultural perspectives for students in grades K-2 or 3-6. Choose four powerful children's multicultural selections that should be the center of the curriculum for different times throughout the year. This plan should include an **outline of how the multicultural books will be used throughout the year and across various content areas, as appropriate (an outline or grid of the academic year is suggested)**, and a **justification** (an explanatory narrative) of the selections made. At least one of the books must be bilingual (English and another language) with a brief discussion of how "primary language support" will be incorporated into the literature unit. Write a detailed reading and writing lesson plan that will clearly delineate how every child will be successful by providing universal access to diverse students (e.g., gifted, English learners, special needs, non-readers, poor).

The format of the multicultural literature assignment should include (See Appendix A):

1. Overview: A narrative that discusses the focus of the unit and a brief summary of each book.
2. Major Concepts to be addressed
3. Grade level and English language proficiency level this unit is appropriate for
4. Outline/plan/grid of how the books will be used throughout the year
5. Standards covered
6. Strategies to be used.
7. Primary language support component of the unit plan: describe how the primary language and English language will be used jointly to support student engagement and learning

Poster Sessions (20 minutes each)

Tables will be set up to provide space for half of the groups to present/display their Multicultural Literature Selection. Other class members will walk around and listen to the discussions on the different books selected.

Note: Dr. Alice Quiocho has developed an excellent website with a bibliography of children's literature and multicultural books that could be a great resource for you (<http://www.csusm.edu/Quiocho>). Also, the Barahona Center for the Study of Books in Spanish for Children and Adolescents is a wonderful resource right here on campus in the main library.

Integrated Thematic CALLA Unit Plan (50 points) - Providing rigorous academic instruction that also facilitates English language acquisition is critical to the academic achievement of English learners. This assignment will provide you with an opportunity to demonstrate ways in which curriculum and instruction, while remaining grade level appropriate, can be modified so that it is comprehensible to English Learners. Parts of this assignment will be done in class and thus collaboration is highly encouraged. You will design a unit of at least three sequential lessons (# of lessons depends on # of persons in your group – a minimum of 1 lesson plan per person is required) that employ CALLA methodology. Lesson plans, should be formulated to meet the needs of English Learners. This project is due the day your group presents your interactive lesson to the class. Here is the basic format for this assignment:

- I. **THEMATIC UNIT OVERVIEW:** Using the Multicultural Literature assignment as a starting point, you will provide an overview of the following (Template to follow):
 1. Describe the target students' **grade level(s), language level(s), program placement information.**
 2. Identify the **major concepts** that you want children to learn in the unit.
 3. Identify the areas of curriculum (**content**) you will use by citing specific standards (literature, mathematics, science, etc.,) and objectives of the content area. What objectives in the content areas will students have to meet in order to learn the major concepts?

- II. **SAMPLE LESSON PLANS** (See Appendix B): Develop a unit of lessons (1 per person in your group) that will teach the critical concepts in your thematic unit. What are the objectives of your lessons, and how are those tied into the major concepts and objectives (content as well as language) that you have set for the entire unit? Be clear and specific so that someone will be able to take your lessons and replicate them. For each lesson plan, include the following:
 4. Identify what you will do to get students **into the unit (Preparation & Presentation)**. Next, identify what you will do to get students **through the unit (Practice)**. Include what you will do to assess that students have learned the major concepts (**Evaluation**) and what students will do **beyond (Expansion)** the unit to extend their understanding. Or, use an alternate lesson plan format such as the 5-step plan.
 5. Identify the **language and, separately, the content objectives objectives**, using the appropriate English Language Development standards. What language will the students use to learn the major concepts? What language objectives are your unit and lessons are targeting? State these clearly.
 6. Identify the **scaffolding strategies** you have chosen to help students learn the major concepts. Be aware that students must also learn the strategies and be able to make them a part of their learning repertoire. Give **specific reasons** for choosing the scaffolding strategies you are using, that is, how these strategies build scaffolds to learning. Remember that English Only students will usually need only **one** scaffold, whereas English learners may need **more than one scaffold** depending on their schemata and level of language development in both languages. Use content learned in your other courses or your classroom practice to support your **rationale**.
 7. Be sure to include an authentic **assessment** in your unit (summative or formative is fine). How will you assess that ELD students have met the objectives of the unit and the lessons? That is, how will students demonstrate understanding and how will you know they have understood? Have you developed a **rubric** and a clear description of what the various degrees of that rubric mean?

III. APPENDICES:

8. Include a **resources list**, a bibliography of all materials used, such as books, art prints, CD's, computer software, videos, etc.
9. The unit must also contain a **reflection**. What have you / your group learned from the development of these lessons? If you have had the opportunity to implement any part of your unit, be sure to include reflections on the implementation as well as student samples, if available.

Your group may do a computer technology project, if that is the medium in which you wish to present your project. Check with me as to the programs you are using. For example, you can provide a videotaped version of one or more lessons in your unit, either with children in schools, or with student-aged neighbors/family acting as your students. Or, the class presentation itself can be videotaped. One person can do this – videotape a lesson or the presentation -- instead of writing a lesson plan and participating otherwise in the presentation. The person opting to do this in your group needs to obtain waivers from all students being filmed (see me for waiver form), and be responsible for any editing using e.g., movie in the lab, if necessary, and providing me with a copy of the film. Video cameras are available for checkout in the media library.

The following are questions that will help you plan the unit, and also complete the reflective section of the unit:

- ◆ Does each lesson take into consideration the various English proficiency levels of language minority students?
- ◆ Are the objectives conceptually clear and tied to your instructional and learning strategies?
- ◆ Does instruction in each lesson use visuals, manipulative, realia, drama and scaffolding techniques that would facilitate understanding?
- ◆ Do the learning strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work group techniques?
- ◆ Is the content or subject matter in the lesson challenging and not watered down?
- ◆ Does the lesson incorporate the culture, lived experiences, and if possible, the language of the students?
- ◆ How are the parents and community integrated into the unit?
- ◆ How does the lesson try to incorporate the 7 Intelligences and/or multiple modalities?
- ◆ Does your assessment directly measure your objectives in a conceptually clear manner?

Group Presentation of CALLA Unit - Your “unit group” will choose one lesson from your instructional unit to present to the class. For the purpose of this lesson, the class will become your students so be sure to let them know what grade level and other characteristics they have for the duration of the lesson (e.g., native language, length of time in the country). Be sure that all members have a role during the lesson, and that the lesson is interactive. This means that the class (your “students”) needs to actively participate in your presentation. You will have approximately one-half hour (this includes time for questions and comments). If any group member has had the opportunity to implement the unit, you may discuss the process and outcomes. Presentations will be done during Week 8.

Grading Rubric:

“A” Students

1. Demonstrate serious commitment to their learning, making full use of the learning opportunities available and searching out the implications of their learning for future use.
2. Complete all assignments thoroughly and thoughtfully, receiving 3.5-4.0 average on all assignments.
3. Make insightful connections between all assignments and their developing overall understanding of social studies concepts; they continually question and examine assumptions in a genuine spirit of inquiry.
4. Students show high level achievement of course goals.

“B” Students

1. Simply comply with the course requirements and expectations.
2. Complete all assignments, usually thoroughly and thoughtfully, receiving 2.7 -3.4 average on all assignments.

3. Usually connect assignments to their developing overall understanding of social studies concepts; may be satisfied with accepting their learning as it is received without deeply examining assumptions or seeking a higher level of understanding of the implications.
4. Students show reasonable achievement of course goals.

“C” Students

1. Demonstrate an inconsistent level of compliance to course requirements and expectations.
2. Complete all assignments with limited thoroughness and thoughtfulness, receiving 1.7-2.6 average on all assignments.
3. Make limited connections between assignments and their developing overall understanding of social studies concepts; may not be open to examining assumptions or implications and may actually dismiss the importance of the understanding of social studies concepts.
4. Attempt, but show limited progress in achieving course goals.

“D/F” Students

Fail to meet the minimum requirements of a C. The specific grade will be determined based on a rate of assignment completion, attendance, etc.

NOTES

Students must meet the attendance requirements for the grade described. Attendance is a prerequisite for earning a particular grade: One absence =A, two absences = B, three absences= C.

California State University San Marcos
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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.
(adopted by COE Governance Community October, 1997)

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. *(Approved: 12/19/97)*

CLAD Infusion

In 1992, the College of Education voted to infuse Cross-cultural, 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.

Disabled Student Services Office

Students with disabilities requiring reasonable accommodations must be approved for services through the Disabled Student Services Office (DSS) in Craven Hall 5205 at (760) 750-4905 or TTY (760) 750-4909. Eligible students may contact John Segoria during his office hours or in a more private setting in order to ensure confidentiality.

Statement on Plagiarism

Any evidence of cheating or plagiarism (defined as presenting the words or ideas of others as your own) will result in a failing grade for that assignment and a letter regarding the incident to be placed in your file in the Dean of Student’s Office. Please read "Academic Honesty" in Academic Regulations and CSUSM Policies (found in your catalog or student handbook) and see me if you have any more questions about what constitutes plagiarism or cheating. Note that on written assignments exact quotes must be placed in quotation marks. All quoted and paraphrased work must be cited in the text.

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, principles, 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 Resources / Lessons – Scoring Rubric				
Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-4 Making Content Accessible	Candidates use mostly traditional instructional practices that deny access to the content to non-readers and English learners.	Candidates use some instructional practices to make multicultural literature books accessible, but few non-readers and English learners have access to content.	Candidates use a variety of instructional practices to make multicultural literature selections accessible to diverse students.	All students have access to the content of multicultural literature books, including non-readers and students with varying levels of English proficiency
TPE-7 Teaching English Learners	Multicultural literature books are not authentic, do not reflect the diversity in schools, and the primary language of students is not considered.	Candidates select some authentic multicultural books, primary language is not included or not well translated, reading and writing activities are inappropriate for levels of proficiency in English and primary language, and assessments are non-existent or inappropriate.	Candidates select authentic multicultural literature books that reflect diversity of the classroom, to include the primary language of English learners, develop reading and writing instructional activities appropriate for levels of proficiency in English and primary language, and create relevant assessments.	Teaching candidates include justification for the selection and purpose of each book, taking into account the varying learning and social needs of individual students or groups in their own classroom. Writing and reading activities meet the academic and social needs of all students.

CALLA Unit Plan/Presentation – Scoring Rubric

Criteria	Developing	Nearly Meets	Meets	Exceeds
TPE-1 Specific pedagogical skills for subject matter instruction	Candidates use very traditional and limited (e.g., lecture only) pedagogical skills for subject matter instruction that prevent understanding of information to English learners	Candidates use some specific pedagogical skills for subject matter instruction, but many English learners do not have access to the content.	Candidates use a variety of specific pedagogical skills for subject matter instruction to English learners.	The specific pedagogical skills for subject matter instruction will incorporate the level of proficiency in English and the primary language.
TPE-3 Interpretation and use of assessments	Candidates understand and use primarily traditional assessments strategies with English learners.	Candidates understand and use some informal and formal assessments to determine progress and plan instruction for English learners.	Candidates understand and use a variety of informal and formal assessments to determine progress and plan instruction for English learners.	Assessments will also incorporate English learners' levels of proficiency in English and the primary language to develop and modify instruction accordingly.
TPE-4 Making content accessible	Candidates use mostly traditional instructional practices that do not provide English learners access to content.	Candidates use some instructional practices, but few English learners have access to content.	Candidates use a variety of instructional practices to make content accessible to English learners.	All students have access to content, including non-readers and students with varying levels of English proficiency.
TPE-5 Student Engagement	Candidates are mostly concerned about covering content to English-only speakers, makes little effort to communicate objectives to EL, understanding is unlikely, instruction does not consider student level of English proficiency and primary language	Candidates of English learners communicate some objectives clearly, understanding is partial, progress is undetermined, instruction is sometimes adjusted, and community resources are untapped.	Candidates of English learners clearly communicate objectives, ensure understanding, monitors progress, adjust instruction according to level of English proficiency and primary language, and use community resources.	All students are engaged in the academic program, know objectives of lessons, understand key concepts, are aware of their progress, and their home language and culture are part of the classroom environment.
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.

MULTICULTURAL CALLA MINI UNIT TEMPLATE (Appendix A)
Dr. Rosario Díaz-Greenberg

TITLE:

Grade Level: Elementary

Language Level:

Placement: Informal Assessment/CELDT

Major Concepts:

1.

2.

Rationale:

Literature Objectives:

Language Objectives:

BOOKS:

- 1
- 2
- 3

Learning Strategies:

Metacognitive:

Cognitive:

Social Affective

STANDARDS

Brief overview of books/time of the year to be used/connections between books

CALLA LESSON PLAN SEQUENCE (CH. 5)

Preparation: This stage requires activation of prior knowledge by finding out what the students already know and how they have been taught to approach the specific task. The students are told what the objectives of the unit are, and what is expected of them.

Activities should include: brainstorming, making graphic organizers, demonstrating how to do the project, role playing and prediction.

Presentation: The material to be covered needs to be presented in a variety of ways to address different learning styles. A positive approach is necessary to foster self-esteem and autonomy. Questioning is essential to encourage students in formulating questions for clarification purposes.

Activities: Questioning techniques, selective attention to key concepts, elaboration and inference to help comprehension.

Practice: During this stage students need to engage in interactive learning. Hands-on and exploration are essential.

Activities: Cooperative learning activities, Reciprocal teaching, brainstorming, organizational planning, and problem posing techniques.

Evaluation: This stage stresses self-evaluation through specific techniques. The teacher needs to provide samples of record-keeping activities to direct the process.

Activities: Summarizing, verifying previously made predictions, Self-check and correct, chart progress through learning log, cumulative check list on items covered, and self-reflection on progress made.

Expansion: In this stage the teacher incorporates class and home activities that build on previous knowledge and integrate newly acquired skills and information into existing concepts. Reflection is essential to connect past concepts with new information. Revision and re-creation of knowledge is also crucial at this point. Application of new knowledge into real life situation should be encouraged.

Activities: Systematic inquiry, reflection techniques, and discussion.

Course Outline

(Timeline Subject to Change pending “Teachable” Moments) The instructor reserves the rights to add, delete, and modify the reading assignments listed below.

Date	Topic	Assignment
Session 1 1/26/04	Introduction / Overview Who are English Language Learners?	Walter -Ch, 1 My name poem activity
Session 2 2/2/04	Second Language Acquisition and Learning: Theory and Practice	Peregoy and Boyle- Ch 1,2 (Reader) Collier article (Reader) Walter Ch 2 “I am” Poem activity
Session 3 2/9/04	Language Structure and Use English Language Development	Walter Chapter 3 “Bless Me, Ultima” Activity
Session 4 2/16/04	English Language Development (Cont.) ESL/E Strategies In class: assessment and identification simulation	“Heroes” Activity Bring ELD Standards
Session 5 2/23/04	Academic Content Area Instruction: SDAIE Overview	Walter Chapter 4 Echeverria & Graves- Ch.3 (Reader)
Session 6 3/1/04	Academic Content Area Instruction (Cont.) SDAIE Oral Lang. Dev.	Peregoy and Boyle- Ch. 4 (Reader)
Session 7 3/8/04	SDAIE Strategies Reading and Writing	Echeverria & Graves- Ch. 4 (Reader)
Session 8 3/15/04	Academic Content Area Development In class: demonstration lessons. Historical Overview of Bilingual Education Social, Political and Legal Foundations	*Multicultural Literature Assignment Due! Crawford- Ch. 3 & 12 (Reader)
Session 9 3/22/04	Historical Overview of Bilingual Education – Social, Political and Legal Foundations: Language policy (cont.)	Crawford- Ch. 13 (Reader) Proposition 227 (Reader)
Session 10 3/29/04	Spring Break!!!!	No classes!
Session 11 4/5/04	Bilingual Education Internet Research ELD / SDAIE Observations in school sites – academic and social settings	Visit to school site Internet Research
Session 12 4/12/04	CALLA-Instructional Strategies for English Learners	ELD/SDAIE observations are due! Chamot & O’Malley–Chapters 1, 2, 3, 4
Session 13 4/19/04	Reading and Writing in Content Areas	Chamot & O’Malley – Ch 6 and one content chapter (Chapters 9-12)
Session 14 4/26/04	Reading Assessment Assessing an English learner’s writing proficiency	O’Malley & Pierce -Ch 6 (Reader) Chamot & O’Malley – Chapter 6 Echevarria, Vogt & Short (Reader)
Session 15 5/3/04	Parents, Families and Communities Beyond the Classroom: Social Aspects of an EL’s schooling experiences	Valdes (Reader) Rubinstein-Avila (Reader) Osterling (Reader)
Session 16 5/10/04	CALLA Presentations Planning for the Future	DUE: CALLA Presentations! Outcome Assessment paper is due