



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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|------------------------|---|
| Course Number | EDUC 655 (01) |
| Course Title | Application of Bilingual and Second Language Acquisition Theories and Principles: Practicum of Instruction in Bilingual Settings |
| CRN Number | CRN #21935, 2 units |
| Days | to be arranged with instructor |
| Time | to be arranged with instructor |
| Course Location | to be arranged with instructor |
| Semester / Year | Spring 2016 |
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SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

Possible Work Stoppage: The California Faculty Association is in the midst of a difficult contract dispute with the CSU systemwide administration. In response to the CSU's stance, it is possible that the faculty union will call a strike or other work stoppage this term. I promise to inform the class as soon as possible of any disruption to our class meeting schedule. For further information about the issues involved in the strike, please see the resources at www.calfac.org, including http://www.calfac.org/sites/main/files/file-attachments/faculty_index_final_2.pdf and http://www.calfac.org/sites/main/files/file-attachments/23_reasons_final_2.pdf.

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COURSE DESCRIPTION

This course is an examination and application of theoretical and methodological issues in designing instruction for English learners in bilingual classroom settings through reflective, critical analysis of practice. Aspects of second language development will be covered, including curriculum planning and development. The course focuses on various curricular and instructional programs designed for EL students in bilingual settings, methods of language and content assessment, role and utilization of primary language in ELD content instruction, grouping configurations and application to the classroom.

Course Prerequisites

Candidate in the Bilingual Authorization Program: Enrolled in EDUC 653 and EDUC 654.

Course Objectives

Students completing EDUC 655 will be able to:

- understand theoretical foundations of second language learning and apply them to practice;
- use methods that incorporate language and content objectives into lessons;
- critically examine practice to continually improve upon pedagogy;
- design comprehensive curriculum for English learners in bilingual settings.

Unique Course Requirements

Student will be required to do his/her practicum in a bilingual setting.

Credit Hour Policy Statement

This course is arranged between the student and the instructor to observe classroom instruction in a bilingual setting, similar to field experience and also to meet and discuss progress of observations during the practicum that is aligned to the Bilingual Authorization standards.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

No required texts for this course.

Suggested/Recommended readings from the Bilingual Authorization content courses, EDUC 653 and EDUC 654 will be used as a basis for critically examining practice in this course:

Montrul, S. (2013). *El bilingüismo en el mundo hispanohablante*. Malden, MA: Wiley-Blackwell.

EDUC 653 and EDUC 654 Course Readers.

Links to CA State Standards

- Free Download CA Common Core en Español <https://commoncore-espanol.sdcoe.net/Home>
- Free Download 2012 English Language Development Standards for California Public Schools K-12 from the CDE website at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- Free Download Appendices A-D and Glossary from 2012 ELD Standards at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- Free Download Adopted *ELA/ELD Framework* Chapters at <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
- Free Download CA Common Core State Standard, California Department of Education Common Core at www.cde.ca.gov/re/cc
- Free *eStandards* – California Common Core and ELD State Standards app

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will (be able to):

- understand theoretical foundations of second language learning and apply them to practice during lesson observations;
- use methods that incorporate language and content objectives into lessons by demonstrating effective ways to develop a lesson appropriate for bilingual students/English Learners;
- critically examine practice to continually improve upon pedagogy by demonstrating how you are using assessments to guide instructional practice;
- design comprehensive curriculum for English learners in bilingual settings through lesson development and delivery.

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. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

BILINGUAL AUTHORIZATION TEACHER PREPARATION PROGRAM

Este curso se ajusta a las siguientes normas para el Programa de Preparación de Maestros con Autorización Bilingüe (*Bilingual Authorization Teacher Preparation Program*):

Standard 4: Bilingual Methodology (partially fulfilled in this course)

Estándar 4: La metodología bilingüe (parcialmente cumplida en este curso)

El programa de preparación de maestros bilingües prepara a los candidatos bilingües para comprender la interrelación entre los cuatro dominios del lenguaje (escuchar, hablar, leer y escribir) y conocer las formas y funciones del lenguaje. El programa también prepara a los candidatos para planear, desarrollar, implementar y evaluar los estándares alineados con la instrucción de la lengua materna, el segundo idioma y el contenido. Los candidatos están preparados para emplear una variedad de estrategias de enseñanza y evaluaciones correspondientes a los niveles de competencia lingüística de los alumnos, que promuevan las habilidades del pensamiento crítico. El programa asegura que los candidatos bilingües adquieran un conocimiento de los modelos de enseñanza bilingüe, las estrategias de enseñanza y los materiales adecuados para la instrucción y la evaluación.

Además, el programa desarrolla la comprensión de los candidatos bilingües en el conocimiento de la comunicación intercultural y la interacción lingüística. El programa de preparación de maestros bilingües además prepara a los candidatos a evaluar, seleccionar, utilizar y adaptar materiales adoptados y aprobados por el estado de CA, así como otros materiales de instrucción suplementaria. El programa ofrece oportunidades para que los candidatos demuestren la capacidad de utilizar una variedad de criterios para la selección de materiales de instrucción, para adaptar los materiales y las maneras apropiadas de usarlos en sus contextos locales y para aumentar los recursos que no sean aptos o disponibles.

Standard 5: Culture of Emphasis

Estándar 5: Cultura de Énfasis

El programa de preparación para maestros bilingües desarrolla el conocimiento de los candidatos sobre las tradiciones, los oficios, el estatus y los patrones de comunicación de la cultura de énfasis como parte de la experiencia en el país o países de origen y en los Estados Unidos. Se incluyen en ese conocimiento la comprensión de las relaciones e interacciones interculturales, intraculturales, así como las contribuciones de la cultura de énfasis en California y los Estados Unidos. También se incluye el conocimiento de los principales acontecimientos históricos, políticos, económicos, religiosos y educativos que influyen en las experiencias de socialización y aculturación de los grupos beneficiarios en California y los EE.UU. Los candidatos demuestran conocimiento del país/países de origen, incluyendo las barreras geográficas, patrones demográficos y lingüísticos, y las formas en que éstos afectan las tendencias de la migración, la inmigración y el asentamiento en los Estados Unidos.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for students in the Bilingual Authorization who are in the Single Subject, Multiple Subject, or Special Education Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 16: Biliteracy

Candidates for the teaching credential who desire advanced certification in the area of biliteracy will be able to pursue *A Bilingual Authorization in Spanish* entailing preparation on addressing the needs of English learners while demonstrating proficiency in English and Spanish. Candidates, upon completion of the program, will be able to know and apply first and second language pedagogical theories, principles, and instructional practices for biliteracy programs. It is expected that candidates will become experts in program design, curriculum development, implementation, and evaluation of program effectiveness. Candidates will also become knowledgeable in assessing and addressing the needs of biliterate students, to include cognition, cultural differences, and language development. It is the expectation of this Certification that the primary languages will be maintained and enhanced as a second language is added in an effort to create students who are proficient in two languages.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The context for, and scope of this course is aligned with standards for the Bilingual Authorization Teacher Preparation Program, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. 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).

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

For this course: Attendance for class activities will be arranged between the instructor and the student. There will be meetings at school sites where students will do their practicum.

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

Course Format

This course and activities will be arranged between the instructor and the student during office hours and at field school site. There will be meetings at the school site(s) where students will do their practicum.

Necessary Technical Competency Required of Students

Not applicable for this course.

Contact Information for Technical Support Assistance

Not applicable for this course.

Use of Technology

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Note: Professor reserves the right to change, add to, or delete any material or assignment from the course.

Grading Standards

This practicum is graded as Credit or No Credit.

All assignments must be completed, assessed and submitted to the candidate's Bilingual Authorization Portfolio (on TaskStream) in order to receive a "Credit" for this practicum.

It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Assignments should be typed and double-spaced. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

| | |
|------------------------------------|------------|
| 95 – 100 A | 90 – 94 A- |
| 87 - 89 B+ | 83 – 86 B |
| 80 – 82 B- (minimal passing grade) | 77 – 79 C+ |
| 73 – 76 C | 70 – 72 C- |

This course is a graduate level course; therefore the minimal passing grade is a B-. Also the minimum grade is needed to remain in the Bilingual Authorization Program. It is highly recommended that students take the CSET LOTE III – Spanish Language before starting the program.

Final Exam Statement

No final exam is required for this course.

Policy on Late/Missed Work

Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late). Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence. Unless extraordinary circumstances are made known, this is not negotiable.

Student Collaboration Policy

Independent work required for this course – lesson plans and observation of lessons.

TENTATIVE SCHEDULE/COURSE OUTLINE

Dr. Ana Hernández
2 unit course

| Date | Topic | Assignments |
|-------------------|--|---|
| Session 1 TBD | Discussion of coursework – EDUC 653 and EDUC 654 and application to candidates' practice | Review of the readings from EDUC 653 and EDUC 654 |
| Session 2 TBD | Describe setting for practicum, students, and grade levels | Review CA State Standards – content |
| Session 3 TBD | Gathering information on students, classroom environment and your instructional plan | Review CA State Standards - ELD |
| Session 4 TBD | Lesson 1 planning Language and content standards and objectives, differentiation, assessments Feedback | Draft lesson(s) for Field Observation |
| Session 5 TBD | Lesson 1 Planning Instructional strategies & student engagement Peer feedback and analysis of work | Draft lesson(s) for Field Observation |
| Session 6 TBD | Lesson 1 Observation Effective practice for English learners in bilingual settings Reflection | DUE: Submit lesson plan 1 to instructor. Complete Field Observation; Feedback from instructor and reflection – next steps |
| Session 7 TBD | Lesson 2 planning Language and content standards and objectives, differentiation, assessments Feedback | Draft lesson(s) for Field Observation |
| Session 8 TBD | Lesson 2 Planning Instructional strategies & student engagement Peer feedback and analysis of work | Draft lesson(s) for Field Observation |
| Session 9 TBD | Lesson 2 Observation Effective practice for English learners in bilingual settings Reflection | DUE: Submit final lesson 2 to instructor. Complete Field Observation; Feedback from instructor and reflection – next steps |
| Session 10 TBD | Reflection: How can we become more effective teachers of English learners in bilingual settings? | DUE: Reflect Submit a pdf of your TPE 16 observation with signatures to the Bilingual Authorization TaskStream – Standard 2. |
| Final Exam | Not required for this course. | |