California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

Course & Section Nos.	**EDMS 555B (02)**
Course Title	**Elementary Multilingual Education**
Class Roster No.	**42047**
Course Day(s)	**Wednesdays**
Time	**5:30-8:20**
Course Location	**Academic Hall 411 B**
Semester / Year	**Fall 2016**
Instructor	**Jennifer Woods**
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Office	**University Hall 468E**
Office Hours	**By appointment**

WELCOME

Congratulations on being accepted to the Credential Program at CSUSM. I am delighted to have you join our cohort. You have chosen the noblest of professions to pursue, and I am eager to help you refine your craft. I look forward to sharing with you both the theory and the practical application behind current multilingual education models. My hope is that you will become culturally proficient dealing with the diverse populations that you will encounter when you enter your own classrooms in the future. Together, we will examine best practices so that you will be prepared to create equitable and supportive environments for *all* your students.

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

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Syllabus is subject to change.

COURSE DESCRIPTION

Focuses on developing an understanding of theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary classrooms. *Enrollment restricted to students in the ICP.*

This course addresses the needs of elementary school teachers faced with the growing diversity in today's classrooms. 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.

Course Prerequisites

Admission to the Multiple Subject/CLAD Teacher Credential Program.

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 and knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.

2. Demonstrate understanding of the most important goals of bilingual/multicultural education. Understand and apply research and its effects on the dimensions of learning in bilingual education program models.

3. Explain the theoretical framework upon which bilingual education is founded and demonstrate understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on program design and educational achievement.

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, SDAIS/CALLA methodologies. Apply knowledge of the research on the cognitive effects of bilingualism and bi-literacy as developmental processes in instructional practice.

6. Demonstrate understanding of models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy. Become cognizant of the fact that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.

7. Gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and varying perspectives of the populations referenced in the Non-Discrimination Policy of the State of California.

8. Demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.

9. Promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy and understanding of the family as a primary language and cultural resource.

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Unique Course Requirements

Students will be required to do classroom observations in schools and have access to elementary students to conduct some class assignments.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Echevarria, J., Vogt, M.E., & Short, D. (2013) *Making Content Comprehensible for Elementary English Language Learners: The SIOP model, 2nd Edition.* Boston: Pearson. ISBN: 978-0-13-336260-2

Honigsfeld, A. & Dove, M. G. (2013) *Common Core for the Not-so-common Learner: English Language Arts Strategies, Grades K-5.* Thousand Oaks, CA: Corwin. ISBN: 9781452257822

Cougar Course Links Available for Free Download

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.a.gov/re/cc

COURSE LEARNING OUTCOMES

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

• SWBAT explain the basic terms, philosophies, goals, problems, issues, history, research, theoretical frameworks, and practices related to the education of language minority students, program design and educational achievement in California and the US through reading reflections and TPE 15 – Action Plan/ Reflective Statement.

• SWBAT demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California through reading reflections.

• SWBAT apply knowledge of the research on the cognitive effects of bilingualism and bi-literacy and developmental processes in instructional practice (bilingual education, English as a second language, and SDAIE, SDAIS/CALLA methodologies) through lesson plan development.

• SWBAT demonstrate understanding of models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy through lesson observations and write-up.

• SWBAT become cognizant of the fact that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community through English Learner Questionnaire and Multicultural Book and Multimedia Tool Presentation.

• SWBAT demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages through reading reflections and lesson development.

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• SWBAT promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy.

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)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject 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 15: Social Justice and Equity
Teacher candidates will be able to identify issues of social justice and equity in the classroom and can apply appropriate instructional strategies to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

TPE 7: Teaching English Learners
Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction. Candidates know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit. Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

Syllabus is subject to change.

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).

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).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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.

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SCHEDULE/COURSE OUTLINE

The instructor reserves the rights to alter the instructional timeline, add, delete, and/or change topics and

Topic	Assignment (if any)
Week 1 • Introduction / Overview / Syllabus • Who are English Learners (ELs)? Who are Long Term English Learners (LTELs) • Second Language Acquisition - L2 Theories and Research • Identification of EL students • SIOP Components • Language vs Content Objectives • Lesson Preparation • Projects overview & MC Book/Multimedia Assignment/Sign-up	**Readings Due (READ PRIOR TO SESSION #1)** _SIOP Ch1 Sheltered Instruction _SIOP Ch2 Lesson Preparation **Assignments Due:** • Be prepared to discuss readings • Bring hard or electronic copy of syllabus • Sign-up for MC Book/Multimedia presentations (schedule will be passed around in class)
Week 2 Labor Day	**Catch-up on your readings!**
Week 3 • What is Sheltered Instruction? • Background Strategies • Comprehensible Input Strategies • 2012 ELD Standards and PLDs • Differentiating Instruction • Common Core S/L Strategies • Explain SIOP Lesson Plan and Write-up • Explain & develop EL Questionnaire	**Readings Due:** _SIOP Ch3 Building Background _SIOP Ch4 Comprehensible Input _Dove Ch1 – Ch2 **Assignments Due:** • Download ELD Standards, CDE Website, and Common Core State Standards • MC Book/Multimedia Presentations

Syllabus is subject to change.

Topic	Assignment (if any)
Week 4 • Lesson Strategies and Interactions • Formative and Summative Assessments • Academic Language/ Language Forms and Functions • 2012 ELD Standards • Scaffolding • Theoretical Foundations • Continue feedback on SIOP lesson plan • Explain multicultural experience	**Readings Due:** _SIOP Ch5 Strategies _SIOP Ch6 Interaction _Dove Ch3-Ch4 **Assignments Due:** • ELL Questionnaire • MC Book/Multimedia Presentations
Week 5	**Comp Week for Off-Site Multicultural Experience**
Week 6 • Culturally Responsive Teaching • GLAD • 2012 ELD Standards Appendix A: Foundational Literacy Skills for ELs • ELA/ELD Framework • How to use textbooks with ELs	**Readings Due:** _ SIOP Ch7 Practice and Application _ SIOP Ch8 Lesson Delivery _ Dove Ch5-Ch6 **Assignments Due:** • SIOP Lesson Plan Due • MC Book/Multimedia Presentations

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Topic	Assignment (if any)
Week 7 • Special Education Issues Re: ELs • Making content accessible to ELs • Transferable Skills between Spanish/English • Teaching with the Brain in Mind • Workshop – lesson plan • Multicultural Presentations • Explain Action Plan	**Readings Due:** _SIOP Ch9 Review and Assessment _SIOP Ch10 RTI, Special Ed. and ELs _Dove Ch7 **Assignments Due:** • Multicultural Experience Due • Multicultural Classroom Project Due
Week 8 • Feedback on lesson plans • Involving Parents, Families, and Communities of ELs • Becoming Bilingual – dual language education • Debrief SIOP Plans • Final conferences with instructor about lesson plans • Workshop – Action	**Readings Due:** _SIOP Ch11 SIOP Protocol _SIOP Ch12 FAQ _Dove Ch8 **Assignments Due:** • TPE15 Action Plan
Week 9 Makeup **TBA**	
There will be no final exam for this course.	**N/A**

Assignments in response to individual and class needs.

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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.

• Attendance, Participation, & Professional Disposition	50 points
• Multicultural Book and Multimedia Tool Presentation	10 points
• EL Questionnaire – Learning About Your English Learners	5 points
• Siop Lesson & Resources	5 points
• TPE 15 – Action Plan / Reflective Statement	10 points
• Multicultural Experience Menu and Write-up	10 points
• Multicultural Classroom Group Project	10 points
	Total 100 points

Grading Standards and Policy on Late/Missed Work

All students are expected to participate in class activities and demonstrate reflective learning. 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. 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). A minimum of a C+ is required to pass this course.

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

ASSIGNMENT DESCRIPTIONS

Electronic Submissions of Assignments

This course is mostly paperless. Assignments are to be turned to Cougar Course on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 pt. font. Resources and/or citations will be referenced using APA format.

NOTE: Full assignment descriptions and guidelines can be found on Cougar Courses, including grading rubrics for each.

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School of Education/Course 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: Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. This also applies to tutoring activities during our class sessions that are part of your cohort learning experience. Arriving late or leaving early by more than twenty minutes to class or tutoring counts as an absence. 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. In an eight-week course, one day is equivalent to two class sessions (two weeks of class). So, missing one entire day will constitute two absences for the course.

GENERAL CONSIDERATIONS

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.

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Credit Hour Policy Statement

Per the University Credit Hour Policy:
This course is primarily delivered in a face-to-face instruction format. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every 3-unit course at the university, including this one, must have a writing requirement of at least 2500 words.

Necessary Technical Competency Required of Students

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, electronic presentation and portfolio tools, and use of the Internet). 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.

Contact Information for Technical Support Assistance

For assistance with online components of course requirements, please contact the CSUSM Help Desk.

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.

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