

Course & Section Nos.	EDSS 555 (02)
Course Title	Secondary Multilingual Education
Class Roster No.	40970
Course Day(s)	Mondays
Time	12:00 – 2:30pm
Course Location	UH 444
Semester / Year	Fall 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

TABLE OF CONTENTS

COURSE DESCRIPTION.....	1
Course Prerequisites.....	1
Course Objectives.....	1
REQUIRED TEXTS AND MATERIALS.....	1
Required Texts.....	1
COURSE LEARNING OUTCOMES.....	1
Authorization to Teach English Learners.....	1
Teacher Performance Expectation (TPE) Competencies.....	2
Teacher Performance Assessment.....	2
edTPA.....	2
Expected Dispositions for the Education Profession.....	2
PROGRAM STUDENT LEARNING OUTCOMES (PSLOs).....	2
SCHEDULE/COURSE OUTLINE.....	3
DUE: Data Analysis Reflection (in-class assignment).....	4
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS.....	5
Course Assignments.....	5
Grading Standards.....	5
Final Exam Statement.....	5
School of Education/Course Attendance Policy.....	5
Policy on Late/Missed Work.....	5
ASSIGNMENT DESCRIPTIONS.....	6
GENERAL CONSIDERATIONS.....	9
CSUSM Academic Honesty Policy.....	10
Plagiarism.....	10
Students with Disabilities Requiring Reasonable Accommodations.....	10
Credit Hour Policy Statement.....	10
All University Writing Requirement.....	10
Electronic Communication Protocol.....	10

COURSE DESCRIPTION

Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in integrated and inclusive secondary classrooms.

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

Course Prerequisites

Admission to the Single Subject Credential Program, EDUC 350, EDUC 364, & EDUC 422

Course Objectives

Upon successful completion of the course, students will be able to:

- Respond to readings by writing an analysis that includes connections to their teaching English learners.
- Identify effective strategies and activities for English learners based on a class observation.
- Write lesson plans with effective strategies and activities aligned to CCSS and ELD Standards, corresponding objectives and assessments.
- Write a “doable” social justice and equity action plan for English learners and / or their families / communities based on an inequitable issue they identify.

REQUIRED TEXTS AND MATERIALS

Required Texts

Echevarria, J., Vogt, M., and Short, D. (2014). *Making Content Comprehensible for Secondary English Learners: The SIOP Model*. 2nd Edition. Boston, MA: Pearson.

Course Readings - available on the EDSS 555 course website (Cougar Courses)

COURSE LEARNING OUTCOMES

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

- Explain the basic terms, philosophies, goals, issues, research, history, state and federal legal mandates and practices related to the placement and education of English learners in California and the U.S.
- Demonstrate knowledge and application of pedagogical theories, principles and practices, development of academic language and making content accessible to English learners in content area classrooms.
- Explain the theoretical frameworks upon which bilingual education, multicultural education and social justice and equity are founded, and their implications for curriculum, instruction, and educational policy.
- Explain the purposes, goals, content and connections among bilingual education, English as a second language, SDAIE and other English learner methodologies and programs, the implementation of curriculum development and instructional programs based on language and content development.
- Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California and use initial, formative and summative assessments.
- Demonstrate ability to differentiate instruction based on students' primary language and proficiency levels in English, and considering students' cultures, level of acculturation and prior schooling.
- Demonstrate ability to promote authentic parental / guardian participation in schooling, and the importance of students' family and cultural backgrounds as well as communicating effectively with parents and families in planning instruction and supporting student learning.

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 Single 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 7 – Teaching English Learners **TPE 15** – Social Justice and Equity

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.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOS)

Upon successful program completion, Single Subject teacher candidates will demonstrate proficiencies in:

1. Teaching academic content area.
2. Pedagogy appropriate for single subject academic content.
3. The use of formative and summative assessments.
4. Supporting student learning by making academic content accessible and by utilizing developmentally appropriate practices.
5. Teaching English - language learners and students with special needs.
6. Planning of instruction and designing learning experiences.
7. Creating and maintaining an effective learning environment.
8. The use of technology for instruction.
9. The development of professional dispositions.

SCHEDULE/COURSE OUTLINE

Timeline subject to change due to “Teachable” Moments

Date	Topic	Assignments
Session 1 August 29	Introduction / Overview Schooling Experiences of CA's English Learners Cultural Proficiency / Social Justice & Equity	Banks – Teaching Literacy for SJE Olsen – Reparable Harm: Fulfilling the Un-kept Promises for CA's Long Term English Learners Quezada, Lindsey & Lindsey – Culturally Proficient Practices: Supporting Educators of EL Students
Session 2 September 5 (Labor Day) ONLINE	Historical Overview of Bilingual Ed – Social, Political & Legal Foundations Bilingual Education Programs / Instruction for Secondary ELs Learning about your EL students	Echevarria, Vogt & Short (SIOP) – Chapter 1 Diaz-Rico – Programs for English Learners Gandara, et.al – Forbidden Language DUE: Reading Response # 1 DUE: Data – Who Are the English learners at your school site?
Session 3 September 12	Working with the ELD Standards: Profiles of English Learners at various proficiency levels SIOP Overview - Building Background / Vocabulary Development Pre-Test Leading & Learning Survey	Echevarria, Vogt & Short (SIOP) – Chapters 2 & 3 Appendix C: Theoretical Foundations & Research Base for the CA ELD Standards DUE: Reading Response # 2 DUE: Leading & Learning Pre-test Survey <i>Download the California ELD Standards for your grade level</i>
Session 4 September 19	Collaborative Lesson Planning Using SDAIE Strategies	Echevarria, Vogt & Short (SIOP) – Chapters 4 & 5 DUE: <i>Vocabulary words / concepts for lesson planning session</i>
Session 5 September 26	Second Language Acquisition: Theoretical Frameworks / Theory to Practice Analyzing injustices and beginning to take socially just and equitable actions	Diaz-Rico & Weed – Learning about Second Language Acquisition Collier – Acquiring A 2 nd Language for School DUE: Reading Response # 3
Session 6 October 3	Collaborative Lesson Planning Differentiated Assessments for English Learners	Echevarria, Vogt & Short (SIOP) – Chapters 8 & 9 DUE: <i>Draft of SDAIE lesson</i> DUE: ELD / SDAIE Observation
Session 7 October 10	SDAIE Lesson Plan Analysis Academic English / SDAIE - Reading and Writing Strategies Social Justice and Equity Action Plans	Echevarria, Vogt & Short (SIOP) – Chapters 6 & 7 Dutro & Kinsella – ELD: Issues and Implementation for Grades 6-12 (Chapter 3) DUE: SDAIE (Vocabulary) Lesson & Planning Commentary

Date	Topic	Assignments
Session 8 October 17	Beyond the Classroom: Social Aspects of an English learner's schooling experiences Special Education and ELs Multicultural / Socially Just / Culturally Responsive Lesson Planning	Echevarria, Vogt & Short (SIOP) – Ch. 10 Diaz-Rico & Weed – Culturally Responsive Schooling (Ch. 10) Rubinstein-Avila – Conversation with Miguel DUE: Reading Response # 4
Session 9 October 24	Identification/Placement/Assessment of English Learners / CELDT Legal Mandates – Prop. 227 and SB 1174 Politics of Language Learning	CDE - CEDLT Frequently Asked Questions CDE - Final Report on Prop. 227 Education Code - Sections 300-340 (Proposition 227) SB 1174 – English Language Education https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB1174
Session 10 October 31	Collaborative Session Data Analysis of Effective Strategies	DUE: Data Analysis Reflection (in-class assignment)
Session 11 November 7	Parents, Families and Communities Asset-based Approach to Parent Involvement	Quezada, et.al – Involving Latino Parents LeFevre & Snow–Latino Parent Involvement & School Success Campos, Delgado & Huerta – Partnering with Latino Families DUE: Home-School Communication Action Plan
Session 12 November 14	Multicultural / Socially Just / Culturally Responsive Lesson Planning Social Justice and Equity Action Plans	Maxwell-Jolly, Gandara & Benevadiz - Promoting Academic Literacy Among Secondary ELs DUE: SDAIE “Multicultural” Lesson and Planning Commentary (Choice 1)
Session 13 November 21 ONLINE	Multicultural / Socially Just / Culturally Responsive Lesson Planning Social Justice and Equity Action Plans	DUE: SDAIE “Multicultural” Lesson and Planning Commentary (Choice 2)
Session 14 November 28	Politics of Language Learning Socially Just and Equitable instruction for English Learners	DUE: SJE Action Plan / TPE 15 Reflective Statement (Poster Presentations on December 1 st)
Session 15 December 5	Collaborative Session – Reflection on the Fall and Planning for the Spring	DUE: <i>Bring your Class Profile to class</i> DUE: Complete Leading & Learning Mid-Program Survey

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates 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.

- Reading Responses 20 points
- ELD / SDAIE Lesson Observation 10 points
- SDAIE (Vocabulary) Lesson and Planning Commentary 15 points
- Data Analysis Reflection (Mini-Action Research Project) 5 points
- Home-School Communication Action Plan 5 points
- SDAIE "Multicultural" Lesson Plan and Planning Commentary 25 points
- SJE Action Plan / TPE 15 Reflective Statement & Presentation 20 points

Grading Standards

92 – 100	A	90 – 91	A-
88 – 89	B+	82 – 87	B
80 – 81	B-	78 – 79	C+
72 – 77	C	70 – 71	C-

Final Exam Statement

This course does not have a final exam.

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*).

This course: Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. **Teacher candidates may have one absence or portion of a class absence (late arrival or early departure) with no penalty. Second absence will result in a decrease of a half-letter grade (5%).** Third absence, tardy, or early departure will result in a Statement of Concern and possible failure of class. Statement of Concern will require the candidate to write an action plan to resolve the issue. **A total of three statements of concern on this and/or other issues combined** warrant exit from the program. No credit will be given if you miss an in-class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Policy on Late/Missed Work

In order to receive full credit, assignments must be submitted on time – BEFORE 8:30am on the due date. Partial credit will be given for assignments submitted late. Teacher candidates should discuss the late assignment with the instructor before submitting it.

ASSIGNMENT DESCRIPTIONS

Reading Responses (5 points each)

20 points

There are four (4) Reading Responses (5 points each) due throughout the semester. Responses are approximately **one paragraph** in length and will be posted to the Cougar Course website before the class session in which they are due. The topics/themes covered in each Reading Response as they relate to the candidates' **experiences with English learners** will be discussed during the class session on which they are due. Responses **must** include:

- A written analysis of the assigned topic that reflects understanding of the key concepts, including comments / analysis from the required readings.
- A reference to the required reading by using at least one citation that supports the analysis of your response.

Readings Response Components / Criteria	No Credit	Partial Credit	Full Credit
Analysis 4 points	Response did not include an analysis of the readings	Response includes an analysis of one or more of the assigned readings	Response includes an analysis of the assigned readings AND an understanding of the connections between the readings and teaching English learners
Reference 1 point	Response did not reference the required readings	Response referenced the required readings but did not include a citation	Response referenced the required readings and included at least one citation

ELD / SDAIE Lesson Observation

10 points

For this assignment you will observe an ELD or SDAIE lesson at your school site. Your observation can be in any classroom with English learners (ELD, SDAIE / Sheltered, or "mainstream"). Your observation write-up should include a description of the classroom, what the teacher did, and what the students did. You can refer to the SIOP Protocol on pp. 292-293 as a guideline for what to look for in an effective lesson for English learners. As part of your write-up, you should discuss why the lesson/activity observed was effective for the English learners in the class in light of the information and knowledge gained in the course.

ELD/SDAIE Observation Components / Criteria	No Credit	Partial Credit	Full Credit
Description of the class 2 points	Write-up did not include a description of the class	Write-up includes a partial description (i.e., type of class and the total number of students in the class)	Description of the class includes; type of class, number of students AND number and proficiency levels of ELs
Instructional Tasks (What the teacher did) 4 points	Write-up did not include a description of the instructional strategies used by the teacher observed in the lesson	Write-up includes a description of the instructional strategies used by the teacher observed in the lesson	Write-up includes a description of identified SDAIE instructional strategies used by the teacher observed in the lesson AND an analysis of why the strategies were effective
Learning Tasks (What the students did) 4 points	Write-up did not include a description of the student activities observed in the lesson	Write-up includes a description of the student activities observed in the lesson	Write-up includes a description of the student activities observed in the lesson AND an analysis of why the activities were effective for the English learners in the class

SDAIE (Vocabulary) Lesson and Planning Commentary**15 points**

Each candidate will write a lesson that clearly incorporates the SDAIE methodologies discussed in class and in course readings thus far in the semester. Your SDAIE (vocabulary) lesson should be appropriate for English learners at various ELD proficiency levels in your content area classroom. Your SDAIE (vocabulary) lesson will include an accurate assessment plan, instructional and learning tasks that are based on your English learners' proficiency level(s). Along with the SDAIE lesson, you also will submit a brief planning commentary (**5 points**) where you will describe the reasons / rationales for each component of your lesson.

2016 Single Subject Lesson Plan Rubric

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
BACKGROUND INFO Title, Curriculum Area & Grade Level 0.5 points	Provides a title that is related to the lesson activity	& addresses the unit it belongs to and in what curriculum area and grade	& describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.
Resources 0.5 points	All instructional materials needed to implement the lesson are listed.	All instructional materials that are needed to implement the lesson are listed and described.	& all materials listed for the unit are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz...
CENTRAL FOCUS Standards, Enduring Understandings & Essential Questions 1 point	Identifies the CA and ELD Standards and describes the rationale for teaching this lesson (<i>big ideas- enduring understandings, essential questions</i>) ...	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson...	& explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning.
EVIDENCE OF LEARNING Objectives & Assessments 4 points	Both CA Content and ELD Standards are addressed in an objective that contains a condition, verb, and criteria and is assessed	& each objective is labeled by the type (<i>cognitive, affective, psychomotor or language</i>), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative)	& expectations are clearly communicated to students via rubric, model or sample student work.
INSTRUCTIONAL & LEARNING TASKS 4 points	Provide a list of steps the teacher will take to implement the lesson and describes what the students will do during the instructional steps...	& underlines or highlights the differentiation strategies for specific students (content, process &/or product)...	& provides a written script for teacher and times for each student activity.
Self-Evaluation (10% will be deducted if not included)	Provides a copy of the rubric with the lesson plan...	& highlights or circles the evaluated criteria for each lesson component...	& provides evidence for each criteria marked.

Data Analysis Reflection (Mini Action Research Project)**5 points**

Teacher candidates will collect and analyze data on a mini action research project they conduct on teaching vocabulary to English learners. Teacher candidates will write a data analysis reflection on the effective instructional strategies they used to teach vocabulary to English learners.

Home – School Communication Action Plan**5 points**

Teacher candidates will research “best practices” of communicating with parents / guardians, particularly those whose primary language is not English. Based on their findings, each candidate will create an action plan of how he/she plans to communicate with all parents and guardians upon becoming a teacher.

SDAIE “Multicultural” Lesson Plan and Planning Commentary

25 points

Applying the SDAIE methodologies and principles you have learned in class, you will create a SDAIE lesson appropriate for English learners at various ELD proficiency levels in your content area classroom. Your SDAIE lesson will include an accurate assessment plan, instructional and learning tasks that are based on your English learners’ proficiency level(s). **In order to receive credit for this assignment**, your lesson must be based on a multicultural / culturally responsive / socially just resource (website, book, article, video, etc.) aligned to your content area and appropriate for your middle / high school students. **PLEASE note that requirements have been added to the Single Subject Lesson Rubric for this assignment.** Please use the SDAIE “Multicultural” Lesson Plan Rubric (provided below AND on Cougar Courses) to guide your work. *Please note:* The term “multicultural” includes the following categories; race or ethnicity, gender, religion, sexual orientation, socioeconomic status, age, and physical or mental ability and language.

Along with the lesson, you also will submit a **detailed** planning commentary where you will describe the reasons / rationales for each component of your lesson (**10 points**). During several class sessions, candidates will have the opportunity to work on their lesson plans and planning commentaries both individually and in small groups by applying what they have learned from the readings, class discussions, and their classroom experiences. **This assignment is aligned to address TPEs 7 and 15.**

2016 Single Subject SDAIE “Multicultural” Lesson Plan Rubric

Multicultural Resource: (e.g. provide a APA formatted reference, link to a page on a website)

How the “Multicultural” Resource is used in the lesson: (e.g. as the basis of the entire lesson, in the Anticipatory Set, in the Closure)

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
BACKGROUND INFO Title, Curriculum Area & Grade Level	Provides a title that is related to the lesson activity	& addresses the unit it belongs to and in what curriculum area and grade	& describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.
Resources 1 point	All instructional materials needed to implement the lesson are listed.	All instructional materials that are needed to implement the lesson are listed and described.	& all materials listed for the unit are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz...
CENTRAL FOCUS Standards, Enduring Understandings & Essential Questions 3 points	Identifies the CA and ELD Standards and describes the rationale for teaching this lesson (<i>big ideas- enduring understandings, essential questions</i>) AND provides appropriate proficiency level(s) of the ELD Standard based on identified EL student information ...	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson... INCLUDING appropriate proficiency level(s) of the ELD Standard based on identified EL student information	& explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning. AND is appropriate for the proficiency level(s) of the ELD Standard based on identified EL student information
EVIDENCE OF LEARNING Objectives & Assessments 5 points	Both CA Content and ELD Standards are addressed in an objective that contains a condition, verb, and criteria and is assessed at the appropriate proficiency level(s) for the identified EL students in the class	& each objective is labeled by the type (<i>cognitive, affective, psychomotor or language</i>), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative) AND is differentiated at the appropriate proficiency level(s) for the identified EL students in	& expectations are clearly communicated to students via rubric, model or sample student work, AND is differentiated at the appropriate proficiency level(s) for the identified EL students in the class

INSTRUCTIONAL & LEARNING TASKS 6 points	Provide a list of steps the teacher will take to implement the lesson and describes what the students will do during the instructional steps, AND includes appropriate SDAIE strategies for the identified ELs in the class ...	the class & underlines or highlights the differentiation strategies for specific students (content, process &/or product), including appropriate SDAIE strategies for the identified ELs in the class as well as how ELs have access to academic language...	& provides a written script for teacher and times for each student activity including appropriate SDAIE strategies for the identified ELs in the class as well as how ELs have access to academic language.
Self-Evaluation (10% will be deducted if not included)	Provides a copy of the rubric with the lesson plan...	& highlights or circles the evaluated criteria for each lesson component...	& provides evidence for each criteria marked.

SJE Action Plan / TPE 15 Reflective Statement & Presentation 20 points

In EDSS 555, you are specifically responsible for demonstrating that you have met TPE 15: Social Justice and Equity in your coursework. Each candidate will create a personalized Social Justice & Equity action plan designed specifically for his/her English learners and/or their families and communities. Your plan will discuss how you, as a future teacher of English learners, will address an issue of social justice and/or equity in a middle / high school context. Your plan will include the following; identifying / defining the issue you have chosen to address, a description of the English learners and/or parents your plan is designed for, a reflection of the reasons you chose the issue, and a description of the personalized action plan (specific activities) you have created. Your action plan and reflective statement **MUST** reference TPE 15 so that you are demonstrating how you have met the TPE through this assignment.

Drafts of the SJE Action Plans / TPE 15 Reflective Statements are due throughout the semester for peer review and analysis. **You MUST post your final SJE Action Plan / TPE 15 Reflective Statement to the course website (Cougar Courses) in order to receive credit for this assignment.**

Candidates will present their SJE Action Plans at the MA Poster Session on December 1st.

SJE Action Plan Components/Criteria	No Credit	Partial Credit	Full Credit
To Name 2 points	An issue is not named in the SJE Action Plan	An issue is named in the SJE Action Plan	An issue is named in the SJE Action Plan that includes the implications for English learners
To Reflect Critically 4 points	The SJE Action Plan does not include a critical reflection of the identified issue	The SJE Action Plan includes a critical reflection of the identified issue	The SJE Action Plan includes a critical reflection of the identified issue with references to course readings, discussions / interviews with colleagues, and/or your experiences with English learners
To Act 5 points	An action plan addressing an identified issue is not included	An action plan addressing the identified issue is included	An action plan addressing an identified issue is included with specific steps / processes / timeline that demonstrates how social justice and equity for English learners will be achieved
TPE 15 Reflective Statement 4 points	A reflective statement is not included	A reflective statement is included that generally addresses TPE 15	A reflective statement identifying specific aspects of TPE 15 that are addressed in the action plan is included
Presentation 5 points	Candidate does not prepare or present the SJE Action Plan	Candidate prepares a presentation but does not present his/her SJE Action Plan at the MA Poster Presentation	Candidate prepares and presents his/her SJE Action Plan at the MA Poster Presentation

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.

Credit Hour Policy Statement

Per the University Credit Hour Policy, this is a 3-unit "lecture" course in which students are expected to spend a minimum of 2 hours outside of the classroom each week for each unit of credit engaged in learning.

All University Writing Requirement

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

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.