



Engaging diverse communities through leading and learning for social justice.

www.csusm.edu/soe

Course & Section Nos.	EDUC 653 (01)
Course Title	Biliteracy Education I: Contexts for Learning
Class Roster No.	40955
Course Day(s)	Wednesdays
Time	5:30 - 8:20 PM
Course Location	University Hall 237
Semester / Year	Fall 2017
Instructor	M. Garrett Delavan, PhD
Phone	(760) 750-8285 (email or is the best way to reach me)
E-Mail	mgdelavan@csusm.edu
Office	University Hall 423
Office Hours	by appointment

WELCOME – BIENVENIDOS

Welcome to one of the courses for the Bilingual Authorization Program. It is my sincere honor to welcome you this semester to class. I am looking forward to our time together as we value who we are as bilingual teachers and learners. Our class will be conducted primarily in Spanish, including class discussions and assignments.

Our view of language and a (language-)learning community will follow the recommendations of scholars of *translingualism* and *translanguaging*: Separate, fixed, standardized language“s” with fully competent “native speakers” are a political invention. We will help one another gain skills for greater access in this political landscape, but we won’t unquestioningly buy into its ideologies. We will see “English” and “Spanish” as always in negotiation and flux.

Our goal: Expanding our repertoire to include more forms recognized as Standard or Academic Spanish as a *tool* to offer us (and our students) more possibilities for social access—but never using standardized language as a *weapon* with which to marginalize.

As a non-Latino and “native ‘English’ speaker” who learned “Spanish” as a second language, I as professor will be in the process of expanding and maintaining my repertoire of linguistic and cultural tools as well. We will all bring our expertises to the table and seek to share them cooperatively and non-competitively with one another!

TABLE OF CONTENTS

SCHOOL OF EDUCATION MISSION & VISION STATEMENT 3

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK 3

COURSE DESCRIPTION 3

 Biliteracy Education I: Contexts for Learning 3

 Course Prerequisites 3

 Course Objectives 3

 Unique Course Requirements 5

 Credit Hour Policy Statement 5

REQUIRED TEXTS, MATERIALS AND ACCOUNTS 5

 Cougar Course/Library Material Available – online text 5

 TaskStream Account 5

COURSE LEARNING OUTCOMES 5

 Authorization to Teach English Learners 6

 Bilingual Authorization Teacher Preparation Program 6

 Standard 3: The Context for Bilingual Education and Bilingualism 6

 Standard 4: Bilingual Methodology (partially fulfilled in this course) 6

 Teacher Performance Expectation (TPE) Competencies 7

 TPE 16: Biliteracy 7

 Teacher Performance Assessment 7

 edTPA 7

 Expected Dispositions for the Education Profession 7

GENERAL CONSIDERATIONS 8

 School of Education Attendance Policy 8

 CSUSM Academic Honesty Policy 8

 Plagiarism 9

 Students with Disabilities Requiring Reasonable Accommodations 9

 All University Writing Requirement 9

 Course Format 9

 Electronic Communication Protocol 9

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS 10

 Course Assignments – Asignaturas para el curso 10

 Grading Standards and Policy on Late/Missed Work 10

DESCRIPTION OF ASSIGNMENTS | DESCRIPCIÓN DE LAS ASIGNATURAS 11

 Attendance, Professional Disposition & Class Participation 11

 Weekly Reading Reflections 11

 Community Footprint 12

 Parent / Guardian Interview Assignment 13

 Entrevista de Padres / Guardián (trabajo individual) 13

 Primary Language / Spanish Lesson Plan 15

 Summary Table: ILR & ACTFL Scales of Language Proficiency 17

TENTATIVE COURSE SCHEDULE 18

 Final Exam Statement 22

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

COURSE DESCRIPTION

Biliteracy Education I: Contexts for Learning

Addresses the contexts for bilingual education and bilingualism in California public schools. The history, policies, programs, and research on effective bilingual education are examined. Explores bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, as well as authentic parental participation in schools and the family as a cultural resource to student learning. *May not be taken for credit by students who have received credit for EDML 553. Conducted in Spanish.*

Course Prerequisites

Admission to a School of Education Teacher Credential Program or hold a valid CA Teaching Credential.

Course Objectives

1. Demonstrate 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 philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.
3. Apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice, and apply research and its effects on the dimensions of learning in bilingual education program models.
4. 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.

5. Demonstrate understanding of the interrelatedness among the four domains of language (listening, speaking, reading and writing) and among functions, forms and fluency.
6. Demonstrate knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to instructional and assessment practices.
7. Be prepared to promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy.
8. Demonstrate an understanding of the family and its community as a primary language and cultural resource; demonstrate awareness that students' motivation, participation, and achievement are improved by an intercultural classroom climate and school community.

Unique Course Requirements

Class is conducted in Spanish and some readings are in Spanish. ACTFL proficiency level of at least Advanced Low required.

Credit Hour Policy Statement

This course is delivered in a face-to-face instruction. 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.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Purchase new or used at CSUSM bookstore or find online (enter the ISBN in a metasearch site like Bookfinder.com to find the best price/shipping).

Beeman, K. & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages*. Philadelphia: Caslon Publishing. ISBN: 978-193400009-0

Cougar Course/Library Material Available – online text

Montrul, S. (2013). *El bilingüismo en el mundo hispanohablante*. Malden, MA: Wiley-Blackwell. ISBN 978-0-470-65721-8 – free online version available:
<https://ebookcentral.proquest.com/lib/csusm/detail.action?docID=4033845>

TaskStream Account

You will need to manage a TaskStream account and use it to upload your Bilingual Authorization signature assignments to complete your standards for the program. Orientation to this software platform for assessing professional skills will be provided by the instructor. See course assignments to determine which ones need to be uploaded to TaskStream.

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 bilingual education and bilingualism through reading reflections.
- SWBAT apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice, and apply research and its effects on the dimensions of learning in bilingual education program models through the reading reflections.
- SWBAT demonstrate understanding of the interrelatedness among the four domains of language (listening, speaking, reading and writing) and among functions, forms and fluency through lesson plan development and reading reflections.

- 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 plan development.
- SWBAT demonstrate knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to instructional and assessment practices through reading reflections, lesson planning, and the community footprint assignment.
- SWBAT promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy, demonstrate an understanding of the family as a primary language and cultural resource and be cognizant that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community through the parent interview and community footprint assignments.

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

Standard 3: The Context for Bilingual Education and Bilingualism

The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.

Candidates apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models. The program prepares candidates' 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.

The program prepares candidates to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. The program promotes candidates' understanding of the family as a primary language and cultural resource. Candidates are cognizant that students' motivation, participation and achievement are influenced by an intercultural classroom climate and school community.

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

The bilingual teacher preparation program prepares bilingual candidates to understand the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. The program also prepares candidates to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. The program ensures that bilingual candidates have knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. In addition, programs develop bilingual candidates' understanding of knowledge of intercultural communication and interaction that is linguistically and culturally responsive. The bilingual teacher preparation program further prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials. The program provides opportunities for teacher candidates to demonstrate the ability to use a variety of criteria for

selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

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 16: Biliteracy

Candidates for the teaching credential who desire advanced certification in the area of biliteracy will be able to pursue “An Advanced Certificate in Biliteracy Education,” 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 2017-18 academic year this CSUSM credential programs will use 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.

Course Ground Rules for Professional Dialogue:

Equitable participation:

- Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
- Acknowledge that silence won't protect you; if you have something to say, you should say it.
- Don't dominate the dialog. Allow everyone the chance to speak. Listen actively -- respect others when they are talking.

What to say:

- Emotion is good. Anger and passion are acceptable, but they should be used in a positive manner, not as fuel to create hostility and animosity.
- Criticize discourse, not individuals. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
- Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you"). Instead of "you say that X is true" say "the discourse that says X is true."

What not to say:

- No slurs or intentionally hurtful remarks are allowed.
- Avoid blame, speculation, and inflammatory language.
- Avoid assumptions about any member of the class or generalizations about social groups.
- Do not ask individuals to speak for their (perceived) social group.
- Be conscious of body language and nonverbal responses—they can be as disrespectful as words.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 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+. Students missing more than three class sessions cannot earn higher than a C. Arriving late or leaving early by more than 20 minutes to class counts as an absence, unless you have notified the professor prior to class. Illness and emergencies are considered on a case-by-case basis for absences and tardiness. 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.

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 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.

All written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Students with Disabilities Requiring Reasonable Accommodations

Candidates 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. Candidates 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 3-unit course at the university, including this one, must have a writing requirement of at least 2500 words.

Course Format

This course format is offered in a traditional face-to-face instruction following a 16-week cycle.

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.

Course Assignments – Asignaturas para el curso

- | | |
|--|-----------|
| • Asistencia, participación, y disposición profesional (discreción del instructor) | 45 puntos |
| • 13 Reflexiones de lectura (5 puntos cada una) | 65 puntos |
| • Huella de la comunidad | 15 puntos |
| • Entrevista de padre | 15 puntos |
| • Lección en español (borrador y copia final) | 15 puntos |

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 (20% penalty per day late; no credit will be awarded if the assignment is more than 5 days late).** A minimum of a B- is required to pass this course.

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-.

DESCRIPTION OF ASSIGNMENTS | DESCRIPCIÓN DE LAS ASIGNATURAS

Las sesiones de clase se publicarán semanalmente en la página red del curso EDUC 653 (Cursos Cougar).

Attendance, Professional Disposition & Class Participation

Asistencia, disposición profesional y participación en clase

45 puntos

La expectativa es que van a asistir a todas las sesiones de clase preparados para participar activamente en las actividades, grupos, intercambio de ideas, diversos puntos de vista y temas relacionados con las lecturas asignadas. Por favor, consulte las directrices de la Póliza de Asistencia de la Escuela de Educación | **School of Education Attendance Policy** y los requisitos de asistencia para este curso.

Los maestros acreditados son evaluados en "sus funciones y responsabilidades" por sus administradores. La puntualidad, la asistencia, la colaboración con los colegas y la profesionalidad son elementos de la evaluación. Su disposición profesional está relacionada con la forma en que se comporta en clase y el respeto mutuo. Por favor, comunique cualquier asunto de asistencia o de la disposición personal directamente con el instructor. También, mantenga un registro de su asistencia y asignaturas este semestre.

Dispositions and Disposition Rubric for the School of Education, CSUSM is located at <http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>

Attending class is taken to include *attending* to the information. Students using a computer or electronic device (or other similar distraction) during class except as a means of taking notes or referring to readings may be marked absent at the sole discretion of the professor.

Weekly Reading Reflections

Trece reflexiones de lectura semanales (5 puntos cada una)

65 puntos

Las reflexiones sobre sus lecturas se deben entregar en las fechas indicadas en el esquema del curso. En general, van a subir copias electrónicas de los análisis de lectura en nuestro Curso Cougar antes de las 7:00pm los miércoles de clase. Eso permite que el instructor tenga una oportunidad de ver sus ideas antes de clase. Estará especificado en nuestro Curso Cougar cuantas palabras mínimas se tiene que escribir, pero en general serán 250, es decir, una página.

Una reflexión de las lecturas (no un resumen – ya el profesor y tus colegas han leído el texto) incluye las conexiones que se pueden hacer entre las ideas que presenta el texto y la enseñanza de los estudiantes, con ejemplos específicos de tus experiencias durante las observaciones o práctica clínica en las escuelas, tutorías u otras experiencias personales en diversos entornos. Conecta tus ideas a la lectura con ejemplos (evidencia del texto). Piensa en los conceptos principales y tus entendimientos del texto.

- ¿Cuáles son los métodos o estrategias que te gustaría poner en práctica? ¿Por qué?
- ¿Qué nuevas ideas surgen de las lecturas? Explica.
- ¿Cuál es la importancia de los conceptos para un maestro/a o sus estudiantes? ¿Por qué?
- ¿Cuál es el motivo que el autor del texto presenta estas ideas? ¿Por qué?

Las reflexiones de lectura serán calificadas de acuerdo con la amplitud de la escritura, el análisis de las ideas, la comprensión de los temas, las conexiones de las lecturas con las experiencias de los candidatos, y con aspectos a la instrucción de los estudiantes que aprenden inglés como segunda lengua (English Learners / aprendices de inglés).

Reading Reflection – Rubric Score _____ (5 pts.)			
Criteria	Credit Range Minimal or None 0-1 pts.	Credit Range Approaching, 2-3pts.	Credit Range Meets 4-5 pts.
Comprehensiveness & Amount	Response lacked reference to the required readings or was well below the required length.	Response referenced some of the required readings or was slightly below the required length.	Response referenced all required readings and met the required length.
Analysis	Response lacked an analysis of the readings.	Response included a partial analysis – of only one aspect and/or partial article / chapter of the assigned readings.	Response included an analysis of each aspect and/or each article/chapter of the assigned readings.
Insightful Connections	No connections were made between the topic(s) and the candidate's experiences with English learners.	A connection was made between the topic(s) and the student's experiences with English learners that did not demonstrate understanding of the application of the reading topic(s) to practice.	Connections were made between the topic(s) and the student's experiences with English learners - demonstrating application to practice.
Conventions	Paper written with various errors in Spanish. Writing distracted the reader's comprehension. Candidate followed none/limited directions on how to structure and submit reading reflection. Candidate demonstrated none/limited engagement & participation in group discussions in Spanish.	Paper written with some errors in Spanish. However, writing does not distract the reader's comprehension. Candidate followed some directions on how to structure and submit reading reflection. Candidate demonstrated some engagement & participation in group discussions in Spanish.	Paper well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit reading reflection. Candidate demonstrated full engagement & participation in group discussions in Spanish.

Community Footprint

(Course signature assignment – must be also uploaded to TaskStream)
Huella de la comunidad (es posible trabajar con un socio)

15 puntos

Los candidatos investigarán el programa bilingüe ofrecido en la escuela donde llevarán a cabo su práctica clínica o enseñanza como parte de la asignación – “Huella de la comunidad.” Si usted ya sabe su colocación en un ambiente bilingüe para su práctica, entonces esa será la escuela y la comunidad que examinará. Sin embargo, si usted todavía no sabe su ubicación para la práctica, entonces, seleccione una escuela comunitaria para esta asignatura que ofrezca un programa bilingüe para los estudiantes/aprendices de inglés (English Learners). Consulte con el profesor antes de comenzar la investigación. Si usted y otro compañero están haciendo su práctica clínica en la misma escuela, entonces es posible trabajar juntos en esta tarea – si desean.

Planeen visitar el lugar para recopilar datos e información de fuentes que se pueden incluir como: entrevistas, observaciones, documentos, página web, folletos sobre el programa, vídeo / fotografías de la escuela y / o salones de clases, etc. Con esta información los candidatos deberán presentar a los miembros de la clase una buena imagen de la escuela, el programa bilingüe y la comunidad. Esta presentación (escrita y oral) tiene objetivos múltiples: 1) para presentar la información sobre nuestras comunidades escolares y sus programas bilingües, y 2) para introducir al candidato al proceso y el valor de la etnografía y / o la investigación-acción.

Las presentaciones incluirán:

- 1) las características y componentes del programa bilingüe, al igual que los éxitos y limitaciones del programa,
- 2) los hallazgos basados en la investigación realizada y la comparación de los distintos modelos de programas de educación bilingüe,

- 3) la información de la comunidad que rodea la escuela y sus recursos,
- 4) la presentación de su investigación (es decir... el tipo de programa, los logros de los estudiantes, la alfabetización bilingüe, la participación de los padres, cualificaciones de los maestros, los materiales, los recursos, la ubicación, etc.).

Los candidatos presentarán la eficacia de los modelos de programas basados en las lecturas e investigaciones discutidas hasta ahora en el curso. Los candidatos aplicarán los conocimientos adquiridos durante el curso que son relacionados con los programas que se ofrecen en su práctica clínica / escuelas. Presentarán este análisis y la información de su programa, la escuela y la comunidad en una presentación oral de 15 minutos (en español) durante las sesiones designadas.

Los candidatos serán evaluados por su capacidad del lenguaje español y el contenido de la información. Se usará la rúbrica y la Tabla Resumen: ILR y ACTFL Escalas de dominio del idioma | Summary Table: ILR & ACTFL Scales of Language Proficiency para la evaluación. Más descripciones / detalles y ejemplos serán proporcionados en la clase. **Esta asignatura deberá ser entregada al Curso Cougar y al portafolio de TaskStream.**

Community Footprint – Rubric Score _____ (15 pts.)			
Criteria	Credit Range Minimal or None 0-8 pts.	Credit Range Approaching, 9-11pts.	Credit Range Meets 12-15 pts.
Investigation	Investigation had a limited overview of the school, bilingual program and/or community. The reader found various gaps in the findings .Fair presentation in Spanish, not all visuals & evidence included.	Investigation included a partial overview of the school, bilingual program and community. The reader found gaps in the findings. Good presentation in Spanish included some visuals and some evidence from investigation.	Investigation included a cohesive overview of the school, bilingual program and community. The reader can fully understand the findings. Excellent presentation in Spanish included various visuals and evidence from investigation.
Analysis & application to course learnings	Investigation did not include an analysis of the findings. Evidence weak and lack of connections to the course learnings on bilingual education.	Investigation included a partial analysis of the findings – the student provided a surface analysis of the program, school and community. Students mentioned some connections to information learned in our course pertaining to bilingual programs.	Investigation included a full analysis of the findings – the student provided an in-depth analysis of the program, school and community, including relevant information learned in our course pertaining to bilingual programs.
Conventions	Paper or PowerPoint written with various errors in Spanish. Writing distracted the reader’s comprehension. Candidate followed none/limited directions on how to structure and submit this investigation.	Paper or PowerPoint written with some errors in Spanish. However, writing does not distract the reader’s comprehension. Candidate followed some directions on how to structure and submit this investigation.	Paper or PowerPoint well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit this investigation.

Parent / Guardian Interview Assignment

Entrevista de Padres / Guardián (trabajo individual)

15 puntos

Para esta tarea se entrevistará a un padre o tutor de un estudiante que sea aprendiz de inglés (English Learner), venga de un país/cultura diferente y haya tenido que aprender el sistema escolar para matricular a su(s) hijo(s) en los EE.UU. Las preguntas pueden ser modificadas para adaptarlas al entrevistado. Acuérdense de usar el término de “usted” cuando hablen con un adulto no familiar. Pueden usar un app gratis en un teléfono celular para grabar la entrevista para poder examinar los datos con cuidado y citar exactamente al entrevistado.

Ejemplo de preguntas para orientar el diálogo:

Parte 1 - Preguntas acerca de la persona y su experiencia en los EE.UU:

1. ¿Cuál es su nombre? Ustedes no van a utilizar el nombre verdadero de la persona. Utilicen un seudónimo.
2. ¿De dónde es usted?
3. ¿Qué idiomas habla?
4. ¿Qué edad tenía cuando llegó por primera vez a los EE.UU.?
5. ¿Cuál fue la razón por la cual usted vino a los Estados Unidos?
6. ¿Qué dificultades se le enfrentaron cuando llegó a este país?
7. ¿Qué es lo que más extraña de su lugar de origen?
8. ¿Qué es lo que más le gusta de este país?
9. ¿Cuántos años de escuela pudo completar en su país? Esta pregunta puede ser difícil por su sensibilidad – pueden omitirla.

Favor de **NO** preguntar si esta persona o su familia está en los EE.UU. legalmente.

Parte 2 – Preguntas acerca de la experiencia en las escuelas estadounidenses.

1. ¿Ha encontrado alguna diferencia entre el sistema escolar en su país y el sistema de la escuela aquí? ¿Qué diferencias ha encontrado?
2. ¿Cómo le informaron acerca de los programas escolares en la escuela? ¿Pudo usted escoger el programa escolar apropiado para su hijo/a? Explique.
3. ¿Cómo lo tratan cuando van a la escuela o a la oficina por algún servicio escolar? ¿Hay personas que hablan su idioma nativo para comunicarse con usted?
4. ¿Usted participa en algunas actividades escolares? Ejemplos: voluntario en las clases, ir a excursiones escolares, participar en las conferencias, programas educativos, noches escolares, clases para padres, etc.
5. ¿Usted participa en algunos concilios escolares o del distrito donde puede dar su opinión? Explique.
6. ¿Ha asistido a alguna vez a un junta de la Mesa Directiva del Distrito Escolar | School Board Meeting?
7. ¿Qué hace cuando tiene preguntas sobre la instrucción, tareas, o papeles que mandan a la casa? ¿Cómo se comunica? ¿Mandan información de la escuela en su idioma nativo?
8. ¿Quién y cómo le informan acerca de los eventos escolares?
9. ¿Cuáles son las diferencias o semejanzas entre los maestros y directores en su país a los de aquí?

Parte 3 – La reflexión

1. Si pudiera cambiar algo en su vida ¿qué sería?
2. ¿Qué le gusta de la escuela de su hijo/a?
3. ¿Qué opina sobre la educación bilingüe?
4. ¿Qué consejo le daría a sus hijos ahora?
5. ¿Qué consejos tiene para otros padres de familia?
6. ¿Qué consejo tiene para mí como futuro maestro/a?

Una vez que hayan terminado la entrevista, repasen sus notas. Analicen sus experiencias y la del entrevistado durante la entrevista y luego hagan un resumen. Asegúrense de que ustedes citen exactamente las palabras del padre/madre o tutor y no traten de inferir cosas que no se han dicho. Al escribir sus ensayos, asegúrense de proporcionar una introducción indicando cuándo / dónde / cómo se realizó la entrevista. Introduzcan a la persona para el lector y escriban un ensayo narrativo citando palabras de la persona. Sus ensayos deben fluir de una sección a otra, y no deben ser sólo una lista de preguntas y respuestas. Cuenten la historia de la persona y hagan conexiones de como los datos coincidan con lo que hemos leído o aprendido en clase. Si ustedes tienen alguna pregunta por favor hablen con el profesor antes de hacer la entrevista. Más detalles se proporcionarán en clase.

Rubric for Parent Interview- Rubric Score _____ (15 pts.)			
Criteria	Credit Range Minimal or None 0-8 pts.	Credit Range Approaching, 9-11pts.	Credit Range Meets 12-15 pts.
Content	Candidate cannot clearly narrate the story of the person who was interviewed and lacks evidence or poorly uses direct quotes. Or paper presented in Q/A format, not a narrative.	Candidate narrates the story of the person who was interviewed and includes few direct quotes as evidence.	Candidate can accurately and precisely narrate the story of the person who was interviewed and include direct quotes to support statements.
Connection to class readings and discussions on topic	Candidate lacks relationship of outcomes of the interview to the material being studied in class.	Candidate partly relates the outcomes of the interview to the material being studied in class.	Candidate clearly relates the outcomes of the interview to the material being studied in class.
Conventions	Paper written with various errors in Spanish. Writing distracted the reader's comprehension. Candidate followed none/limited directions on how to structure and submit this interview.	Paper written with some errors in Spanish. However, writing does not distract the reader's comprehension. Candidate followed some directions on how to structure and submit this interview.	Paper well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit this interview.

Primary Language / Spanish Lesson Plan

(Course signature assignment – must be also uploaded to TaskStream)

Lección en el lenguaje primario / español

15 points

Usted tendrá que escribir y presentar una lección con un formato específico (SIOP, CALLA, u otro formato aprobado por el profesor). La lección debe incluir claramente las metodologías de alfabetización bilingüe, los métodos de enseñanza para el desarrollo del idioma español y lo que ha aprendido de las lecturas del curso. Su diseño de la lección debe ser apropiado para el lenguaje primario / español y debe centrarse en el desarrollo del lenguaje en las Artes del Lenguaje Español o en un área del currículo que se enseñe en español.

La lección debe representar los estándares en Common Core Español. Los objetivos deben incluir las cuatro áreas del lenguaje (escuchar, hablar, leer y escribir). Tu lección incluirá estándares / objetivos para el contenido y el lenguaje, un plan de evaluación y estrategias de enseñanza que se basan al nivel de las competencias de los estudiantes. La lección debe incluir cualquier transferencia de habilidades / recursos lingüísticos que faciliten el desarrollo del lenguaje. Amplia evidencia en la lección debe apoyar la diferenciación de la enseñanza, las estrategias de andamios, y la interacción del estudiante. La lección debe ser rica y emocionante - capaz de incluir a todos los estudiantes diversos, incluyendo a los estudiantes con dificultades de aprendizaje, al igual que estudiantes que son dotados y talentosos. "¡Los estudiantes no podrán esperar a volver a la escuela para recibir otra de sus lecciones!"

Tipos de lecciones se presentarán en clase. Cualquier tipo de formato que use el candidato para esta asignatura debe aportar los elementos del Common Core Español. Más información y ejemplos se darán en clase. **Esta asignatura deberá ser entregada al Curso Cougar y al portafolio de TaskStream.**

Spanish Lesson Plan & Presentation - Rubric Score _____ (15 points)

Criteria	Credit Range Minimal or None 0-8 pts.	Credit Range Approaching, 9-11 pts.	Credit Range Meets 12-15 pts.
Lesson meets pedagogical theories, principles, and instructional practices in Spanish.	Candidate knows and can apply few of the pedagogical theories, principles, and instructional practices for comprehensive instruction in Spanish and limited alignment to the CCSS. SIOP, CALLA or other format limited or absent in addressing all components in lesson. Lacked objectives that addressed the four domains of listening, speaking, reading and writing.	Candidate knows some pedagogical theories, principles, and instructional practices for comprehensive instruction in Spanish and some alignment to the CCSS. SIOP, CALLA or other format partially / inconsistently addressed all components in lesson. Some objectives addressed the four domains of listening, speaking, reading and writing.	Candidate knows and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction in Spanish that is aligned to the CCSS. SIOP, CALLA or other format clearly addressed all components in lesson. Objectives addressed the four domains of listening, speaking, reading and writing.
Lesson grounded in research-based practices.	Lesson included limited instructional strategies grounded in research-based practices, and provided equitable outcomes for all students from different linguistic, cultural, and academic backgrounds. Lesson scant or inappropriate in some or all of the following: scaffolding, differentiation, transference of skills, student engagement and interaction.	Lesson included some instructional strategies grounded in research-based practices, and provided equitable outcomes for all students from different linguistic, cultural, and academic backgrounds. Lesson inconsistency in some or all of the following: scaffolding, differentiation, transference of skills, student engagement and interaction.	Lesson included instructional strategies grounded in research-based practices, and provided equitable outcomes for all students from different linguistic, cultural, and academic backgrounds. Lesson included: scaffolding, differentiation, transference of skills, student engagement and interaction.
Lesson includes appropriate assessments	Candidate lacked assessments aligned to the lesson content and language objectives.	Candidate included some assessments aligned to the lesson content and language objectives.	Candidate included appropriate assessments aligned to the lesson content and language objectives.
Conventions	Candidate do not follow directions on how to structure and / or submit lesson plan. Lack of participation in lesson preparation & planning. Lesson written and presented in class with various errors in Spanish that distract the reader's or listener's comprehension.	Candidate has followed some directions on how to structure and/or submit lesson plan. Partial or full participation in lesson preparation & planning. Lesson written and presented in class with some errors in Spanish. However, errors do not distract the reader's or listener's comprehension.	Candidate has followed all directions on how to structure and submit lesson plan. Full participation in lesson preparation & planning. Lesson well written and presented in class with minimal errors in Spanish.

These standards will be used to evaluate your proficiency in Spanish:

Summary Table: ILR & ACTFL Scales of Language Proficiency

Language Skills	Interagency Language Roundtable (ILR) 3+ General Professional Proficiency, Plus http://www.govtilr.org	American Council for the Teaching of Foreign Language (ACTFL) Proficiency Guidelines Advanced Low
Listening	Sufficient comprehension to understand. Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. Can follow some unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural, and literary material in subject-matter areas directed to the general listener.	Able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.
Speaking	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Has a general vocabulary that is broad enough that he or she rarely has to grope for a word. Has an accent that may be obviously foreign; has a good control of grammar; and whose errors virtually never interfere with understanding and rarely disturb the native speaker. Occasional patterned errors occur in low- frequency and highly complex structures.	Able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations. ...demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. ...contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement.
Reading	Proficiency includes comprehension of a variety of styles and forms pertinent to professional needs. Readers are able to comprehend many sociolinguistic and cultural references, but may miss some nuances and subtleties. They typically able to read with facility understand and appreciate contemporary expository, technical, or literary texts that do not rely heavily on slang and unusual idioms.	Able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas, and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.
Writing	Able to write the language prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience. Able to write using simple low-frequency complex structures, vocabulary, and express subtleties and nuances. Able to write on some topics pertinent. The writer employs simple organizational patterns. Able to write on all topics normally pertinent to professional / educational needs and on social issues of a general nature. Writing adequate to express his/her experiences.	Able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. ...demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. ...understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text.

My Notes:

TENTATIVE COURSE SCHEDULE

I reserve the right to make changes to the content and schedule of the course

EDUC 653 – Bilingual Education I: Contexts for Learning Fall 2017 - Professor: Garrett Delavan		
Sesiones & fechas	Temas	Preparación necesaria para la clase All weeks except the first and last (15 th) have weekly Reading Reflections due
Sesión 1 30 de agosto	<ul style="list-style-type: none"> • Información de la Dra. Hernández y Martha Richardson • Introducciones • Normas de interacción de una comunidad translingüe • Descripción general del curso • Explicar las asignaturas de las reflexiones y dar ejemplos • Capacidad lingüística - ACTFL (American Council on the Teaching of Foreign Languages). Cumplimos una auto-evaluación por escrito. 	
Sesión 2 6 de sept.	<ul style="list-style-type: none"> • Perspectivas históricas • Fundamentos sociopolíticos, legales, e ideológicos 	<ul style="list-style-type: none"> • Baker, Ch 17: Bilingualism & Bilingual Ed. as a Problem, Right, & Resource (pp. 373-388) • Baker, Ch 18: Bilingualism & Bilingual Ed.: Ideology, Identity and Empowerment (pp. 389-409) • (Sólo lean pp. 50-56) Torrente Paternina, L. P. (2013). El español y las políticas lingüísticas en Estados Unidos: el caso de los Estados fronterizos con México. Cuadernos de Lingüística Hispánica, (22), 47-58. • Fernández Ulloa, T., & James, C. (2006). Lost in translation: la educación bilingüe en los Estados Unidos. CONGRESO INTERNACIONAL EDUCACIÓN INTERCULTURAL. FORMACIÓN DEL PROFESORADO Y PRÁCTICA ESCOLAR. MADRID UNED. Madrid, 15-17 Marzo 2006 <p>Submit Reading Reflection by 4:00 pm on the day of class for the first of 13 weeks in a row.</p>
Sesión 3 13 de sept.	<ul style="list-style-type: none"> • Reflexión y discusión de la edad informática y su relación con las metas y métodos de la instrucción • Tipos de programas bilingües en CA y EE.UU. y su eficacia 	<ul style="list-style-type: none"> • Wright, Ch 5: Program Models for ELLs (pp. 89-118)
Sesión 4 20 de sept.	<ul style="list-style-type: none"> • Repaso de los tipos de programas • ¿Quién es un aprendiz de inglés? • Alternancia de códigos, diglosia, y lenguas en contacto • Lengua como construcción política y psicolingüística • Planificación lingüística • Normalización, codificación y estandarización • Bi-alfabetización • Explicar la asignatura de la huella de la comunidad 	<p>Montrul (2013), los fundamentos:</p> <p>Capítulo 1 Capítulo 2 Capítulo 10</p> <p>No hay que leer más allá de las preguntas de comprensión al final de cada capítulo</p>

EDUC 653 – Bilingual Education I: Contexts for Learning
Fall 2017 - Professor: Garrett Delavan

Sesiones & fechas	Temas	Preparación necesaria para la clase All weeks except the first and last (15 th) have weekly Reading Reflections due
Sesión 5 27 de sept.	<ul style="list-style-type: none"> • La historia sociopolítica del español • Desarrollo del castellano y de ahí el "español" • La diversidad lingüística actual en España • La historia del contacto lingüística a través de la colonización de las Américas • El bilingüismo indígena actual • Historia de la presencia hispana en EEUU • La hibridez del español estadounidense 	<p>Montrul, la historia sociopolítica del español (el castellano): Capítulo 3 Capítulo 4 Capítulo 5</p> <p>No hay que leer más allá de las preguntas de comprensión al final de cada capítulo</p>
Sesión 6 4 de oct.	<ul style="list-style-type: none"> • El bilingüismo individual • Aspectos psicolingüísticos del bilingüismo • La adquisición de la lengua en la infancia • La adquisición de una lengua segunda 	<p>Montrul, el bilingüismo individual</p> <p>Capítulos 6, 7, 8</p> <p>No hay que leer más allá de las preguntas de comprensión al final de cada capítulo</p> <p>Presentaciones y Entregar: la huella de la comunidad</p>
Sesión 7 11 de oct.	<ul style="list-style-type: none"> • Estructura de una Unidad de Bilingüismo propuesta por Beeman y Urow • Las tres premisas sociolingüísticas que forman su base teórica • Perfiles de aprendices • Valorar la experiencia anterior de los maestros 	<p>Capítulo 1 – Teaching for Bilingual Education (Beeman & Urow, 2013) Capítulo 2 – Multilingual Perspective (Beeman & Urow, 2013) Capítulo 3 – Teachers: Capitalizing on Life Experiences and Diversity (Beeman & Urow, 2013) Capítulo 4 Planning the Strategic Use of Two Languages (Beeman & Urow, 2013)</p> <p>Presentaciones y Entregar: la huella de la comunidad</p>

EDUC 653 – Bilingual Education I: Contexts for Learning

Fall 2017 - Professor: Garrett Delavan

Sesiones & fechas	Temas	Preparación necesaria para la clase All weeks except the first and last (15 th) have weekly Reading Reflections due
Sesión 8 18 de oct.	<ul style="list-style-type: none"> El conocimiento anterior del estudiante y su <i>community cultural wealth</i> Participación de los padres latinos Fundamentos de conocimientos culturales y lingüísticos de las familias Clarificar la asignatura de la entrevista de padres 	<p>Luis Moll describe su concepto de Funds of Knowledge: https://www.youtube.com/watch?v=aWS0YBpGkkE</p> <p>Washington Center. 2015. Summary of Yosso's Community Cultural Wealth Framework. From session Designing Learning Communities that Embrace Cultural Inclusivity in all its Complexities at 17th Annual National Summer Institute on Learning Communities. Retrieved from http://wacenter.evergreen.edu/institute2015/docs/sessions/i_g_designing_lcs_that_embrace/community_cultural_wealth_handout_1.pdf</p> <p>Capítulo 5 Language Resources, Linguistic Creativity, and Cultural Funds of Knowledge (Beeman & Urow, 2013) Capítulo 6 Building Background Knowledge (Beeman & Urow, 2013)</p> <p>Colombo, M. W. (2006). Building school partnerships with culturally and linguistically diverse families. <i>Phi Delta Kappan</i>, 88(4), 314-318.</p> <p>Excerpts from: Delgado-Gaitan, C. (2004). Involving Latino families in schools: Raising student achievement through home-school partnerships. Thousand Oaks, Calif.: Corwin Press.</p> <p>Presentaciones y Entregar: <i>la huella de la comunidad</i></p>
Sesión 9 25 de oct.	<ul style="list-style-type: none"> Estrategias para desarrollar el lenguaje académico (receptivo y productivo) Transferibilidad / Puentes para recursos inter-lingüísticos Estrategias para los puentes entre lenguajes 	<p>Capítulo 7 Reading Comprehension (Beeman & Urow, 2013) Capítulo 8 Writing: A Multilingual Perspective (Beeman & Urow, 2013) Capítulo 10 The Bridge: Strengthening Connections between Languages (Beeman & Urow, 2013)</p> <p>Presentaciones y Entregar: <i>La huella de la comunidad</i></p>
Sesión 10 1 de nov.	<p>La inclusividad</p> <ul style="list-style-type: none"> Asistir al evento en Oceanside: "A Journey Toward Excellence & Equity for All: The Past, Present & Future," Dr. Richard Villa Nov 1st 5-8:30 pm Quantum Learning Center 1938 Avenida del Oro, Oceanside 92056 Register ASAP at https://sdcoe.k12oms.org/eventdetail.php?gid=1020&id=131162 For credential candidates, on the online registration form, put your position as "Other" and for Position put "Teaching credential candidate" and for Educational Organization Choose CSU, San Marcos in San Diego County 	<p>Entregar: <i>La entrevista de padres</i></p>

EDUC 653 – Bilingual Education I: Contexts for Learning

Fall 2017 - Professor: Garrett Delavan

Sesiones & fechas	Temas	Preparación necesaria para la clase All weeks except the first and last (15 th) have weekly Reading Reflections due
Sesión 11 8 de nov.	<ul style="list-style-type: none"> • Discutir la entrevista de padres • Estándares en español para California • Academic language: Functions, forms and fluency for lesson planning • Integrated rather than segregated instruction of the four domains or skills (escuchar, hablar, leer, escribir) 	<p>Dutro, S., & Moran, C. (2003). Rethinking English language instruction: An architectural approach. In <i>English learners: Reaching the highest level of English literacy</i>, pp. 227-258.</p> <p>Read pp. 109-114: Hinkel, E. (2006). Current perspectives on teaching the four skills. <i>TESOL Quarterly</i>, 40(1), 109-131.</p> <p><i>Common Core Español</i> – bajar y leer estos dos informes https://commoncore-espanol.sdcocoe.net/Home  Grados K-5 Versión Horizontal  Grados 6-12 Versión Horizontal</p>
Sesión 12 15 de nov.	<ul style="list-style-type: none"> • Estándares y estrategias para la enseñanza de los aprendices del inglés 	<p><i>California English Language Development Standards: Kindergarten Through Grade 12</i></p> <p>http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</p> <p>Read this document as follows:</p> <ul style="list-style-type: none"> • Read p. 164 Table 5.1 carefully • Read Glossary of Key Terms (p. 190-194) • Read Chapters 1 and 2 (pp. 8-24) • Read Chapters 4 and 5 (pp. 148-176) • Read Chapter 6 (but after p. 180 only focus on the Table that covers your planned grade level) <p>Entregar: El borrador de la lección en español esta semana, después de que tus colegas te den sus comentarios.</p>
Sesión 13 22 de nov.	<ul style="list-style-type: none"> • Estándares y estrategias para la enseñanza de los aprendices del inglés • 	<p>Read pages 1-16 of this document: Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning: A Supplementary Resource for Educators Implementing in Tandem the California English Language Development Standards, The California Common Core State Standards for Mathematics, and the Next Generation Science Standards for California Public Schools (DOC; Posted 16-Dec-2015)</p> <p>Source webpage: http://www.cde.ca.gov/sp/el/er/eldstandards.asp</p> <p>Presentaciones y Entregar: La lección en español</p>
Sesión 14 29 de nov.	<ul style="list-style-type: none"> • La identidad de luchadores contra la monanglofonación • Debilitamiento y adquisición incompleta de la primera lengua • Usos de educación bilingüe para mantener y recuperar lenguas y culturas indígenas en EEUU 	<p>Montrul, La pérdida y la instrucción de lenguas minoritarias Capítulos 9 y 13</p> <p>Reyhner, J. (2010). Indigenous language immersion schools for strong Indigenous identities. <i>Heritage Language Journal</i>, 7(2), 138-152.</p> <p>(Don't read thoroughly, skim for a sense of what programs are in place.) Pease-Pretty On Top, J. (2004). Native American language immersion: Innovative Native education for children and families. <i>Battle Creek, MI: WK Kellogg Foundation Project of the American Indian College Fund.</i></p> <p>Presentaciones y Entregar: La lección en español</p>

EDUC 653 – Bilingual Education I: Contexts for Learning

Fall 2017 - Professor: Garrett Delavan

Sesiones & fechas	Temas	Preparación necesaria para la clase All weeks except the first and last (15 th) have weekly Reading Reflections due
Sesión 15 6 de dic.	<ul style="list-style-type: none">• Presentaciones de la lección en español• Discutir lo que hemos aprendido en el curso y las conexiones con tu práctica docente en las escuelas públicas• ¿Cuáles son tus próximos pasos en tu educación y enseñanza?• ¡Celebración!	No hay que entregar un Reading Response esta semana <u>Presentaciones y Entregar:</u> La lección en español
Semana de Exámenes Finales	NO habrá un examen final para esta clase.	Nada

Final Exam Statement

There is no final exam for this course.