Course & Section Nos.	**EDMS 555 (03)**
Course Title	**Elementary Multilingual Education**
Class Roster No.	**42537**
Course Day(s)	**Monday**
Time	**9:00am-3:15pm**
Course Location	**Farr Elementary, 933 Farr Avenue, Escondido, CA, 92026**
Semester / Year	**Fall 2017**
Instructor	**Irene Diggs**
Phone	**760-419-1604**
E-Mail	**idiggs@csusm.edu**
Office	**University Hall 468**
Office Hours	**By Appointment**

WELCOME

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

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COURSE DESCRIPTION

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Elementary Multilingual Education

Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary and middle level classrooms. *Requires participation in the public schools.*

Instructor Statement: This course addresses the needs of elementary school teachers faced with the growing diversity in today's classrooms. It will focus on bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners, as well as effective and appropriate English language development (ELD) techniques and successful bilingual, multilingual education for Language minority students.

Course Prerequisites

Admission to the Multiple Subject/CLAD Teacher Credential Program, EDUC 350, EDUC 364 & EDUC 422.

Course Objectives

Upon successful completion of the course, students will be able to:
1. Respond to readings by writing an analysis that includes connections to their teaching English learners.
2. Identify effective strategies and activities for English learners based on a class observation.
3. Develop a home-school communication action plan to use with parents / guardians of students, particularly those with native languages other than English
4. Write lesson plans with effective strategies and activities aligned to CCSS and ELD Standards, corresponding objectives and assessments.
5. Write a "doable" social justice and equity action plan for English learners and / or their families / communities based on an inequitable issue they identify.

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REQUIRED TEXTS, MATERIALS AND ACCOUNTS

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Echevarria, J., Vogt, M.E., & Short, D. (2013) *Making content comprehensible for elementary English language learners: The SIOP model, 2nd Edition.* Boston: Pearson. ISBN: 978-0-13-336260-2

Honigsfeld, A. & Dove, M. G. (2013) *Common core for the not-so-common learner: English language arts strategies, Grades K-5. Thousand Oaks, CA:* Corwin. ISBN: 9781452257822

Other Course Material Available

Links Posted on Cougar Course

- Free Download 2012 English Language Development Standards for California Public Schools K-12 from the CDE website at http://www.cde.ca.gov/sp/el/er/eldstandards.asp

- Free Download Appendices A-D and Glossary from 2012 ELD Standards at http://www.cde.ca.gov/sp/el/er/eldstandards.asp

- Free Download Adopted *ELA/ELD Framework* Chapters at http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

- Free Download CA Common Core State Standard, California Department of Education Common Core at www.cde.a.gov/re/cc

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

Cougar Courses

You have access to the Cougar Course website for EDMS 555 when you register for the class

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TaskStream Account

You will need to set up an account for your Multiple Subject Credential.

Recommended (optional – not required)

eStandards – Free California Common Core and ELD State Standards app

Unique Course Requirements

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

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 the 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:
- Foundational Social Justice and Equity TPE

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 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.

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.

- Attendance, Participation, & Professional Disposition   10 points
- Reading Responses   20 points
- EL Questionnaire/Class Profile – Learning About Your English Learners   10 points
- ELD / SDAIE Lesson Observation   10 points
- Home-School Communication Action Plan   15 points
- SDAIE "Multicultural" Lesson Plan   20 points
- Social Justice & Equity Action Plan & Presentation   15 points
                                                                          (100 points)

Grading Standards

92 – 100 A	90 – 91	A-
88 – 89 B+	82 – 87	B
80 – 81 B-	78 – 79	C+ (minimal passing grade)
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 with no penalty.* Second absence will result in a decrease of half-letter grade (5%).** Third absence will result in a decrease of a letter grade or more, a Statement of Concern and possible failure of class. Second tardy or early departure will receive a warning. **Third tardy or early departure will result in a decrease of a half-letter grade (5%) and a Statement of Concern.** 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.

Policy on Late/Missed Work

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.

ASSIGNMENT DESCRIPTIONS

Electronic Submissions of Assignments

This course is mostly paperless. Assignments are to be turned to Cougar Course on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman. Resources and/or citations will be referenced using APA format.
NOTE: Full assignment guidelines can be found on Cougar Courses. Rubrics for assignments and checklist are at end of this syllabus.

Attendance, Participation, Professional Disposition, & Student Collaboration   10 points

Points awarded at discretion of your instructor – you may earn full, partial or no credit pending your attendance, full participation in class, group/partner collaboration and professional disposition. First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, cooperative learning structures, and discussions on various topics and assigned reading**.** Please see the guidelines for the School of Education Attendance Policy and the attendance requirements for this course on syllabus.

Professional, credentialed educators are evaluated on "performance of non-instructional duties and responsibilities" by their administrators. Punctuality, attendance, collaboration with colleagues, and professionalism fall under this category. Your professional disposition is related to how you conduct yourself in class and at a school site. Please communicate any attendance issues directly with the instructor.

Reading Responses (5 points each)   **20 points**

There are four (4) Reading Responses (5 points each) due throughout the semester. Responses are approximately **1-2 paragraphs** 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

English Learner Questionnaire/Class Profile – Learning about Your English Learners   **10 points**

You will bring to class a list (class profile) of your ELs (pseudonyms only) and their English proficiency levels. Candidates will examine the diversity of levels and will work in groups to write lists of questions to ascertain information about their English Learners (ELs) for the following areas: linguistic background; academic language abilities, content knowledge, and skills; physical, social and emotional development; cultural and health considerations; and interests and aspirations. From these lists, each student will create a questionnaire that can be administered to his/her ELs. Try to think of questions that elicits language from your EL students, not just "yes" or "no" answers. Think about the language proficiency of your students. Indicate the grade level and possible PLD level of the students. You may add directions, introduction, or decorate it with border or clip art to make it attractive to your students (optional). More information will be provided in class.

You will administer the questionnaire to an EL student. You will reflect on your questions & student responses. What did you find valuable about this process? How would you improve your questionnaire? How did you elicit information to help you plan for instruction and get to know your EL students better? After administering your questionnaire to an EL student, upload your questionnaire **with a paragraph reflection on our Cougar Course by the due date**. Share your findings in class.

EL Questionnaire Component/Criteria	No Credit	Partial Credit	Full Credit
Learning About English Learners 7 points	Incomplete information to ascertain background of ELs. Questions briefly address topics. Reflection writing didn't followed format given.	Adequate information to ascertain background of ELs. Questions addressed some topics. Reflection writing followed format given.	Excellent information to ascertain background of ELs. Questions clearly & effectively addressed topics. Reflection writing focused and well organized.
Interview Guidelines 3 points	Few directions on how to structure and submit questionnaire. Limited engagement & participation & group discussions.	Some directions on how to structure and submit questionnaire. Some engagement & participation & group discussions.	All directions on how to structure and submit questionnaire. Full engagement & participation & group discussions.

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. Please refer to the SIOP Protocol (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

Home – School Communication Action Plan   **15 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.

Communication Plan Components/Criteria	No Credit	Partial Credit	Full Credit
To Name 2 points	An issue is not named in the Home-School Communication Action Plan	An issue is named in the Action Plan…	*and* includes a description of the parents / guardians the plan addresses
To Reflect Critically 3 points	The Action Plan does not include a critical reflection of the identified issue	The Action Plan contains a critical reflection of the identified issue…	*and* includes references to course readings, discussions / interviews with colleagues, and/or your experiences with parents / guardians
To Act 10 points	An action plan addressing an identified issue is not included	An action plan addressing the identified issue is included…	*and* the plan includes the following: specific steps, activities and/or resources, and detailed processes for how the action plan will be implemented

SDAIE "Multicultural" Lesson Plan   **20 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. **You will use your class profile list of your ELs (pseudonyms only) and their English proficiency levels for lesson differentiation according to your lesson language objectives and the students' linguistic needs**. 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 a literacy or content

area appropriate for your elementary / middle school students. The rubric below provides guidance on the required elements of this lesson plan. *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. **Candidates will present their MC Lesson Plans at our final class session.**

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SDAIE "Multicultural" Lesson Plan Rubric

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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 (*big ideas- enduring understandings, essential questions*) **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 8 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 (*cognitive, affective, psychomotor or language*), 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 the class**	& expectations are clearly communicated to students via rubric, model, lesson materials and/ or sample student work, **AND is differentiated at the appropriate proficiency level(s) for the identified EL students in the class**
INSTRUCTIONAL & LEARNING TASKS 8 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** …	& 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.

Social Justice and Equity Action Plan & Presentation   15 points

In EDMS/EDMI 555, you are specifically responsible for demonstrating that you have met the Social Justice and Equity TPE in your coursework. Candidates will create a Social Justice & Equity Action Plan that s/he designs specifically for his/her English learners and/or their families and communities. Your plan will discuss how you, will address an issue of social justice and/or equity in a elementary / middle school context.

Drafts of the SJE Action Plans are due throughout the semester for peer review and analysis. **Candidates will present their SJE Action Plans at our final class session.**

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…	*and* the plan includes a description of the English learners the plan addresses as well as the implications on their educational experiences
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…	*and* the plan include with references to course readings, discussions / interviews with colleagues, and/or your experiences with English learners
To Act 7 points	An action plan addressing an identified issue is not included	An action plan addressing the identified issue is included…	*and* the plan contains the following: specific steps or activities, detailed processes, and a timeline that demonstrates how social justice & equity for ELs will be achieved
Presentation 2 points	Candidate does not prepare or present the SJE Action Plan	Candidate prepares a poster presentation but does not present his/her SJE Action Plan	Candidate prepares a poster presentation and presents his/her SJE Action Plan

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

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.

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.

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

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 an **8-week cycle**.

Use of Technology

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

Electronic Communication Protocol

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

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

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

TENTATIVE SCHEDULE/COURSE OUTLINE

The instructor reserves the rights to alter the instructional timeline, add, delete, and/or change topics and assignments in response to individual and class needs.

Date	Topic	Assignment
Week 1 8/28	▪ Introduction / Overview / Syllabus • Who are English Learners (ELs)? Who are Long Term English Learners (LTELs)? ▪ Political contexts of Bilingual Education ▪ Language and Content Objectives ▪ Building Background ▪ **Explain** Reading Reflections & EL Questionnaire	**Readings** _SIOP Ch1 Sheltered Instruction _SIOP Ch2 Lesson Preparation _Cougar Course: *Forbidden Language* (Gándara & Hopkins, 2010) **Assignments Due:** ▪ Readings and be prepared to discuss ▪ Bring copy of syllabus
Week 2 9/11 **Labor Day No Class 9/4**	**What is Sheltered Instruction?** ▪ Comprehensible Input & Strategies ▪ Second Language Acquisition - L2 Theories and Research ▪ Identification of EL students – CELDT & ELPAC Assessments ▪ SIOP Components/Checklist ▪ Develop EL Questionnaire/Assignment Resources & Samples	**Read**: SIOP Ch3 Building Background _SIOP Ch4 Comprehensible Input _SIOP Ch5 Strategies **Assignments Due:** Reading Reflection 1 – What have you learned about the SIOP Model and the NSCL? OR Cougar Course: Forbidden Language (Gándara & Hopkins, 2010) ▪ Data (class profile) – Who Are the English learners at your school site?
Week 3 9/18	**Differentiating Instruction through ELD Standards** 2012 ELD Standards and PLDs ▪ EL student interaction, practice and application of skills ▪ Differentiating Instruction ▪ Common Core S/L Strategies • Lesson Development: Student Interaction ▪ **Explain** SIOP/SDAIE Multicultural Lesson Plan ▪ **Explain** SDAIE/ELD Lesson Observation and Write-up ▪ **Explain** Home-School Communication Action Plan ▪	**Read**: _SIOP Ch6 Interaction _SIOP Ch7 Practice/Application Dove Ch1 Not-So Common Learners (NSCL) - Intro _Dove Ch7 - NSCL Core Speaking/Listening Strategies **Assignments Due:** • Download ELD Standards, CDE Website; and Common Core State Standards

Date	Topic	Assignment
Week 4 9/25	**Lesson Delivery & Assessments** ▪ Formative and Summative Assessments ▪ Academic Language/ Language Forms and Functions ▪ 2012 ELD Standards Appendix B: Learning About How English Works ▪ Scaffolding ▪ 2012 ELD Standards Appendix C: Theoretical Foundations ▪ **Explain** SJE Action Plan ▪ Share EL Questionnaire Outcomes	**Read**: _SIOP Ch8 Lesson Delivery _SIOP Ch9 Review & Assessment _Dove Ch2 NSCL Strategies Academic Lang. Dev. _Cougar Course: *Building Academic Vocabulary* (Short & Echevarria, 2016) **Assignments Due:** ▪ Reading Reflection 2 – What have you learned about academic language and how should you incorporate assessments into a lesson? ▪ **Submit & share EL Questionnaire outcomes – Learning About Your English Learners** ▪ Bring your lesson draft from EDMS 511 or 521 or new lesson plan, so we can add our MC components and ELs differentiation according to your language objectives & EL student profiles ▪ Bring necessary materials to develop lesson plan, including the class profile for ELs.
Week 5 10/2	**Involving Parents, Families, and Communities of ELs** ▪ Becoming Bilingual – dual language education ▪ Debrief ELD/SDAIE Observations ▪ Conferences with instructor about lesson plans ▪ Workshop – lesson plan	**Read 2 of these articles – your choice:** Cougar Course: _Campos, Delgado & Huerta (2011) – *Partnering with Latino Families* _ LeFevre & Snow (2012) – *Latino Parent Involvement & School Success* _*Tools & Resources for Ensuring Communication with EL parents (ECELA, 2016)* _ Santana, Rothstein, & Bain (2016) *Partnership through Teacher Initiated Change* **Assignments Due:** ▪ ELD / SDAIE Observation Write-Up ▪ Bring MC lesson plan & class profile
Week 6 10/9	**Culturally Responsive Teaching** ▪ 2012 ELD Standards Appendix A: Foundational Literacy Skills for ELs ▪ ELA/ELD Framework ▪ How to use textbooks with ELs ▪ Workshop – lesson plan ▪ Conferences with instructor about lesson plans	**Read**: _ Dove Ch4 NSCL Informational Texts _ Dove Ch5 NSCL Foundational Skills **Assignments Due:** ▪ Reading Reflection 3 – What have you learned about reading informational text and foundational skills with ELs? What have you learned about EL parent involvement & communication? ▪ Bring your Draft of SJE Action Plan for peer review & class profile for differentiation

Date	Topic	Assignment
Week 7 10/16	**Special Education Issues Re: ELs** ▪ Making content accessible to ELs with disabilities ▪ Disability or linguistic difference? ▪ Transferable Skills between Spanish/English ▪ Workshop – lesson plan ▪ Feedback on lesson plans	**Read**: __SIOP Ch10 RTI, Special Ed. and ELs __Dove Ch6 NSCL Writing Strategies _ Cougar Course: *Distinguish Disability from Linguistic Differences* (Echevarria, Richards-Tutor & Vogt, 2015) **Assignments Due:** ▪ Reading Reflection 4 – What have you learned about RTI, Special Education and writing strategies for ELs? ▪ Bring your MC Lesson draft for peer review & feedback. Make changes and then submit your MC lesson Plan drafts to CC. Do you have any EL students with disabilities in your lesson plan? How will you differentiate instruction for them? ▪ Bring necessary materials to work on lesson plan & class profile for differentiation.
Week 8 10/23	▪ Sharing action plans and lesson plans ▪ Reflections on course learnings ▪ Course Evaluations & celebration	**Assignments Due:** ▪ SJE Action Plan ▪ Final Multicultural Lesson Plan ▪ Home-School Communication Action Plan
Final Exam	There will be **no** final exam for this course.	**N/A**

Students will have the opportunity to share their assignments in class. All drafts and final lesson plans will be submitted to Cougar Course. Please keep a record of your assignments.

Checklist for assignments: EDMS/EDMI 555

Assignments	Points	Points Earned	Submit assignments
Attendance, Participation & Personal Disposition	10 points	Professor's discretion	N/A
Reading Response 1	5 points		Cougar Course
Reading Response 2	5 points		Cougar Course
Reading Response 3	5 points		Cougar Course
Reading Response 4	5 points		Cougar Course
EL Questionnaire/Class Profile – Learning About ELs	10 points		Cougar Course
ELD/SDAIE Lesson Observation & Write-up	10 points		Cougar Course
Home-School Communication Action Plan	15 points		Cougar Course
Draft & Final Lesson Plan - Multicultural Resources, SDAIE Strategies & Differentiation	20 points		Cougar Course
Social Justice & Equity – Action Plan / Presentation	15 points		Cougar Course
Total	100 points		

My Notes: