

<b>Course &amp; Section Nos.</b>	<b>EDSS 555 (01)</b>
<b>Course Title</b>	<b>Secondary Multilingual Education</b>
<b>Class Roster No.</b>	<b>41111</b>
<b>Course Day(s)</b>	<b>Fridays</b>
<b>Time</b>	<b>10:15am – 12:45pm</b>
<b>Course Location</b>	<b>UH 439</b>
<b>Semester / Year</b>	<b>Fall 2017</b>
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### **SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

#### ***Vision***

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

#### ***Mission***

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

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

### **BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

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

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## COURSE DESCRIPTION

### Secondary Multilingual Education

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

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

### Course Prerequisites

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

### Course Objectives

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

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

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### Required Texts

Echevarria, J., Vogt, M., and Short, D. (2018). *Making Content Comprehensible for Secondary English Learners: The SIOP Model*. 3<sup>rd</sup> Edition. Boston, MA: Pearson.

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

### Cougar Courses

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

## COURSE LEARNING OUTCOMES

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

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

- Demonstrate ability to promote authentic parental / guardian participation in schooling, and the importance of students' family and cultural backgrounds as well as communicating effectively with parents and families in planning instruction and supporting student learning.

### **Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

### **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) 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:

- TPEs 1.6 / 2.2, 2.5 / 3.1, 3.2, 3.5 / 4.1, 4.4, 4.8 / 5.1, 5.5, 5.7 / 6.3, 6.4, 6.5, 6.7
- Foundational Social Justice and Equity TPE (local CSUSM 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](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.

- Reading Responses 20 points
- ELD / SDAIE Lesson Observation 10 points
- SDAIE (Vocabulary) Lesson and Planning Commentary 15 points
- Home-School Communication Action Plan 15 points
- SDAIE "Multicultural" Lesson Plan 20 points
- Social Justice & Equity Action Plan & Presentation 20 points

### Grading Standards

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

### Final Exam Statement

This course does not have a final exam.

### School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

**This course:** Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. **Teacher candidates may have one absence 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

### Reading Responses (5 points each)

**20 points**

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

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

Readings Response Components / Criteria	No Credit	Partial Credit	Full Credit
<b>Analysis</b> 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
<b>Reference</b> 1 point	Response did not reference the required readings	Response referenced the required readings but did not include a citation	Response referenced the required readings and included at least one citation

### ELD / SDAIE Lesson Observation

**10 points**

For this assignment you will observe an ELD or SDAIE lesson at your school site. Your observation can be in any classroom with English learners (ELD, SDAIE / Sheltered, or "mainstream"). Your observation write-up should include; a description of the classroom, what the teacher did, and what the students did. Please refer to the SIOP Protocol (pp. 309-310) 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
<b>Description of the class</b> 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
<b>Instructional Tasks (What the teacher did)</b> 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 <b>SDAIE</b> instructional strategies used by the teacher observed in the lesson AND an analysis of why the strategies were effective
<b>Learning Tasks (What the students did)</b> 4 points	Write-up did not include a description of the student activities observed in the lesson	Write-up includes a description of the student activities observed in the lesson	Write-up includes a description of the student activities observed in the lesson AND an analysis of why the activities were effective for the English learners in the class

### SDAIE (Vocabulary) Lesson and Planning Commentary

**15 points**

Each candidate will write a lesson that clearly incorporates the SDAIE methodologies discussed in class and in course readings thus far in the semester. Your SDAIE (vocabulary) lesson should be appropriate for English learners at various ELD proficiency levels in your content area classroom. The rubric below provide

guidance on the required elements of this lesson plan (**10 points**). You also will submit a brief planning commentary (**5 points**) where you will describe the reasons / rationales for each component of your lesson.

<b>Design Component &amp; Criteria</b>	<b>Approaching</b>	<b>Meets</b> (includes the criteria for Approaching)	<b>Exceeds</b> (includes the criteria for Approaching & Meets)
<b>BACKGROUND INFO</b> <b>Title, Curriculum Area &amp; Grade Level</b> 0.5 points	Provides a title that is related to the lesson activity	& addresses the unit it belongs to and in what curriculum area and grade	& describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.
<b>Resources</b>  0.5 points	All instructional materials needed to implement the lesson are listed.	All instructional materials that are needed to implement the lesson are listed and described.	& all materials listed for the unit are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz...
<b>CENTRAL FOCUS</b> <b>Standards, Enduring Understandings &amp; Essential Questions</b>  2 points	Identifies the CA and ELD Standards and describes the rationale for teaching this lesson ( <i>big ideas-enduring understandings, essential questions</i> ) <b>AND provides appropriate proficiency level(s) of the ELD Standard based on identified EL student information ...</b>	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson <b>INCLUDING appropriate proficiency level(s) of the ELD Standard based on identified EL student information ...</b>	& explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning <b>AND is appropriate for the proficiency level(s) of the ELD Standard based on identified EL student information</b>
<b>EVIDENCE OF LEARNING Objectives &amp; Assessments</b>  4 points	Both CA Content and ELD Standards are addressed in an objective that contains a condition, verb, and criteria and is assessed <b>at the appropriate proficiency level(s) for the identified EL students in the class</b>	& each objective is labeled by the type ( <i>cognitive, affective, psychomotor or language</i> ), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative) <b>AND is differentiated at the appropriate proficiency level(s) for the identified EL students in the class</b>	& expectations are clearly communicated to students via rubric, model or sample student work <b>AND is differentiated at the appropriate proficiency level(s) for the identified EL students in the class.</b>
<b>INSTRUCTIONAL &amp; LEARNING TASKS</b>  3 points	Provide a list of steps the teacher will take to implement the lesson and describes what the students will do during the instructional steps...	& underlines or highlights the differentiation strategies for specific students (content, process &/or product)...	& provides a written script for teacher and times for each student activity.
<b>Self-Evaluation</b> (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.

### 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.

<b>Communication Plan Components/Criteria</b>	<b>No Credit</b>	<b>Partial Credit</b>	<b>Full Credit</b>
<b>To Name</b> 2 points	An issue is not named in the Home-School Communication Action Plan	An issue is named in the Action Plan...	<i>and</i> includes a description of the parents / guardians the plan addresses

<b>To Reflect Critically</b> 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
<b>To Act</b> 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. **In order to receive credit for this assignment**, your lesson must be based on a multicultural / culturally responsive / socially just resource (website, book, article, video, etc.) aligned to your content area and appropriate for your middle / high school students. 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.

**2017 Single Subject SDAIE “Multicultural” Lesson Plan Rubric**

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

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

<b>Design Component &amp; Criteria</b>	<b>Approaching</b>	<b>Meets</b> (includes the criteria for Approaching)	<b>Exceeds</b> (includes the criteria for Approaching & Meets)
<b>BACKGROUND INFO</b> <b>Title, Curriculum Area &amp; Grade Level</b>	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.
<b>Resources</b>  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...
<b>CENTRAL FOCUS</b> <b>Standards, Enduring Understandings &amp; Essential Questions</b>  3 points	Identifies the CA and ELD Standards and describes the rationale for teaching this lesson ( <i>big ideas- enduring understandings, essential questions</i> ) <b>AND provides appropriate proficiency level(s) of the ELD Standard based on identified EL student information ...</b>	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson <b>INCLUDING appropriate proficiency level(s) of the ELD Standard based on identified EL student information...</b>	& explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning. <b>AND is appropriate for the proficiency level(s) of the ELD Standard based on identified EL student information</b>
<b>EVIDENCE OF LEARNING</b> <b>Objectives &amp; Assessments</b>  8 points	Both CA Content and ELD Standards are addressed in an objective that contains a condition, verb, and criteria and is assessed <b>at the appropriate proficiency level(s) for the identified EL students in the class</b>	& each objective is labeled by the type ( <i>cognitive, affective, psychomotor or language</i> ), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative) <b>AND is differentiated at</b>	& expectations are clearly communicated to students via rubric, model or sample student work, <b>AND is differentiated at the appropriate proficiency level(s) for the identified EL students in the class</b>



		<b>the appropriate proficiency level(s) for the identified EL students in the class</b>	
<b>INSTRUCTIONAL &amp; LEARNING TASKS</b>  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, <b>AND includes appropriate SDAIE strategies for the identified ELs in the class</b> ...	& underlines or highlights the differentiation strategies for specific students (content, process &/or product), <b>including appropriate SDAIE strategies for the identified ELs in the class as well as how ELs have access to academic language...</b>	& provides a written script for teacher and times for each student activity <b>including appropriate SDAIE strategies for the identified ELs in the class as well as how ELs have access to academic language.</b>
<b>Self-Evaluation</b> (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

**20 points**

In EDSS 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 middle / high 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 collaborative class session on December 8<sup>th</sup>.**

SJE Action Plan Components/Criteria	No Credit	Partial Credit	Full Credit
<b>To Name</b> 2 points	An issue is not named in the SJE Action Plan	An issue is named in the SJE Action Plan...	<i>and</i> the plan includes a description of the English learners the plan addresses as well as the implications on their educational experiences
<b>To Reflect Critically</b> 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...	<i>and</i> the plan include with references to course readings, discussions / interviews with colleagues, and/or your experiences with English learners
<b>To Act</b> 10 points	An action plan addressing an identified issue is not included	An action plan addressing the identified issue is included...	<i>and</i> 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
<b>Presentation</b> 4 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](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

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

### **Students with Disabilities Requiring Reasonable Accommodations**

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

### **Credit Hour Policy Statement**

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

### **All University Writing Requirement**

The writing requirement for this class will be met as described in the assignments. Every course (3 units or more) at the university must have a writing requirement of at least 2500 words.

### **Electronic Communication Protocol**

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

Things to consider:

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

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

## SCHEDULE/COURSE OUTLINE

*Timeline subject to change due to "Teachable" Moments*

Date	Topic	Assignments
<b>Session 1</b> September 1	Introduction / Overview  Schooling Experiences of CA's English Learners  Multicultural Education / Social Justice & Equity	Olsen – Reparable Harm: Fulfilling the Un-kept Promises for CA's Long Term English Learners  Klein – For Stalled ELL Students, Graduation Is Often an Elusive Goal
<b>Session 2</b> September 8	Working with the ELD Standards: Profiles of English Learners at various proficiency levels  SIOP Overview - Building Background / Vocabulary Development	Echevarria, Vogt & Short (SIOP) – Chapters 2 & 3  Appendix C: Theoretical Foundations & Research Base for the CA ELD Standards  <b>DUE:</b> Data – Who Are the English learners at your school site?  <b>DUE:</b> Reading Response # 1  <i>Download the California ELD Standards for your grade level</i>
<b>Session 3</b> September 15	Collaborative Lesson Planning  Using SDAIE Strategies	Echevarria, Vogt & Short (SIOP) – Chapters 4 & 5  <b>DUE:</b> <i>Vocabulary words / concepts for lesson planning session</i>
<b>Session 4</b> September 22	Second Language Acquisition: Theoretical Frameworks / Theory to Practice  Analyzing injustices and beginning to take socially just and equitable actions	Diaz-Rico & Weed – Learning about Second Language Acquisition  Collier – Acquiring A 2 <sup>nd</sup> Language for School  <b>DUE:</b> Reading Response # 2
<b>Session 5</b> September 29	Collaborative Lesson Planning  Differentiated Assessments for English Learners	Echevarria, Vogt & Short (SIOP) – Chapters 8 & 9  <b>DUE:</b> <i>Draft of SDAIE lesson</i>  <b>DUE:</b> ELD / SDAIE Observation
<b>Session 6</b> October 6	SDAIE Lesson Plan Analysis  Academic English / SDAIE - Reading and Writing Strategies  Social Justice and Equity Action Plans	Echevarria, Vogt & Short (SIOP) – Chapters 6 & 7  Dutro & Kinsella – ELD: Issues and Implementation  <b>DUE:</b> SDAIE (Vocabulary) Lesson & Planning Commentary
<b>Session 7</b> October 13	Home – School Communication  Identification / Placement / Assessment of English Learners  ELPAC / Legal Mandates	Campos, Delgado & Huerta – Partnering with Latino Families  LeFevre & Snow–Latino Parent Involvement & School Success  NCELA – Ensuring Meaningful Communication with LEP Parents  ELPAC: <a href="http://www.elpac.org/">http://www.elpac.org/</a>

Date	Topic	Assignments
<b>Session 8</b> October 20	Beyond the Classroom: Social Aspects of an English learner's schooling experiences  Special Education and ELs  Multicultural / Socially Just / Culturally Responsive Lesson Planning	Echevarria, Vogt & Short (SIOP) – Ch. 10  Banks – Curriculum for Empowerment, Action & Change  Intro to Culturally Relevant Pedagogy (video) <a href="https://www.tolerance.org/magazine/an-introduction-to-culturally-relevant-pedagogy">https://www.tolerance.org/magazine/an-introduction-to-culturally-relevant-pedagogy</a>  Rubinstein-Avila – Conversation with Miguel  <b>DUE:</b> Reading Response #3
<b>Session 9</b> October 27	Parents, Families and Communities  Asset-based Approach to Parent Involvement	Quezada, Lindsey & Lindsey – Culturally Proficient Practices: Supporting Educators of EL Students  Wink – Critical Pedagogy  <b>DUE:</b> Home-School Communication Action Plan
<b>Session 10</b> November 3	Collaborative Session  Data Analysis of Effective Strategies	Reading / Activities TBD
<b>Session 11</b> November 10  <b>ONLINE</b>	Resources for ELs - Choosing information / materials to support your pedagogy	Websites to support teaching English Learners  <b>DUE:</b> Reading Response #4
<b>Session 12</b> November 17	Multicultural / Socially Just / Culturally Responsive Lesson Planning  Social Justice and Equity Action Plans	<b>DUE:</b> SDAIE “Multicultural” Lesson and Planning Commentary (Choice 1)
<b>Session 13</b> November 24  <b>ONLINE</b>	Multicultural / Socially Just / Culturally Responsive Lesson Planning  Social Justice and Equity Action Plans	<b>DUE:</b> SDAIE “Multicultural” Lesson and Planning Commentary (Choice 2)
<b>Session 14</b> December 1	Politics of Language Learning  Socially Just and Equitable instruction for English Learners	Gandara, et.al – Forbidden Language  <b>DUE:</b> SJE Action Plan (Poster Presentations on December 8th)
<b>Session 15</b> December 8	Collaborative Session – Reflection on the Fall and Planning for the Spring  SJE Action Plan Presentations	<b>DUE:</b> <i>Bring your Class Profile to class</i>  <b>DUE:</b> SJE Action Plan Poster Presentation