



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice

www.csusm.edu/soe

Course	EDUC 659
Title	Curriculum Development, Program Assessment, and Inclusion for Dual Language and Multilingual Education
CRN Number	21044
Days	Modules released on Tuesdays (15 weeks)
Time	Asynchronous weekly format
Course Location	ONLINE
Semester / Year	Spring 2018
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Office Hours	By appointment: online – SKYPE or phone (949) 385-1549 (cell)

WELCOME

It is my pleasure to welcome you to our online course and dual language community. This is one of four courses in our Dual Language (DL) Certificate that addresses the need to understand curriculum for multiliteracy development, program assessment/evaluation, and inclusion of struggling learners or students with language disorders. Some of you may have experiences in DL education, while others may just be hearing this term for the first time. Since our course is online, we may have participants from other state, national or international communities. Together we will share and learn about DL education from various perspectives. I am looking forward to our online interactions. I would like to share this quote with you as we begin our course, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart." - Nelson Mandela.

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

Course for new and practicing teachers will examine the importance of curriculum and assessment in dual language and multilingual education, including the needs of struggling learners or students with exceptionalities in language and learning.

Course Prerequisites

None

Course Objectives

1. Understand the important role of assessment and accountability in dual language and multilingual education
2. Understand how assessment & accountability impact program outcomes and language policies
3. Examine how programs can collect a variety of data using multiple measures to determine achievement of program goals
4. Document progress over time in both languages for oral proficiency, literacy and academic achievement of various student groups
5. Know how to analyze and interpret data in appropriate ways for program monitoring and improvement in dual language and multilingual programs (such as appropriate procedures & disaggregating data in meaningful ways)
6. Understand how student assessment is aligned with content and language standards as well as program goals, and is used for evaluation of the program and instruction (ongoing assessments for decision-making)
7. Examine steps in establishing an evaluation plan through the Evaluator's Toolkit for Dual Language Programs

8. Understand the need for assessments in languages other than English
9. Analyze curriculum alignment of content and linguistic standards, as well as cultural diversity.
10. Understand the needs of students with exceptionalities in language and learning in dual or multilingual environments
11. Learn and apply strategies for addressing the needs of struggling learners who may or may not be students with high incidence exceptionalities (e.g., speech and language, attention deficit disorder, discrepancies in reading and mathematics) in language and learning.
12. With regards to curriculum and assessment, learn how to advocate for students with high incident exceptionalities who may actually be language learners acquiring a new language.

Unique Course Requirements

Online environment requires a working computer/mobile device with internet access.

Credit Hour Policy Statement

This course is delivered through online instruction. Students are expected to complete all online assignments, activities, discussions, videos, etc. for up to 2.75 hours weekly. You should spend about 5-6 hours per module outside of the online environment in preparation for class (readings, writings, etc.) for the 3-unit of credit engaged in learning. 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

Required Texts

Fortune, T. & Menke, M. (2010). *Struggling Learners and Language Immersion Education: Research-based, Practitioner-informed Responses to Educators' Top Questions*. University of Minnesota: Center for Advanced Research on Language Acquisition. ISBN 978-0-9843-996-0-4

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). *Guiding principles of dual language education*. (2nd ed.). Washington, DC: US Department of Education and National Clearinghouse for English Language Acquisition. http://www.cal.org/twi/Guiding_Principles.pdf (download free)

Paradis, J., Genesee, F., Craigo, M. (2011). *Dual Language Development & Disorders: A Handbook on Bilingualism and Second Language Learning* (2nd Ed.). Baltimore: Paul Brooks Pub. ISBN-13: 978-1598570588

Evaluator's Tool Kit for Dual Language Programs **free resource download** at <http://www.cal.org/twi/EvalToolkit/whytoolkit.htm>

The sixth edition of the Publication Manual of the American Psychological Association (APA) is a required textbook for all CSUSM School of Education graduate-level courses (see www.apa.org).

Free Resources – Supplementary

Comprehensive Bibliography of Two-Way Immersion Education Research – Center for Applied Linguistics at http://www.cal.org/twi/bib_all.htm

Frequently Asked Questions about Dual Language Immersion – Center for Applied Linguistics at <http://www.cal.org/twi/faq.htm>

Directory of Two-Way Immersion Programs in the USA – Center for Applied Linguistics at <http://www.cal.org/twi/directory/index.html>

Glossary of Terms related to Dual Language/Two-Way Immersion in the USA - Center for Applied Linguistics at <http://www.cal.org/twi/glossary.htm>

Free download *World Language Content Standards for CA Public Schools* <http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>

Free download *CA Common Core en Español* <https://commoncore-espanol.sdcoe.net/Home>

Free download *CA Common Core State Standards*, California Department of Education Common Core at www.cde.a.gov/re/cc

Free *eStandards – California Common Core and ELD State Standards* app

Cougar Courses

Online class will be taught through Cougar Courses. All assignments will be submitted through Cougar Courses. Students will need to check modules 3-4 times weekly for readings, assignments, discussions, activities, and announcements. This course will require 100% online participation. Grades will be recorded on Cougar Course.

COURSE LEARNING OUTCOMES

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

1. SWBAT examine the role of assessment, multiple measures, data collection, and accountability in dual language and multilingual education and how they determine program outcomes and language policies through Assignment 1 – DL Program Assessment Review.
2. SWBAT align DL student assessment with content and language standards, as well as program goals in dual or multiple languages for oral proficiency, literacy and academic achievement through Assignment 1 – DL Program Assessment Review.
3. SWABT analyze and interpret data in appropriate ways for program monitoring and improvement in dual language and multilingual programs (such as appropriate procedures & disaggregating data in meaningful ways) through reading reflections and discussions.
4. SWABT analyze curriculum alignment of content and linguistic standards, as well as cultural diversity through Assignment 2 – Curricular Recommendations for Program Assessment.
5. SWABT assess needs of students with exceptionalities in language and learning in dual or multilingual environments through Assignment 3 – Case Study of a Struggling Learner.

Course Online Learning Goals

This course will be mainly taught through online learning, students will:

1. Participate in online learning experiences that provide an opportunity to reflect and experience perspectives from various communities.
2. Experience active learning, interaction, participation and collaboration among students in the online environment.
3. Collaborate with colleagues to build an online community using respectful communication skills that reflect an awareness of self and others, along with an ability to convey ideas in a variety of contexts.
4. Utilize a variety of media and content to achieve content objectives in the online environment.
5. Understand how to utilize a safe, legal and ethical application of digital information and technology including respect for copyright, intellectual property and the appropriate documentation of resources.
6. Participate in projects and assignments that meet content objectives and measure student achievement of learning goals.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that 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 – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. 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.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all online learning sessions and participate actively. At a minimum, students 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. ***Said attendance presumes preparation for course with readings and assignments done prior to each class session.*** Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

For this course: In this online course, active weekly participation is required in order to create an environment that nurtures and builds online community. Please schedule regular periods of time (3-4 times weekly) to check on course postings, announcements and assignments. **Modules begin on Tuesday each week and end on Monday of the following week (see online schedule of modules).** This means that forums will only be open for one week at a time. If you miss a forum discussion, no credit will be given for the related activities / assignments. The modules are planned to require approximately 2.75 hours per week, in addition to 5-6 hours of homework. This course will require 100% online participation. Students will need to use an up-to-date computer and operating system that has the ability and speed to listen to audio and video clips.

To be considered "present" for class each week, students must respond to the discussion forums posted by instructor, provide feedback to at least two peers' responses, submit work to be completed that week online, and either present or respond to presentations.

Each weekly module is equivalent to 1 week of instruction in a regular semester. Students missing two weekly modules cannot receive a passing grade for the class. ***Not participating on an online session will be considered an absence from class.*** Emergencies are considered on a case-by-case basis. However, notifying the instructor does NOT constitute an excuse. All assignments must be turned in on due dates even in case of an absence. Unless extraordinary circumstances are made known, this is NOT negotiable.

Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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

For this class: 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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

Courses that are entirely online will be taught through Cougar Courses. All assignments will be submitted through Cougar Courses. Students will need to check modules 3-4 times weekly for readings, assignments, discussions, activities, and announcements. Modules begin on Tuesday each week and end on Monday of the following week (see schedule of modules). Forums will only be open for one week at a time. If you miss a forum discussion, no credit will be given for the related activities / assignments. The modules are planned to require approximately 2.75 hours per week, in addition to 5-6 hours of homework. This course will require 100% online participation with 45 hours of class required for each unit of credit.

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 an online – asynchronous instructional format following a 15 week semester.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle/Cougar Courses, 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. All assignments will be submitted online. More details will be given in module directions.

During week days, I will respond to emails within 24-48 hours of receipt, but possibly later on weekends or holidays /vacations. Students should use e-mail provided by the university and must check their email and Cougar Course several times a week to check the website of the course - weekly agendas & announcements, submit assignments, check grades, participate in a forums / surveys, contact the instructor or students. Students must update their online course profiles. Each student must have a picture of his/her face (headshot) posted on the Cougar Course student profile.

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 are prepared to discuss the readings, submit required assignments, and participate in weekly 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.

Class Participation and Assignment Points

- | | |
|---|-----------|
| • Attendance, Participation, & Professional Disposition for online classes at instructor's discretion | 10 points |
| • Reading Discussant | 5 points |
| • Online Classroom Activities | 25 points |
| • Dual Language Program Assessment Review | 20 points |
| • Curricular Recommendations for Program Assessment | 20 points |
| • Case Study of a Struggling Learner | 20 points |

Total 100 points

Grading Standards and Policy on Late/Missed Work

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Assignments should be typed and double-spaced. Students who wish to revise an assignment graded below passing, must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. **Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).** A minimum of a B- is required to pass this course, because it is a Master of Arts level course.

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

DESCRIPTION OF ASSIGNMENTS

- Attendance/ Active Participation/Professional Dispositions (10 points)**
You are expected to attend all online class sessions and participate actively during all discussions and activities. In order to do so, you are expected to complete all required readings by the assigned date. **Please see attendance policy in this syllabus.** Your professional disposition is related to how you conduct yourself in class and in our online community. Dispositions and rubric for social justice, collaboration, critical thinking, professional ethics, reflective teaching & learning, and life-long learning can be found at the School of Education, CSUSM website <http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>.
- Reading Discussant (5 points)**
Individually or in pairs, students will lead a class discussion on the required weekly readings during our online forums. Students should identify 2-3 critical questions from the readings to lead the discussion and monitor participation throughout the week. All students should reference the readings in their questions (discussion leaders) and in their responses (participation in discussions). Participants will post a response and respond to 2 other students' responses during the week through value added comments.
Discussion Leader: 5 points
DUE: Readings throughout the course

RUBRIC Discussion Leader / On-Line Reading Discussions – 5 pts.			
Criteria	Credit Range Minimal or None, 1-2 pts.	Credit Range Approaching, 3-4 pts.	Credit Range Meets 5 pts.
Comprehensiveness (1 point)	Leader unprepared or minimal effort. Discussion participant response lacked reference to the required readings.	Leader prepared and implemented adequate questions for class discussion on assigned readings. Discussion participant response referenced some of the required readings.	Leader prepared and implemented excellent questions for class discussion on assigned readings. Discussion participant , response referenced all required readings and engaged peers in discussion.
Analysis (2 points)	Leader's questions provided little or no opportunity for analysis of topic. Discussion participant response lacked an analysis of the readings.	Leader provided adequate questions for analytical dialogue. Discussion participant response included a partial analysis of the assigned readings.	Leader provided excellent questions for analytical dialogue. Discussion participant responses included a comprehensive analysis of the assigned readings.
Insightful Connections (1 point)	Leader did not monitor or provide minimal support to peers. Discussion participant provided no connections between the topic(s) and the candidate's experiences. Responded to 1- 2 peers during discussion forum.	Leader monitored discussion and engaged peers in insightful connections. Discussion participant provided some connections between the topic(s) and the student's experiences demonstrated some understanding of the application of the reading topic(s) to practice. Responded to 1- 2 peers during discussion forum.	Leader monitored discussion and engaged peers in insightful connections. Discussion participant provided excellent connections between the topic(s) and the student's experiences demonstrating application to practice. Responded to at least 2 peers during discussion forum.
Conventions (1 point)	Response written with various errors. Writing distracted the reader's comprehension. Leader and discussion participant followed none/limited directions on how to structure and submit reading reflection. Candidate demonstrated none/limited engagement & participation in group discussions.	Response well written without minimal errors. Leader and discussion participant followed directions on how to structure and submit reading reflection. Candidate demonstrated some engagement & participation in group discussions.	Questions, directions and response well written without errors. Leader and discussion participant followed all directions on how to structure and submit reading reflection. Candidate demonstrated full engagement & participation in group discussions.

3. Online Classroom Community Activities (25 points)

These are activities related to our course topics and readings. It is crucial that all students engage in our online conversations in order to be part of the community and debrief the content through various modes, such as journals, forums, videos, interviews, surveys, etc. "A community is defined as a dynamic whole that emerges when a group of people share common practices and identify themselves with something larger than the sum of their individual relationships" (Palloff & Pratt, 2007). Communities are formed around issues of identity and shared values; they are not necessarily place-based (Palloff, 1996). You will need to use an up-to-date computer and operating system that has the ability and speed to listen to audio and video clips.

Written Assignments

Note: For the following written assignments, please consult the APA Manual (6th edition) for proper formatting and presentation guidelines (see www.apa.org). **Submission:** All 3 core written assignments must be submitted in

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

4. **Assignment #1 – Dual Language Program Assessment Review** (20 points)
See rubric for assignment at end of syllabus

Purpose: The goal of this assignment is to review the assessment results of a dual language or multilingual program of your choice. Dual language programs usually find difficulties in identifying appropriate assessments to measure the linguistic and academic outcomes of students in the target language. You will write a maximum of 5-8 page scholarly paper that outlines one of the following options. See rubric for this assignment at end of syllabus.

Option 1a: Results of a DL Program Assessment - Describe the type of program (one-way immersion, two-way immersion, developmental/maintenance, or revitalization of indigenous languages) and the results of the standardized or local assessments for the last 3-5 years. Examine the various factors that play a critical part in the linguistic and academic success of all students in the program. What patterns are evident from the results? How are scores used to guide instruction for all students? What factors seem to impact the test scores in this program? What are the instructional implications and your recommendations? How does data collection or analysis align to the Dual Language Evaluator's Toolkit? (Free download Center for Applied Linguistics, <http://www.cal.org/twi/EvalToolkit/whytoolkit.htm>) You will present your findings to your classmates.

Option 1b: Examine and Recommend Assessments for DL Program(s) - If you are unable to access data pertaining types of assessments used in a particular DL program, then you can examine and recommend potential assessments that could be valuable in measuring the linguistic and academic success of both languages (English and the target language) of the students in DL education in the areas of reading, writing, and/or speaking/listening. How will you defend your position to recommend these assessments in both languages? What do these assessments measure linguistically and/or academically in both languages? What grade levels are appropriate for these assessments? Are these assessments used by other DL programs? Are assessments in alignment to the Dual Language Evaluator's Toolkit? (Free download Center for Applied Linguistics, <http://www.cal.org/twi/EvalToolkit/whytoolkit.htm>) You will present your findings to your classmates.

Turn in your assignment via class Cougar Course under "Assignments." Late assignments do not receive full points. Check syllabus for due dates.

5. **Assignment #2 – Curricular Recommendations for Program Assessment** (20 points)
See rubric for assignment at end of syllabus

Purpose: Dual language programs struggle at times to find appropriate and quality materials in both languages that are comparable and equitable for all students, including authentic literature and materials representative of the student population. The goal of this assignment is to examine the curriculum, materials, and alignment of standards for a dual language program. See rubric for this assignment at end of syllabus.

Option 2a: Curriculum Assessment for Program Described in Assignment 1 - Based on your assessment results of assignment 1, indicate how the current curriculum is supporting/enhancing the DL program or lacking in instructional resources needed to support diverse students in content, linguistics, and cross-cultural competence. How are these materials used for differentiating instruction at various linguistic levels in both languages? How are diverse students depicted in these materials? How do students see themselves in the curriculum? What dialects are represented in the target language materials? (e.g., Spanish from Spain, Latin America) How does content address the CCSS standards or other world language standards? What are your recommendations to maintain/enhance/improve the curricular alignment based on the Guiding Principles for Dual Language Education (Center for Applied Linguistics, 2007, http://www.cal.org/twi/Guiding_Principles.pdf) and/or other tenets of dual/multilingual goals? Include other insights you have considered in your analysis pertaining to curriculum and

instruction that may have risen during your study. When writing your 5-8 page paper consider the following areas: current research pertaining to the guiding principles; bi/multilingualism, bi/multiliteracy and bi/multiculturalism; the linguistic & cultural diversity of the student population; and the academic & language proficiency results of students' assessments. You will present your findings to your classmates.

Option 2b: Curriculum Assessment for a Hypothetical DL Program - If you did not review a particular program in assignment 1, then based on your knowledge of dual language education (guiding principles and goals) and information learned in our course, select and recommend appropriate materials for a dual language program (e.g., Spanish/English, Chinese/English, trilingual). What materials will be used for English instruction? Provide reasons. What materials will be used for the target language(s) of instruction? Provide reasons. What grade levels will these materials address? How are these materials used for differentiating instruction at various linguistic levels in both languages? How are diverse students depicted in these materials? How do students see themselves in the curriculum? What dialects are represented in the target language materials? (e.g., Spanish from Spain, Latin America) How does content address the CCSS standards or other world language standards? Include other insights you have considered in your analysis pertaining to curriculum and instruction that may have risen during your analysis. When writing your 5-8 page paper consider the following areas: current research pertaining to this guiding principle; bi/multilingualism, bi/multiliteracy and bi/multiculturalism; the linguistic & cultural diversity of the student population; and academic & language proficiency results of students' assessments. You will present your findings to your classmates.

Turn in your assignment via our class Cougar Course under "Assignments." Projects will be shared with community. Late assignments do not receive full points. Check syllabus for due dates. We will share assignment with our online community.

6. Assignment #3 – Case Study of a Struggling Learner (20 points)
See rubric for assignment at end of syllabus

Purpose: The goal of this assignment is to better understand the instructional needs of students who are at risk or have exceptionalities in language and learning in DL programs. If you are analyzing the instructional needs of a DL student with *language impairment*, refer to chapter 9 in our textbook (Paradis, Genesee & Crago, 2011) to examine assessment and interventions. If you are examining a struggling DL learner with *reading impairment*, refer to Chapter 10 (Paradis et al., 2011). See rubric for this assignment at end of syllabus.

Option 3a: Examining the Case of a Real DL Struggling Learner - You will identify and describe a student who is facing challenges in a bilingual/multilingual setting. Are the instructional challenges indicative of both languages of instruction? Is student struggling due to a learning disability or language difference? If possible, examine samples of student work in both languages in the areas of struggle and assessment results. Indicate any interventions, differentiation, modifications or accommodations the student receives in his/her instructional program and in what language(s). After examining the student's work sample, assessments, and instructional program, indicate the learning needs and any other modifications/accommodations you would include in his/her instructional plan. Also address the emotional, psychosocial (interaction between social and psychological factors), and psycholinguistic (relationship between language and cognition) development needs of the struggling learner. You will present your 5-8 page paper to your classmates. Release forms for permission are included below. You may need to translate the form into your regional/national language.

Option 3b: Interviewing a Teacher of a DL Struggling Learner - If not able to examine examples, assessments, and instructional program for a struggling DL student at your school, then interview an educator who has a student who would meet the criteria of a struggling DL learner. In your interview, find out about the student's background, languages, disabilities, work samples, assessments, and instructional program, then indicate the learning needs and any other modifications/accommodations you would include in his/her instructional plan. Also address the emotional, psychosocial (interaction between social and psychological factors), and psycholinguistic (relationship between language and cognition) development needs of the struggling learner. You will present your 5-8 page paper to your classmates.

Option 3c: Examining the Case of a Struggling Learner in our Textbook - If you are not able to have access to real students or able to interview a DL educator about his/her struggling learner, then select a

“real story” of a struggling learner from our textbook (Fortune & Menke, 2010) and examine the case study of the student through information learned in our course and textbook. Indicate what you learned about the student’s background, and any interventions, differentiation, modifications or accommodations the student received in his/her instructional program. After examining the student’s work sample, assessments, and instructional program, indicate the learning needs and any other modifications/accommodations you would include in his/her instructional plan. Also address the emotional, psychosocial (interaction between social and psychological factors), and psycholinguistic (relationship between language and cognition) development needs of the struggling learner. You will present your 5-8 page paper to your classmates.

Turn in your assignment via our class Cougar Course under “Assignments.” Projects will be shared with community. Late assignments do not receive full points. Check syllabus for due dates. We will share assignment with our online community.

Tentative Course Schedule

The following page includes a tentative course schedule. Professor may adjust readings or assignments as dictated by the needs of the course.

TENTATIVE COURSE SCHEDULE

ONLINE EDUC 659 - Curriculum Development, Program Assessment, and Inclusion for Dual Language and Multilingual Education Spring 2018, Dr. Xochitl Archey			
Week Start Day	Module	Topics	Readings
Week prior to start Jan. 16	0	Getting Started <ul style="list-style-type: none"> • Course Overview • Preview signature assignments • Elements of Online Community • What is Dual Language Education? - websites • Pose questions to professor • Introductions 	Dual Language Education see websites http://www.colorincolorado.org/blog/dual-language-instruction-overview-part-i ; & http://www.colorincolorado.org/classroom-video/making-dual-language-immersion-work
Week 1 Jan. 23	1	Student-Involved Assessments & Teacher Feedback <i>Objective 1: Understand the important role of assessment and accountability in dual language/multilingual education.</i> <ul style="list-style-type: none"> • Rethinking formative assessment and feedback • Skills of Self-Assessment • Seven principles of good feedback 	Readings on Cougar Course: <i>Classroom Assessment for Learning</i> (Chappuis & Stiggins, 2002); <i>Formative Assessments: Principles of Good Feedback</i> (Nicol & MacFarlane-Dick, 2006)
Week 2 Jan. 30	2	Guiding Principles for Dual Language Education – Assessment & Evaluation <i>Objective 2: Understand how assessment & accountability impact program outcomes and language policies.</i> <i>Objective 6: Understand how student assessment is aligned with content and language standards as well as program goals, and is used for evaluation of the program and instruction.</i> <ul style="list-style-type: none"> • Assessment and Evaluation of L1, L2 & biliteracy/bilingualism • Alignment to program's vision & goals • ¡CHISPA! Dual Language Education for resources, news, and inspiration 	Download Guiding Principles http://www.cal.org/twi/Guiding_Principles.pdf Strand 1 - Assessment & Evaluation, pp. 7-9; 52-61 and rubric pp. 104-106. ¡CHISPA! http://www.scoop.it/t/dual-language-education
Week 3 Feb. 6	3	Assessment & Accountability <i>Objective 3: Examine how programs can collect a variety of data using multiple measures to determine achievement of program goals.</i> <i>Objective 8: Understand the need for assessments in languages other than English.</i> <ul style="list-style-type: none"> • Assessment for decision-making and improving instruction • Appropriate curriculum and related standards • Role of multiple measures in both languages • Assessment of ELLs 	Readings on CC: <i>Guidelines for the Assessment of English Language Learners</i> (ETS, 2009) Download World-Readiness Standards for Language Learning, 2015) https://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf <i>CA Common Core Español</i> (2013) http://commoncore-espanol.com/sites/default/files/Grados%20K-

			5%20Espa%C3%B1ol%20Nacional.pdf WIDA - Spanish Language Development (SLD) Standards (2013) https://www.wida.us/standards/sld.aspx
Week 4 Feb. 13	4	Part 1 - Evaluator's Toolkit for Dual Language Programs: <i>Objective 4: Document progress over time in both languages for oral proficiency, literacy and academic achievement of various student groups.</i> <i>Objective 7: Examine steps in establishing an evaluation plan through the Evaluator's Toolkit for DL Programs</i> <ul style="list-style-type: none"> Examine tool for evaluation of DL program Why evaluate & how to form questions Templates for data collection (see toolkit) 	Download: Free Evaluator's Toolkit http://www.cal.org/twi/EvalToolkit/whytoolkit.htm Section 1 – Why evaluate? Section 2 - How to frame evaluation questions? See templates & resources for collecting data. http://www.cal.org/twi/EvalToolkit/downloads.htm
Week 5 Feb. 20	5	Part 2 - Evaluator's Tool Kit for Dual Language Programs: <i>Objective 5: Analyze and interpret data in appropriate ways for program monitoring and improvement in DL and multilingual programs.</i> <ul style="list-style-type: none"> Data collection plan and timeline What the test scores mean Analyzing data Presentations 	Download: Free Evaluator's Tool Kit http://www.cal.org/twi/EvalToolkit/whytoolkit.htm Section 3: What data to collect? Section 5: Test scores & what they mean Section 6: How in the world do I analyze the data?
Week 6 Feb. 27	6	Guiding Principles for Dual Language Education: <i>Objective 9: Analyze curriculum alignment of content and linguistic standards, as well as cultural diversity.</i> <ul style="list-style-type: none"> Standards-based and develops bilingual, biliterate, multicultural competencies Process to develop & revise high quality curriculum Curriculum is fully articulated for all students 	Download Guiding Principles http://www.cal.org/twi/Guiding_Principles.pdf Strand 2 Curriculum - pp. 10-11; pp. 62-67, rubric. 107.
Week 7 Mar. 6	7	Language: Culture & Cognition <i>Objective 10: Understand the needs of all students, including exceptionalities in language and learning in dual/multilingual environments.</i> <ul style="list-style-type: none"> Socialization - patterns of language & culture Early language & cognitive development 	Textbook Chs 2 & 3 (Paradis, Genesee, Craigo, 2011) Due Assignment 1 & Presentations
Week 8 Mar. 13	8	Simultaneous Bilinguals & Code-Mixing <i>Objective 10: Understand the needs of all students, including exceptionalities in language and learning in dual or multilingual environments.</i> <ul style="list-style-type: none"> Understanding bilingual & second language development Language systems of bilingual children Why children code-mix? 	Textbook Chs 4 & 5 (Paradis, Genesee, Craigo, 2011)
Week of Mar. 19-24 Spring Break - Enjoy!			
Week 9 Mar. 27	9	Second Language Development in Children <i>Objective 10: Understand the needs of all students, including exceptionalities in language and learning in dual/multilingual environments.</i> <ul style="list-style-type: none"> Stages & rates of L2 Acquisition 	Textbook Ch 6 (Paradis, Genesee, Craigo, 2011)

		<ul style="list-style-type: none"> L1 loss in minority children 	
Week 10 Apr. 3	10	Schooling in a Second Language <i>Objective 10: Understand the needs of all students, including exceptionalities in language and learning in dual/multilingual environments.</i> <ul style="list-style-type: none"> Minority & majority language students Cultural, academic & family factors Presentations 	Textbook Ch 8 (Paradis, Genesee, Craigo, 2011) Due Assignment 2 & Presentations
Week 11 Apr. 10	11	Dual Language and Disorders <i>Objective 12: With regards to curriculum and assessment, learn how to advocate for students, including those with high incident exceptionalities who may actually be language learners acquiring a new language.</i> <ul style="list-style-type: none"> Language Delay, Impairment & RTI L1/L2 Reading acquisition & impairment 	Textbook Chs 9 & 10 (Paradis, Genesee, Craigo, 2011)
Week 12 Apr. 17	12	Program Suitability & Learner Disability <i>Objective 10: Understand the needs of all students, including exceptionalities in language and learning in dual/multilingual environments.</i> <ul style="list-style-type: none"> Are Bi/Multilingual programs for all students? Delay or disorder Learner considerations 	Textbook Chs 1 & 2 (Fortune & Menke, 2011)
Week 13 April 24	13	Best Practices for Struggling Learners: <i>Objective 11: Strategies for addressing the needs of struggling learners who may or may not be students with high incidence exceptionalities in language and learning.</i> <ul style="list-style-type: none"> Kind of assessments for struggling learners Research-based adaptations for effective pedagogy 	Textbook Chs 4 & 5 (Fortune & Menke, 2011)
Week 14 May 1	14	Interventions & Recommendations for Language Use <i>Objective 11: Strategies for addressing the needs of struggling learners who may or may not be students with high incidence exceptionalities in language and learning.</i> <ul style="list-style-type: none"> Additional support for language learners Communicating with parents Are pre-assessments appropriate? 	Textbook Chs 6, 8 & 9 (Fortune & Menke, 2011)
Week 15 May 8	15	RTI and English Learners: Disability or Linguistic Differences <i>Objective 11: Strategies for addressing the needs of struggling learners who may or may not be students with high incidence exceptionalities in language and learning.</i> <ul style="list-style-type: none"> Distinguishing Disability from Difference Role and checklists for team Special considerations for secondary EL students Research topics & presentations 	Textbook Readings in CC <i>Distinguishing Disability from Linguistic Difference</i> (Echevarria et al., 2015); & <i>Special Considerations</i> (Echevarria et al, 2015) Due Assignment 3 & Presentations
Week 16 May 15	16	No final exam	no class
All assignments, requirements and due dates are available in our Cougar Course. Participants should check Cougar Courses regularly for updates under Announcements. Professor has prerogative to change weekly scheduled assignments and readings based on class needs.			

Checklist for Assignments**EDUC 659****Dr. Archey**

Assignments	Possible Points	Points Earned	Upload assignment to...
Attendance, Participation & Personal Disposition	10 points	Professor's discretion	N/A
Reading Discussions	5 points		Cougar Course
Online Classroom Activities	25 points		Cougar Course
<i>Assignment #1</i> – Dual Language Program Assessment	20 points		Cougar Course
<i>Assignment #2</i> – Curricular Recommendations for Program Assessment	20 points		Cougar Course
<i>Assignment #3</i> – Case Study of Struggling Learner	20 points		Cougar Course
Total	100 points		

NOTES:



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EDUC 659 - RUBRIC Assignment 1: Dual Language Program Assessment Review

Need minimum of 80% (B-) passing grade.

Criteria – 20 points total	Developing - 2	Approaching – 3 points	Meets – 4 points (20 pts. Total)
Describe the type of program (one-way, two-way, developmental/maintenance, or revitalization of indigenous languages) at school site or district.	Limited description of program at school site or district. Simple statements with little examination.	Narrow description of program at school site or district. General statements, lacked depth.	Excellent description of program at school site or district. Explicit statements with details.
Describe implementation of the program and the representative student populations.	Limited analysis of program implementation. Limited examination of student population in the program. Simple statements provided little examination.	Narrow analysis of program implementation. Some examination of student population in the program. General statements, lacked depth.	Excellent analysis of program implementation. Excellent examination of student population in program. Details included types of programs for all students (special needs, gifted, etc.).
Analyze results of the standardized or local assessments for the last 3-5 years of program implementation.	Limited analysis of standardized or local assessments for the last 3-5 yrs of program implementation. Table of scores not included with analysis. Simple statements provided little examination.	Narrow analysis of standardized or local assessments for the last 3-5 years of program implementation. Table of scores included with some analysis. General statements, lacked depth.	Excellent analysis of standardized or local assessments for the last 3-5 years of program implementation. Included clear table of scores with analysis.
Based on the assessment results, examine the various factors that play a critical part in the linguistic and academic success of all students in the program.	Limited analysis of the various factors that play a critical part in the linguistic and academic success of all students in the program. Limited insights/comments. Simple statements provided little examination of possible factors.	Narrow analysis of the various factors that play a critical part in the linguistic and academic success of all students in the program. Narrow insights/comments. General statements, lacked depth on possible factors.	Excellent analysis of the various factors that play a critical part in the linguistic and academic success of all students in the program. Excellent insights/comments on possible factors.
Paper meets conventions of APA paper format at graduate level writing skills based on directions given in syllabus. Participation and presentation..	Poor paper without clear headings, subheadings and cogent analysis. Lacked APA style. Paper does not meet CSUSM graduate level writing. Limited participation in presentation.	Satisfactory paper with headings, subheadings and analysis. Inconsistent use of APA writing at graduate level. Maximum 5-8 pages in length. Included introduction, body, conclusion, references, and tables. Satisfactory participation & presentation.	Excellent paper with clear headings, subheadings and cogent analysis. Consistent with APA writing guidelines at graduate level. Maximum 5-8 pages in length. Included introduction, body, conclusion, references, and tables.

			Excellent participation & presentation.
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EDUC 659 - RUBRIC Assignment 2: Curricular Recommendations for Program Assessment

NOTE: Assignment must meet a minimum of 80% (B-) for a passing grade.

EDUC 659 - RUBRIC Assignment 3: Case Study of a Struggling Learner

Assignment must meet a minimum of 80% (B-) for a passing grade.

Criteria	Developing - 2	Approaching – 3 points	Meets – 4 points (20 pts. Total)
Identify and describe a struggling learner who is	Limited description of a struggling learner who is facing challenges in a	Narrow description of a struggling learner who is facing challenges in a	Excellent description of a struggling learner who is facing challenges in a
Criteria 20 points total Example: identify a curriculum and alignment of standards for the program you analyzed in assignment 1.	Developing 2 Limited description of curriculum and alignment of standards. Simple statements with little examination .	Approaching 3 points Narrow description of curriculum and alignment of standards. General statements, lacked depth .	Meets 4 points (20 pts. Total) Excellent description of curriculum and alignment of standards. Explicit statements with details.
Recommendations for instructional plan based on the current curriculum and program workload and assessment results to support all students in content, linguistic diversity, and cross-cultural	Limited development of instructional limited analysis of how the current curriculum of sustaining the program or lack of assessment needs lacked depth discussion of the instructional diversity, and cross-cultural competence. Simple statements provided little examination .	Narrow development of instructional narrow analysis of how the current curriculum of sustaining the program or lack of assessment needs Narrow support all students in content, linguistic diversity, and cross-cultural competence. General statements, lacked depth .	Excellent development of instructional Excellent analysis of how the current curriculum of sustaining the program or lack of assessment needs Discussed all students in content, linguistic diversity, and cross-cultural competence. Discussed in the examination of student's work cross-cultural competence meaningful instructional plan.
Instructional plan addressed the emotional, psychosocial, and psycholinguistic development needs of the student	Limited instructional plan of the examination of student's emotional, psychosocial, and psycholinguistic development needs .	Instructional plan included some examination of student's emotional, psychosocial, and psycholinguistic development needs . General statements.	Instructional plan included excellent examination of student's emotional, psychosocial, and psycholinguistic development needs .
Analyze the curricular development based on the Guiding Principles for Dual Language Education and/or other tenets of dual/multilingual goals.	Limited instructional plan of the other tenets of dual/multilingual goals. Simple statements provided little examination of interventions, differentiation, modifications or accommodations made to the student's education.	Instructional plan included some other tenets of dual/multilingual goals. General statements, lacked depth examination of interventions, differentiation, modifications or accommodations made to the student's education. Narrow analysis of other insights related to curriculum & instruction, including any research. Narrow insights/comments . General statements, lacked depth .	Instructional plan included excellent other tenets of dual/multilingual goals. Excellent examination of interventions, differentiation, modifications or accommodations made to the student's education. Excellent insights/comments .
Include other insights you have considered in your analysis pertaining to curriculum and instruction that may have arisen during your study, including any research as evidence	Limited analysis of other insights related to curriculum & instruction, including any research. Limited insights/comments . Simple statements provided little examination .	Narrow analysis of other insights related to curriculum & instruction, including any research. Narrow insights/comments . General statements, lacked depth .	Excellent analysis of other insights related to curriculum & instruction, including any research. Excellent insights/comments .
Instructional plan meets VCHC study, including any research as evidence	Limited paper without clear headings, subheadings and cogent analysis. Lacked APA style . Paper does not meet CSUSM graduate level writing. Limited participation & presentation.	Satisfactory paper with headings, subheadings and analysis. Inconsistent use of APA writing at graduate level. Double-spaced, maximum 5-8 pages in length. Included introduction, body, conclusion, references, and tables. Satisfactory participation & presentation.	Excellent paper with clear headings, subheadings and cogent analysis. Consistent with APA writing guidelines at graduate level. Double-spaced, maximum 5-8 pages in length. Included introduction, body, conclusion, references, and tables. Excellent participation & presentation.
APA paper format at graduate level writing skills based on the needs of my class. APA paper format at graduate level writing skills based on directions given in syllabus.	Limited paper with clear headings, subheadings and cogent analysis. Lacked APA style . Paper does not meet CSUSM graduate level writing. Limited participation & presentation.	Satisfactory paper with headings, subheadings and analysis. Inconsistent use of APA writing at graduate level. Double-spaced, 1" margins, maximum 5-8 pages in length. Included introduction, body, conclusion, references, and tables. Satisfactory participation & presentation.	Excellent paper with clear headings, subheadings and cogent analysis. Consistent with APA writing guidelines at graduate level. Double-spaced, 1" margins, 5-8 pages maximum in length. Included introduction, body, conclusion, references, and tables. Excellent presentation.