Course & Section Nos.	**EDSS 555 (01) / (02)**
Course Title	**Secondary Multilingual Education**
Class Roster No.	**40308 / 40309**
Course Day(s)	**Mondays**
Time	**7:30 – 10:00 / 10:15am – 12:45pm**
Course Location	**UH 444**
Semester / Year	**Fall 2018**
Instructor	**Annette M. Daoud, Ph.D.**
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E-Mail	**adaoud@csusm.edu**
Office	**UH 410**
Office Hours	**Before / After class and by appointment**

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

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

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

TABLE OF CONTENTS

COURSE DESCRIPTION

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

Course Readings - available on the EDSS 555 Cougar Course website

Sprenger, M. (2017). *101 Strategies to Make Academic Vocabulary Stick.* Alexandria, VA: ASCD
(This text will be given to you during Class Session 3 – DO NOT BUY)

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 2018-19 academic year the CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment)

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on this website:
http://www.ctcpa.nesinc.com/Home.aspx

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.

<h1 style="text-align:center">COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS</h1>

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 / EL Survey & Reflection — 20 points
- ELD / SDAIE Lesson Observation — 10 points
- SDAIE Vocabulary Lesson — 15 points
- Cal TPA SDAIE / Vocabulary Lesson Rationale — 10 points
- Scope and Sequence focused on English Learners — 10 points
- Home-School Communication Action Plan — 15 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. Assignments submitted late will not receive full credit. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

ASSIGNMENT DESCRIPTIONS

Reading Responses / EL Survey & Reflection (5 points each)   **20 points**

You will submit the survey you created in Orientation along with a reflection specific to getting to you're your English learner students (5 points). There are three (3) 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 your analysis.

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

(TPE 4.1, 4.4, 5.1, 6.2, 6.5, 6.7, Foundational SJE)

ELD / SDAIE Lesson Observation   **10 points**

For this assignment, you will observe an ELD or SDAIE lesson at your school site in a classroom **setting that includes your English learner focus student** (ELD, SDAIE / Sheltered, or "mainstream"). Your observation write-up should include; a description of the classroom, what the teacher did (instructional strategies), and what the students did (learning activities). You can refer to the SIOP Protocol (EDSS 555 Cougar Course - "Resources") as a guideline for what to look for in an effective lesson for English learners. In your write-up, you should discuss why the lesson/activity observed was effective for the English learners in the class as well as specifically for your English learner focus student. You may want to consider the following questions in your write-up for your English learner focus student: how did s/he engage in the lesson?, Interact with his/her peers?, was s/he successful in meeting the language and content objectives?, how did the teacher differentiate for her/him?

ELD/SDAIE Observation Components / Criteria	Full Credit	Partial Credit	No Credit
Description of the class 2 points	Description of the class includes; type of class, number of students AND number and proficiency levels of ELs	Write-up includes a partial description (i.e., type of class and the total number of students in the class)	Write-up did not include a description of the class
Instructional Strategies (What the teacher did) 4 points	Write-up includes a description of identified **SDAIE** instructional strategies used by the teacher observed in the lesson AND an analysis of why the strategies were effective	Write-up includes a description of the instructional strategies used by the teacher observed in the lesson	Write-up did not include a description of the instructional strategies used by the teacher observed in the lesson
Learning Activities (What the students did) 2 points	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	Write-up includes a description of the student activities observed in the lesson	Write-up did not include a description of the student activities observed in the lesson
Focus Student 2 points	Write-up includes detailed information on the English learner focus student as described in the assignment;	Write-up includes general information on the English learner focus student	Write-up does not include information on the English learner focus student

Syllabus is subject to change.

(TPE 1.6, 3.2)

SDAIE Vocabulary Lesson   **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.

*This rubric has additional components specific to English learners for EDSS 555 (in **bold**).*

Design Component & Criteria	Exceeds (includes the criteria for Approaching & Meets)	Meets (includes the criteria for Approaching)	Approaching
BACKGROUND INFO **Title, Curriculum Area & Grade Level**	Provides a title that is related to the lesson activity & addresses the unit it belongs to and in what curriculum area and grade & describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.	Provides a title that is related to the lesson activity & addresses the unit it belongs to and in what curriculum area and grade	Provides a title that is related to the lesson activity
Resources	All instructional materials that are needed to implement the lesson are listed, provided, & is accompanied with a detailed written explanation on how each resource is designed to build on each student's assets/needs (cultures, languages, funds of knowledge, prior experience, and interests).	All instructional materials that are needed to implement the lesson are listed, provided, & is accompanied with a written explanation on how each resource is designed to build on the whole classes' assets and needs (cultures, languages, funds of knowledge, prior experience, and interests), as well as the 3 focus students.	All instructional materials needed to implement the lesson are listed, but not all materials are provided and there is not a written explanation for each resource.
CENTRAL FOCUS **Standards, Enduring Understandings & Essential Questions**	Identifies CA Content & ELD Standards and describes the rationale for teaching this lesson (*big ideas- enduring understandings, essential questions*) & addresses how the instructional strategies and the learning activities are suited to meet the standard and objective of the lesson & explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning. **ELD Standard provided is at the appropriate proficiency level(s) for the English learner(s) identified on the Class Profile**	Identifies CA Content & ELD Standards and describes the rationale for teaching this lesson (*big ideas- enduring understandings, essential questions*) & addresses how the instructional strategies and the learning activities are suited to meet the standard and objective of the lesson. **ELD Standard provided is at the appropriate level for some of the English learners in the class**	Identifies the CA Content and ELD Standards and describes the rationale for teaching this lesson (*big ideas- enduring understandings, essential questions*). **ELD Standard provided is not at the proficiency level(s) appropriate for the English learners in the class**
EVIDENCE OF LEARNING **Objectives & Assessments**	Both CA Content and ELD Standards are addressed in an objective that contains a condition, verb, and criteria and is assessed. Each objective is labeled by the type (*cognitive, affective, psychomotor or language*), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative). Expectations are clearly communicated to students via rubric, model or sample student work. **Assessment is differentiated at the appropriate proficiency level(s) for the EL students identified on the Class Profile**	Both CA Content and ELD Standards are addressed in an aligned objective that contains a condition, verb, and criteria and is assessed. Expectations are clearly communicated to students via rubric, model or sample student work. **Assessment is differentiated for English learners in the class**	Both CA Content and ELD Standards are addressed in an aligned objective and assessment. **Assessment is not differentiated for English learners in the class**
INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	Provide a script of the instructional strategies the teacher will implement in the lesson and describes what the students will do during the learning activities. Universal Design strategies are highlighted and Differentiation strategies are in colored font (with an explanation of the asset/need that it addresses noted in parenthesis, i.e.	Provide a list of the instructional strategies the teacher will implement in the lesson and describes what the students will do during the leaning activities. Universal Design strategies are highlighted and Differentiation strategies are in colored font (with	Provide a list of steps the teacher will take to implement the lesson and describes what the students will do during the instructional strategies. **SDAIE strategies are not**

Syllabus is subject to change.

	ELPAC score, IEP, or reading level). Provides a written script for teacher and times for each learning activity. **SDAIE strategies are appropriately scaffolded (based on proficiency levels) for the English learners identified on the Class Profile, including the EL focus student**	an explanation of the asset/need that it addresses noted in parenthesis, i.e. ELPAC score, IEP, or reading level). Provides a written script for teacher and times for each learning activity. **SDAIE strategies are appropriately scaffolded (based on proficiency levels) for the English learners identified on the Class Profile**	**scaffolded appropriately for the English learners in the class**
Self-Evaluation (10% will be deducted if not included)	Provides a copy of the rubric with the lesson plan & highlights or circles the evaluated criteria for each lesson component. Provides evidence for each criteria marked & identifies where each component is addressed, i.e. Universal Design Strategy of a graphic organizer is noted on page 2 of lesson plan in Anticipatory Set.	Provides a copy of the rubric with the lesson plan & highlights or circles the evaluated criteria for each lesson component.	Provides a copy of the rubric with the lesson plan.

(TPE 2.2, 2.5, 3.1, 3.2, 3.5, 4.4, 5.1, 5.7, Foundational SJE)

Cal TPA SDAIE Vocabulary Lesson Rationale   10 points
Teacher candidates will write a rationale for their SDAIE Vocabulary lesson aligned to the criteria used for Cal TPA. You will work with a partner to peer review each other's vocabulary lesson to find evidence that supports the rationale provided. A peer-review checklist will be provided in class.
(TPE 2.2, 2.5, 3.1, 3.2, 3.5, 4.4, 5.1, 5.7, Foundational SJE)

Scope and Sequence focused on English Learners   10 points
For this assignment, teacher candidates will build upon the Scope and Sequence Unit you will do in your methods classes. You will submit your Scope and Sequence Unit along with a reflection that explains how you infused standards, objectives and strategies for English learners throughout the unit. You will complete a checklist (provided in class) that explains how your unit plan addressed English learners in your class, including how you differentiated strategies, activities and assessments for your English learner focus student.
(TPE 3.1, 3.2, 3.5)

Home – School Communication Action Plan   15 points
Teacher candidates will research "best practices" of communicating with parents / guardians, particularly those whose primary language is not English. Based on their findings, each candidate will create an action plan of how he/she plans to communicate with all parents and guardians upon becoming a teacher.

Communication Plan Components/Criteria	Full Credit	Partial Credit	No Credit
To Name 2 points	An issue is named in the Action Plan *and* includes a description of the parents / guardians the plan addresses	An issue is named in the Action Plan	An issue is not named in the Action Plan
To Reflect Critically 3 points	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	The Action Plan contains a critical reflection of the identified issue	The Action Plan does not include a critical reflection of the identified issue
To Act 10 points	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	An action plan addressing the identified issue is included	An action plan addressing an identified issue is not included

(TPE 5.5, Foundational SJE)

Syllabus is subject to change.

Social Justice and Equity Action Plan & Presentation   **20 points**
In EDSS 555, you are responsible for demonstrating that you have met the Foundational 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 3rd** .

SJE Action Plan Components/Criteria	Full Credit	Partial Credit	No Credit
To Name 2 points	An issue is named in the SJE Action Plan *and* the plan includes a description of the English learners the plan addresses as well as the implications on their educational experiences	An issue is named in the SJE Action Plan	An issue is not named in the SJE Action Plan
To Reflect Critically 4 points	The SJE Action Plan includes a critical reflection of the identified issue *and* the plan include with references to course readings, discussions / interviews with colleagues, and/or your experiences with English learners	The SJE Action Plan includes a critical reflection of the identified issue	The SJE Action Plan does not include a critical reflection of the identified issue
To Act 10 points	An action plan addressing the identified issue is included *and* the plan contains the following: specific steps or activities, detailed processes, and a timeline that demonstrates how social justice & equity for ELs will be achieved	An action plan addressing the identified issue is included	An action plan addressing an identified issue is not included
Presentation 4 points	Candidate prepares a poster presentation and presents his/her SJE Action Plan	Candidate prepares a poster presentation but does not present his/her Action Plan	Candidate does not prepare or present the SJE Action Plan

(TPE 6.4, Foundational SJE)

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

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

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must 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. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or make an appointment.

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
Session 1 August 27	Introduction / Overview Schooling Experiences of CA's English Learners Working with the ELD Standards: Profiles of English Learners at various proficiency levels	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 Appendix C: Theoretical Foundations & Research Base for the CA ELD Standards **DUE:** Survey and English learner student reflection *Download the California ELD Standards for your grade level*
Session 2 September 3 **ONLINE**	Second Language Acquisition: Theoretical Frameworks / Theory to Practice	Collier – Acquiring A 2nd Language for School Wright – Language Learning and Teaching **DUE:** Data – Who Are the English learners at your school site? **DUE:** Reading Response # 1
Session 3 September 10	Collaborative Lesson Planning Building Background – vocabulary development Using SDAIE strategies	Echevarria, Vogt & Short (SIOP) – Building Background Cloud, et. al – Using Native Language in the Classroom Gibbons – Collaborative Group Work & 2nd Language Learning **DUE:** Reading Response # 2 **DUE**: *Vocabulary words / concepts for lesson planning session*
Session 4 September 17	Multicultural Education / Culturally Responsive Pedagogy Students' assets and needs Tapping into Funds of Knowledge Analyzing injustices and beginning to take socially just and equitable actions	G. Gay – Culturally Responsive Teaching (Ch. 1) Banks – Curriculum for Empowerment, Action & Change Intro to Culturally Relevant Pedagogy (video) https://www.tolerance.org/magazine/an-introduction-to-culturally-relevant-pedagogy Rubinstein-Avila – Conversation with Miguel **DUE:** Reading Response #3
Session 5 September 24	Collaborative Lesson Planning Differentiated Assessments for English Learners	Fairbairn & Jones-Ho – General Principles of EL Assessment and Instruction **DUE**: *Draft of SDAIE lesson* **DUE**: ELD / SDAIE Observation
Session 6 October 1	SDAIE - Reading and Writing Strategies Across Content Areas Academic English Socially Just Actions at Your School Site	Olson, Scarcella & Matuchniak – Informative/Explanatory Texts Calderon, Trejo & Montenegro – Reading to Learn & Learning to Read **DUE:** SDAIE Vocabulary Lesson Plan

Daoud, EDSS 555

Syllabus is subject to change.

Date	Topic	Assignments
Session 7 October 8	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: http://www.elpac.org/
Session 8 October 15	Special Education and ELs Resources for ELs - Choosing information / materials to support your pedagogy Peer Review – Cal TPA Rationales	Hamayan, et. al – A Framework for Considering the Special Needs of English Language Learners Websites to support teaching English Learners **DUE**: Cal TPA SDAIE / Vocabulary Lesson Rationale
Session 9 October 22	Collaborative Session Data Analysis of Effective Strategies	Reading / Activities TBD
Session 10 October 29	Beyond the Classroom: Social Aspects of an English learner's schooling experiences	Dutro & Kinsella – ELD: Issues and Implementation **DUE**: Scope and Sequence focused on English Learners
Session 11 November 5	Parents, Families and Communities Asset-based Approach to Parent Involvement	Quezada, Lindsey & Lindsey – Culturally Proficient Practices: Supporting Educators of EL Students Wink – Critical Pedagogy **DUE**: Home-School Communication Action Plan
Session 12 November 12 **ONLINE**	Cal TPA Multicultural / Socially Just / Culturally Responsive Lesson Planning	**DUE: Cal TPA** (No Late Submissions}
Session 13 November 19 **ONLINE**	Social Justice and Equity Action Plans	Any additional resources needed to complete your Social Justice & Equity Action Plans
Session 14 November 26	Politics of Language Learning Socially Just and Equitable instruction for English Learners	Gandara, et.al – Forbidden Language **DUE**: SJE Action Plan (Poster Presentations on December 3rd)
Session 15 December 3	Collaborative Session – Reflection on the Fall and Planning for the Spring SJE Action Plan Presentations	**DUE:** *Bring your Class Profile to class* **DUE:** SJE Action Plan Poster Presentation

Syllabus is subject to change.