California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

333 South Twin Oaks Valley Road, University Hall 468
San Marcos, California 92096-0001
760.750.4300
www.csusm.edu/education

Course Number	EDMI 555
Title	Middle Level Multilingual Education
CRN Number	42633
Days	According to Middle Level program schedule
Time	Either 9:00AM–11:45AM or 12:45PM–3:30PM
Course Location	Woodland Park Middle School
Semester / Year	Fall 2019
Professor	Dr. M. Garrett Delavan
Phone	760-230-4287 (but email is the best way to reach me)
E-Mail	mdelavan@csusm.edu
Office	University Hall 423
Hours	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

This course focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary and middle level classrooms. *Requires participation in the public schools.* It addresses the needs of middle school teachers faced with the growing diversity in today's classrooms. It will focus on bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners, as well as effective and appropriate English language development (ELD) techniques and successful bilingual/multilingual education for language-minority students.

Course Prerequisites

Admission to the Middle Level/CLAD Teacher Credential Program, EDUC 350, EDUC 364 & EDUC 422.

Course Objectives

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

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Echevarria, J., Vogt, M.E., & Short, D. (2013) *Making content comprehensible for elementary English language learners: The SIOP model, 4th Edition.* Boston: Pearson. ISBN: 978-0-13-336260-2

Fairbairn, S., Jones-Vo, S. (2019) *Differentiating Instruction and Assessment for English Language Learners: A Guide for K - 12 Teacher, 2nd Edition.* Calson Press. ISBN: 978-1934000380 (1st Edition is not acceptable because it is so different.)

Optional: Honigsfeld, A. & Dove, M. G. (2013) *Common core for the not-so-common learner: English language arts strategies, Grades 6-12.* Thousand Oaks, CA: Corwin. ISBN: 9781452257815

Other Course Material Available

Links Posted on Cougar Course

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

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

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

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

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

Cougar Courses

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

TaskStream Account

You will need to set up an account for your credentialing process.

Recommended (optional – not required)

eStandards – Free California Common Core and ELD State Standards app

Unique Course Requirements

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

COURSE LEARNING OUTCOMES

Upon successful completion of this course (required assignments), students will be able to:
- Explain the basic terms, philosophies, goals, issues, research, history, state and federal legal mandates and practices related to the placement and education of English learners in California and the U.S.
- Demonstrate knowledge and application of pedagogical theories, principles and practices, development of academic language and making content accessible to English learners in content area classrooms.
- Explain the theoretical frameworks upon which bilingual education, multicultural education and social justice and equity are founded, and their implications for curriculum, instruction, and educational policy.
- Explain the purposes, goals, content and connections among bilingual education, English as a second language, SDAIE and other English learner methodologies and programs, the implementation of curriculum development and instructional programs based on language and content development.
- Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California and use initial, formative and summative assessments.
- Demonstrate ability to differentiate instruction based on students' primary language and proficiency levels in English, and considering students' cultures, level of acculturation and prior schooling.
- Demonstrate ability to promote authentic parental / guardian participation in schooling, and the importance of students' family and cultural backgrounds as well as communicating effectively with parents and families in planning instruction and supporting student learning.

Authorization to Teach English Learners

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

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for (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 CSUSM local TPE in this course:
- Foundational Social Justice and Equity TPE

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 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.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education.

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

Grading Standards

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

Final Exam Statement

This course does not have a final exam.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. <u>Individual instructors may adopt more stringent attendance requirements</u>. 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.*** Candidates missing more than one class session cannot earn an A or A-. Candidates missing more than two class sessions cannot earn a B or B+. Candidates missing more than three classes cannot earn a C+. Excessive tardiness or leaving early may count as an absence. Notifying the instructor does not constitute an excusal.

Policy on Late/Missed Work

No credit will be given if you miss an in-class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements. All assignments must be turned in on due date even in case of an absence. Work that is due but not an in-class assignment or presentation loses 20% of its value each day it is late.

ASSIGNMENT DESCRIPTIONS

Electronic Submissions of Assignments

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

Attendance, Participation, Professional Disposition, & Student Collaboration   **10 points**
Points awarded at discretion of your instructor – you may earn full, partial or no credit pending your attendance, full participation in class, group/partner collaboration and professional disposition. First is the expectation that you will attend all class sessions prepared to actively participate in class activities, group and individual sharing, cooperative learning structures, and discussions on various topics and assigned reading**.** Please see the guidelines for the School of Education Attendance Policy and the attendance requirements for this course on syllabus.

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

Reading Responses (5 points each)   **20 points**
There are four (4) Reading Responses (5 points each) due throughout the semester. Responses are approximately **1-2 paragraphs (400 words)** in length and will be posted to the Cougar Course website

before the class session in which they are due. The topics/themes covered in each Reading Response as they relate to the candidates' *experiences with English learners* will be discussed during the class session on which they are due. Responses **must** include:

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

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

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

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

You will bring to class a list (class profile) of your ELs (pseudonyms only) and their English proficiency levels. Candidates will examine the diversity of levels and will work in groups to write lists of questions to ascertain information about their English Learners (ELs) for the following areas:
- Current proficiency in reading, writing and speaking / listening in English
- Mastery of primary language
- Prior academic knowledge related to content you plan to teach
- Social-emotional development
- Social identity (as defined by the portion of the student's self-concept derived from a perceived membership in a social group)
- Cultural and linguistic resources
- Funds of knowledge
- Prior experiences and interests
- Developmental considerations (typical and atypical)

From these lists, each student will create a questionnaire that can be administered to his/her ELs. Try to think of questions that elicits language from your EL students, not just "yes" or "no" answers. Think about the language proficiency of your students. Indicate the grade level and possible proficiency level of the students. You may add directions, introduction, or decorate it with border or clip art to make it attractive to your students (optional). **More detailed instructions will be provided via Cougar Courses.**

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

EL Questionnaire Component/Criteria	No Credit	Partial Credit	Full Credit
Learning About English Learners 7 points	Incomplete information to ascertain background of ELs. Questions briefly address topics.	Adequate information to ascertain background of ELs. Questions addressed some topics.	Excellent information to ascertain background of ELs. Questions clearly & effectively addressed topics. Reflection writing

	Reflection writing didn't follow format given.	Reflection writing followed format given.	focused and well organized.
Interview Guidelines 3 points	Candidate followed few directions on how to structure and submit questionnaire. Limited engagement & participation & group discussions.	Candidate followed some directions on how to structure and submit questionnaire. Some engagement & participation & group discussions.	Candidate followed all directions on how to structure and submit questionnaire. Full engagement & participation & group discussions.

<mark>*(TPE 1.1, 4.1, 5.7)*</mark>

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. Your observation write-up should include; a description of the classroom, what the teacher did (Strategies), and what the students did (Activities). Please refer to the SIOP Protocol (pp. 292-293) as a guideline for what to look for in an effective lesson for English learners. As part of your write-up, you should discuss why the lesson/activity observed was effective for the English learners in the class as well as specifically for your English learner focus student. Questions to consider in your write-up include: How did the EL student engage in the lesson?; Interact with her / his peers?, Was the EL student successful in meeting the language and content objectives?, How did the teacher differentiate for the EL student? **More detailed instructions will be provided via Cougar Courses.**

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

<mark>*(TPE 1.6, 3.2)*</mark>

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. Also, indicate ideas on how you can involve parents in school activities, workshops or advisory committees, so they can have a more active and meaningful participation in their children's education, regardless of language or cultural barriers. **More detailed instructions will be provided via Cougar Courses.**

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

==(TPE 5.5, Foundational SJE)==

"Multicultural" Integrated ELD Lesson Plan   20 points

Applying the integrated ELD methodologies and principles you have learned in class, you will create an integrated ELD lesson appropriate for English learners at various ELD proficiency levels in your content area classroom. **You will use your class profile list of your ELs (pseudonyms only) and their English proficiency levels for lesson differentiation according to your lesson language objectives and the students' linguistic needs**. In order to receive credit for this assignment, your lesson must be based on a multicultural / culturally responsive / socially just resource (website, book, article, video, etc.) aligned to a literacy or content area appropriate for your elementary / middle school students. The rubric below provides guidance on the required elements of this lesson plan. *Please note*: The term "multicultural" includes the following categories; race or ethnicity, gender, religion, sexual orientation, socioeconomic status, age, and physical or mental ability and language. **Candidates will present their MC Lesson Plans at our final class session. More detailed instructions will be provided via Cougar Courses.**

"Multicultural" Integrated ELD Lesson Plan Rubric

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
BACKGROUND INFO 0.5 points	Provides a title that is related to the lesson activity	& addresses the unit it belongs to and in what curriculum area and grade	& describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.
Resources 1.5 points	All instructional materials needed to implement the lesson are listed.	All instructional materials that are needed to implement the lesson are listed and described.	& all materials listed for the unit are listed and provided, such as Powerpoint, graphic organizer, sample student work, assignment rubric, quiz...
CENTRAL FOCUS **Standards, Enduring Understandings & Essential Questions** **2 points**	Identifies the CA and ELD Standards and describes the rationale for teaching this lesson (*big ideas- enduring understandings, essential questions*) **AND provides appropriate proficiency level(s) of the ELD Standard based on identified EL student information** …	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson **INCLUDING appropriate proficiency level(s) of the ELD Standard based on identified EL student information**…	& explains content and language objectives & how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning. **AND is appropriate for the proficiency level(s) of the ELD Standard based on identified**

			EL focus student information
EVIDENCE OF LEARNING Objectives & Assessments **7 points**	Both CA Content and ELD Standards are addressed in an objective that contains a condition, verb, and criteria and is assessed **at the appropriate proficiency level(s) for the identified EL students in the class**	& each objective is labeled by the type (*cognitive, affective, psychomotor or language*), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative) **AND is differentiated at the appropriate proficiency level(s) for the identified EL students in the class**	& expectations are clearly communicated to students via rubric, model, lesson materials and/ or sample student work, **AND is differentiated at the appropriate proficiency level(s) for the identified EL students in the class, particularly the focus EL student.**
INSTRUCTIONAL & LEARNING TASKS **7 points**	Provide a list of steps the teacher will take to implement the lesson and describes what the students will do during the instructional steps, **AND includes appropriate ELD strategies for the identified ELs in the class** …	& underlines or highlights the differentiation strategies for specific students (content, process &/or product), **including appropriate ELD strategies for the identified ELs in the class as well as how ELs have access to academic language**…	& provides a written script for teacher and times for each student activity **including appropriate ELD strategies for the identified ELs in the class as well as how ELs have access to academic language, particularly the EL focus student**.
Self-Evaluation (2 points)	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.

<mark>(TPE 2.2, 2.5, 3.1, 3.2, 3.5, 4.4, 5.1, 5.7, Foundational SJE)</mark>

Social Justice and Equity Action Plan & Presentation   15 points

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

Drafts of the SJE Action Plans are due throughout the semester for peer review and analysis. **Candidates will present their SJE Action Plans at our final class session. More detailed instructions will be provided via Cougar Courses.**

SJE Action Plan Components/Criteria	No Credit	Partial Credit	Full Credit
To Name 2 points	An issue is not named in the SJE Action Plan	An issue is named in the SJE Action Plan…	*and* the plan includes a description of the English learners the plan addresses as well as the implications on their educational experiences
To Reflect Critically 4 points	The SJE Action Plan does not include a critical reflection of the identified issue	The SJE Action Plan includes a critical reflection of the identified issue…	*and* the plan includes 3 or more references to course readings, discussions / interviews with colleagues, and/or your experiences with English learners
To Act 7 points	An action plan addressing an identified issue is not included	An action plan addressing the identified issue is included…	*and* the plan contains the following: specific steps or activities, detailed processes, and a timeline that demonstrates how social justice & equity for ELs will be achieved

Presentation 2 points	Candidate does not prepare or present the SJE Action Plan	Candidate prepares a poster presentation but does not present his/her SJE Action Plan	Candidate prepares a poster presentation and presents his/her SJE Action Plan

<mark>(TPE 6.4, Foundational SJE)</mark>

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

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. As a minimum consequence for academic dishonesty, unless there are extenuating circumstances, assignments with plagiarized material will receive zero points. Greater consequences may be appropriate in more egregious cases.

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

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every 3-unit course at the university, including this one, must have a writing requirement of at least 2500 words.

Course Format

This course format is offered in a traditional face-to-face instruction following an **8-week cycle**.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle/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 for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Contact Information for Technical Support Assistance

The Student Technology Help Desk is located on the 2nd floor of Kellogg Library. They are open 56 hours a week during the regular semester. You are welcome to email them at sth@csusm.edu or call them at (760) 750-6505 during business hours for your technology-related questions.

Electronic Communication Protocol

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

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

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

TENTATIVE SCHEDULE/COURSE OUTLINE

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

Date	Topic	Assignment
Week 2, Session 1 Tuesday afternoon 9/3	**Overview and community building** ▪ Community building activities ▪ Introduction / Overview / Syllabus ▪ Program themes: (555) Empowerment of students is essential to the students' meaningful participation in a democratic society. (555) Education requires political action to achieve a just society.	
Week 2, Session 2 Thursday morning 9/5 Lauralie & Lissette yoga	**Context and Problem** • Political contexts of Bilingual Education • Program types for instructing English learners	**Readings** _Cougar Course: Chapter on the history of U.S. language policy from *Forbidden Language* (Gándara & Hopkins, 2010) **Optional:** Feel free to skim or read this resource which we will process in class via jigsaw-style peer teaching _Wayne Wright, Ch.5, program types
Week 2, Session 3 Friday afternoon 9/6 Steffanie & Austin yoga	**Context and Problem** • Who are English Learners (ELs)? • Who are Long Term English Learners (LTELs)? • Identification of EL students – CELDT & ELPAC Assessments (Guest speaker)	**Readings** _Exploring Diversity among ELLs: Fairbairn & Jones Vo, Chapter 2 _Cougar Course: *Reparable Harm* (Olsen, 2010) _Cougar Course: *California EL Roadmap*: read the glossary on the last page then the four principles on pp. 24-28 _CSBA EL Roadmap [Policy] Brief: focus on just p. 5
Week 3, Session 1 Monday afternoon, 9/9 Courtney & Cate yoga	**Theory** ▪ Second Language Acquisition - L2 Theories and Research ▪ What is Sheltered Instruction? ▪ Research and theory behind CA's ELD standards	**Read**: _SIOP Ch1 Sheltered Instruction _Escamilla and Grassi's "Brief Description of Second Language Acquisition" **Optional:** _Appendix C of CA ELD standards **Assignments Due:** ▪ Reading Reflection 1 – What has stood out for you from all readings thus far?
Week 3, Session 2 Tuesday morning, 9/10 Amanda & Michael yoga	▪ Language and Content Objectives ▪ Differentiating Instruction through ELD Standards ▪ 2012 ELD Standards Appendix A: Foundational Literacy Skills for ELs ▪ ELA/ELD Framework	Download and be ready to use in class: ELD Standards and Common Core State Standards from California Department of Education Website: https://www.cde.ca.gov/be/st/ss/ **Readings** _Differentiating for ELLs: Fairbairn & Jones Vo, Chapter 1 _Middle School Examples in Fairbairn & Jones Vo, Chapter 9 _SIOP Ch2 Lesson Preparation

Date	Topic	Assignment
Clinical practice, 9/12	Ask your cooperating teacher if they have information on their ELs yet so that you can begin constructing your class EL profile. If they don't have the info, ask them if they can have it for you by 9/26 when you're there next.	
Week 4, Session 1 Tuesday afternoon, 9/17 Tom & Clark yoga	**Aligning differentiated assessments to objectives** ▪ Formative and Summative Assessments ▪ **Explain** Multicultural Integrated ELD Lesson Plan ▪ Workshop on planning units, objectives, and differentiated assessments	_Teaching Content and Language to Diverse Learners: Fairbairn & Jones Vo, Chapter 2 _Read the chapter by Dr. Daoud (8 or 9) that more resembles your specialization Optional: _SIOP Ch9 Review & Assessment
Week 4, Session 2 Wednesday afternoon, 9/18 Nicole & Leah yoga	**Comprehensible Input &** Building Background **SIOP Strategies** ● **We write our EL Questionnaires** ▪ Components/Checklist ▪ Develop EL Questionnaire ● **Explain** SDAIE/ELD Lesson Observation and Write-up ● **Explain** Home-School Communication Action Plan	_SIOP Ch3 Building Background _SIOP Ch4 Comprehensible Input _SIOP Ch5 Strategies Reading Reflection 2 – What has stood out for you from all readings since the last reflection?
Week 5, Session 1 Monday afternoon 9/23: Online work and conduct ELD class observation 1	**Involving Parents, Families, and Communities of ELs** ▪ Week 5's readings give you ideas and resources for your Home-School Communication Action Plan, but you'll need to also find 2 high-quality resources on your own to cite	**Read 2 of these articles – your choice:** Cougar Course: _Campos, Delgado & Huerta (2011) – *Partnering with Latino Families* _ LeFevre & Snow (2012) – *Latino Parent Involvement & School Success* _*Tools & Resources for Ensuring Communication with EL parents (ECELA, 2016)* _ Santana, Rothstein, & Bain (2016) *Partnership through Teacher Initiated Change*
Week 5, Session 2 Friday afternoon 9/27: Online work and conduct ELD class observation 2	**Culturally Responsive Teaching & Funds of Knowledge**	_Luis Moll on the funds of knowledge concept: https://www.youtube.com/watch?v=aWS0YBpGkkE _Funds of Knowledge for Teaching: Using a qualitative approach to connect homes and classrooms. _Teaching Tolerance short video on CRT: https://www.tolerance.org/magazine/an-introduction-to-culturally-relevant-pedagogy _Sonia Nieto's summary of CRT _Krasnoff's literature review of CRT, pp. 8-15 _Optional: Geneva Gay (2018) Ch. 1

Date	Topic	Assignment
Clinical practice, 9/26	• Finalize EL Class Profile with your cooperating teacher's help. • Converse with one English Learner using your Questionnaire (10-15 minutes) • Consult with your cooperating teacher about choosing a focus class that will offer 3 focus students	
Friday 9/27		**Submit by 11:59 pm:** • **Class Profile (list of students classified as ELs and their levels)** • **Write-up and reflection on administering EL Questionnaire**
Sunday 9/29		**Submit by 11:59 pm:** • **ELD / SDAIE Observation Write-Up** • ***Outline* of Home-School Communication Action Plan (including locating 2 high-quality sources beyond course materials)**
Week 6, Session 1 Tuesday afternoon, 10/1 Cassie & Lee yoga	**Interaction, Practice and Application** • Lesson Development: Student Interaction **Workshop our lesson plans**	**Read**: _SIOP Ch6 Interaction _SIOP Ch7 Practice/Application
Week 6, Session 2 Wednesday morning, 10/2 Anastasia & Andrea yoga	**Lesson Delivery & Building Academic Language through Scaffolding Student-to-Student Discussion** • Language Forms and Functions ▪ 2012 ELD Standards Appendix B: Learning About How English Works ▪ Scaffolding ▪ **Explain** SJE Action Plan **Workshop our lesson plans**	**Read**: _SIOP Ch8 Lesson Delivery _Resources from Cougar Courses on Kate Kinsella's approach to academic language _Optional reading via Cougar Courses: *Building Academic Vocabulary* (Short & Echevarria, 2016) **Assignments Due:** ▪ Reading Reflection 3 – What have you learned about academic language and how should you incorporate assessments into a lesson?
Thursday 10/3 Clinical Practice	• Accomplish any planned investigation related to site-based SJE Action Plan • Meet site team to begin outline/draft of SJE action plan (continue work over weekend, bring to class the next week)	

Date	Topic	Assignment
Week 7, Session 1 Monday afternoon 10/7 Caitlin & Meghan yoga	• Solidify use of the SIOP checklist to analyze and plan instruction • Workshop – lesson plan and action plan	**Assignments Due:** ▪ **Bring your Outline/Draft of SJE Action Plan** for peer review & class profile for differentiation **Assignments Due:** ▪ Explain to instructor the ELD (linguistically responsive) and multicultural/culturally responsive elements of your lesson plan; get formative feedback on how you will graded via the rubric.
Week 7, Session 2 Friday afternoon, 10/11 Discuss observation results from prior day Suzy & Ryan yoga	**Special Education Issues and ELs** ▪ Response to Intervention (RTI) ▪ Making content accessible to ELs with disabilities ▪ Disability or linguistic difference? **Workshop our lesson plans**	**Read**: _ SIOP Ch10 RTI, Special Ed. and ELs _ Cougar Course: *Distinguish Disability from Linguistic Differences* (Echevarria, Richards-Tutor & Vogt, 2015) **Assignments Due:** ▪ Reading Reflection 4 – What have you learned about RTI and Special Education as it pertains to educating ELs? ▪ Bring your MC Lesson draft for peer review & feedback. Make changes and then submit your MC lesson Plan drafts to CC. Do you have any EL students with disabilities in your lesson plan? How will you differentiate instruction for them? Bring necessary materials to work on lesson plan & class profile for differentiation.
Week 8, Session 1 Monday afternoon, 10/14 Dan & Erick yoga	▪ Workshop – lesson plan and action plan ▪ Peer and instructor feedback	
Week 8, Session 2 Tuesday afternoon, 10/15 Jerome & Jordan yoga	▪ Sharing action plans and lesson plans ▪ Reflections on course learnings ▪ Celebration ▪ Time for Online Course Evaluations	**Assignments Due:** ▪ **SJE Action Plan and Poster Presentation** ▪ **Final Multicultural Lesson Plan**
Final Exam Week	There will be **no** final exam for this course.	**Assignment Due:** **Final version of Home-School Communication Action Plan due by 10/27**

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

Checklist for assignments: EDMS/EDMI 555

Assignments	Points	Points Earned	Submit assignments
Attendance, Participation & Personal Disposition	10 points	Professor's discretion	N/A

Reading Response 1	5 points			Cougar Course
Reading Response 2	5 points			Cougar Course
Reading Response 3	5 points			Cougar Course
Reading Response 4	5 points			Cougar Course
EL Questionnaire/Class Profile – Learning About ELs	10 points			Cougar Course
ELD/SDAIE Lesson Observation & Write-up	10 points			Cougar Course
Home-School Communication Action Plan	15 points			Cougar Course
Draft & Final Lesson Plan - Multicultural Resources, SDAIE Strategies & Differentiation	20 points			Cougar Course
Social Justice & Equity – Action Plan / Presentation	15 points			Cougar Course
Total	100 points			

My Notes: