

<b>Course &amp; Section Nos.</b>	<b>EDSS 555 (01) / (02)</b>
<b>Course Title</b>	<b>Secondary Multilingual Education</b>
<b>Class Roster No.</b>	<b>40303 / 40304</b>
<b>Course Day(s)</b>	<b>Mondays</b>
<b>Time</b>	<b>7:30 – 10:00 / 10:15am – 12:45pm</b>
<b>Course Location</b>	<b>UH 444</b>
<b>Semester / Year</b>	<b>Fall 2019</b>
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### **SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

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

#### ***Vision***

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

#### ***Mission***

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

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

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

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

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## **COURSE DESCRIPTION**

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

### **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 (2017)**

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 2019-20 academic year the CSUSM Single Subject credential program 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 the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

## **Expected Dispositions for the Education Profession**

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Course Assignments

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

- Reading Responses / EL Survey & Reflection 20 points
- ELD / SDAIE Lesson Observation 15 points
- Vocabulary Lesson 20 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 / Get to Know You Survey & EL Reflection (5 points each) 20 points

You will submit the survey you created during Orientation along with a reflection specific to getting to know your English learner students (5 points). Additionally, you will write 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
<b>Analysis</b> 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
<b>Reference</b> 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 15 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. Consider the following questions in your write-up for your English learner focus student: how did s/he engage in the lesson?, how did s/he 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
<b>Description of the class</b> 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
<b>Instructional Strategies (What the teacher did)</b> 4 points	Write-up includes a description of identified <b>SDAIE</b> instructional strategies used by the teacher observed in the lesson AND an analysis of why the strategies were effective	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
<b>Learning Activities (What the students did)</b> 4 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
<b>EL Focus Student</b> 5 points	Write-up includes detailed information on the English	Write-up includes general information on the English	Write-up does not include information on the

	learner focus student as described in the assignment; - How did s/he engage in the lesson? - How did s/he interact with his/her peers? - Was s/he successful in meeting the language and content objectives? - How did the teacher differentiate for her/him?	learner focus student	English learner focus student
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(TPE 1.6, 3.2)

**Vocabulary Lesson and English Learner (EL) Reflection / Rationale**

**20 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 vocabulary (SDAIE) lesson should be appropriate for English learners at various ELD proficiency levels in your content area classroom. Your lesson will include a reflection / rationale focused on the English learners in your class. The rubric below provides guidance on the required elements of this lesson plan.

**2019 Single Subject Lesson Planning Assignment Rubric 20 points possible**

<b>Areas that Need Work</b> Falls Below Expectations	<b>Success Criteria</b> Meets Expectations	<b>Areas of Advanced Work</b> Exceeds Expectations
	<b>Materials/Resources 2 points:</b> All materials for teaching lesson are provided with consideration of Universal Design for Learning (UDL), needed multi-tiered support systems (MTSS)- adaptations/modifications, and culturally relevant.	
	<b>Preliminary Information: Class Profile &amp; Individual Supports 2 points:</b> Planning for instruction includes preliminary information (student profile information, placement within curriculum, and developmental considerations) and provides the reader with a clear understanding of the students in the classroom as well as the lesson's relationship to the larger curriculum.	
	<b>Standards and Objectives 4 points:</b> The lesson plan clearly articulates content and ELD standards and objectives. There is an alignment between these components. Objectives are observable and are measurable.	
	<b>Assessment Strategies 4 points:</b> Informal and formal formative assessment strategies are included in appropriate places within the lesson sequence. Assessment strategies are designed using the Universal Design for Learning framework and/or consider students' needed accommodations/ modifications. Universal Design strategies are notated in colored text and accompanied by a comment box providing the rationale for the design decision. Assessment strategies are designed to provide understandings of students' progress toward the objectives.	
	<b>Instructional strategies and learning activities 3 points:</b> Instructional strategies and learning activities are clearly articulated and designed to teach to the objectives of the lesson. Decisions based on Universal Design for Learning (UDL) and/or students' needed accommodations/ modifications (MTSS) are notated in colored text (purple)	

	- ELL, blue - st. w/ IEP & green - another focus st.), and accompanying comment boxes lay out how the lesson design decisions were made with the students in mind. Each section of colored text is accompanied by a corresponding comment box with a rationale.	
	<p><b>Rationale/Reflection 5 points:</b> Describes <u>how</u> the lesson plan maximizes learning opportunities and provides access to the curriculum for:</p> <ul style="list-style-type: none"> <li>- Whole Class</li> <li>- ELL</li> <li>- Student w/IEP</li> <li>- Another Focus Student</li> </ul> <p>using multiple means of engagement, representation and action/expression. The rationale/reflection includes a self-assessment focused on how well the lesson addressed students' needs and the use of Universal Design for Learning within the lesson plan design.</p>	

(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 complete 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
<b>To Name</b> 2 points	An issue is named in the Action Plan <i>and</i> 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
<b>To Reflect Critically</b> 3 points	The Action Plan contains a critical reflection of the identified issue <i>and</i> 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
<b>To Act</b> 10 points	An action plan addressing the identified issue is included <i>and</i> 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)

**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 2<sup>nd</sup>.**

<b>SJE Action Plan Components/Criteria</b>	<b>Full Credit</b>	<b>Partial Credit</b>	<b>No Credit</b>
<b>To Name</b> 2 points	An issue is named in the SJE Action Plan <i>and</i> the plan includes a description of the English learners the plan addresses as well as the implications on their educational experiences	An issue is named in the SJE Action Plan	An issue is not named in the SJE Action Plan
<b>To Reflect Critically</b> 3 points	The SJE Action Plan includes a critical reflection of the identified issue <i>and</i> the plan includes 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
<b>To Act</b> 10 points	An action plan addressing the identified issue is included <i>and</i> the plan contains the following: specific steps or activities, detailed processes, and a timeline that demonstrates how social justice & equity for ELs will be achieved	An action plan addressing the identified issue is included	An action plan addressing an identified issue is not included
<b>Presentation</b> 5 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](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, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Credit Hour Policy Statement**

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

### **All University Writing Requirement**

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

### **Electronic Communication Protocol**

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

Things to consider:

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

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

## SCHEDULE / COURSE OUTLINE

*Timeline subject to change due to “Teachable” Moments*

Date	Topic	Assignments
<b>Session 1</b> August 26	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 California's Long Term English Learners  Appendix C: Theoretical Foundations & Research Base for the CA ELD Standards  <b>DUE:</b> Survey and English learner student reflection  <i>Download the California ELD Standards for your grade level</i>
<b>Session 2</b> September 2  <b>ONLINE</b>	Second Language Acquisition: Theoretical Frameworks / Theory to Practice	Collier – Acquiring A 2 <sup>nd</sup> Language for School Wright – Language Learning and Teaching  <b>DUE:</b> Data – Who Are the English learners at your school site?  <b>DUE:</b> Reading Response # 1
<b>Session 3</b> September 9	Collaborative Lesson Planning  Building Background – vocabulary development  Using SDAIE strategies	Echevarria, Vogt & Short (SIOP) – Building Background Gibbons – Collaborative Group Work & 2 <sup>nd</sup> Language Learning  <b>DUE:</b> Reading Response # 2  <b>DUE:</b> <i>Vocabulary words / concepts for lesson planning session</i>
<b>Session 4</b> September 16	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) <a href="https://www.tolerance.org/magazine/an-introduction-to-culturally-relevant-pedagogy">https://www.tolerance.org/magazine/an-introduction-to-culturally-relevant-pedagogy</a>  <b>DUE:</b> Reading Response #3
<b>Session 5</b> September 23	Collaborative Lesson Planning  Differentiated Assessments for English Learners	Fairbairn & Jones-Ho – General Principles of EL Assessment and Instruction  <b>DUE:</b> <i>Draft of Vocabulary (SDAIE) lesson</i>  <b>DUE:</b> ELD / SDAIE Observation
<b>Session 6</b> September 30	SDAIE - Reading and Writing Strategies Across Content Areas / Academic English  Socially Just Actions at Your School Site  Strategy Rationales for ELs	Olson, Scarcella & Matuchniak – Informative/Explanatory Texts Calderon, Trejo & Montenegro – Reading to Learn & Learning to Read  <b>DUE:</b> <i>Draft of Vocabulary lesson for peer review / support session to write strategy rationales for ELs</i>

Date	Topic	Assignments
<b>Session 7</b> October 7	Home – School Communication  Identification / Placement / Assessment of English Learners  ELPAC / Legal Mandates	Campos, Delgado & Huerta – Partnering with Latino Families  LeFevre & Snow–Latino Parent Involvement & School Success  NCELA – Ensuring Meaningful Communication with LEP Parents  ELPAC: <a href="http://www.elpac.org/">http://www.elpac.org/</a>  <b>DUE:</b> Vocabulary Lesson Plan and EL Reflection / Rationale
<b>Session 8</b> October 14	Special Education and ELs  Resources for ELs - Choosing information / materials to support your pedagogy	Hamayan, et. al – A Framework for Considering the Special Needs of English Language Learners  Cloud, et. al – Using Native Language in the Classroom  Websites to support teaching English Learners
<b>Session 9</b> October 21	Politics of Language Learning  Beyond the Classroom: Social Aspects of an English learner's schooling experiences	Dutro & Kinsella – ELD: Issues and Implementation  Gandara, et.al – Forbidden Language  Klein – For Stalled ELL Students, Graduation Is Often an Elusive Goal Rubinstein-Avila – Conversation with Miguel  <b>DUE:</b> Scope and Sequence focused on English Learners
<b>Session 10</b> October 28	Collaborative Session on TPA Rubrics / Peer Review / Reflection and Rationales	Reading / Activities TBD
<b>Session 11</b> November 4	Parents, Families and Communities  Asset-based Approach to Parent Involvement	Quezada, Lindsey & Lindsey – Culturally Proficient Practices: Supporting Educators of EL Students  Wink – Critical Pedagogy  <b>DUE:</b> Home-School Communication Action Plan
<b>Session 12</b> November 11  <b>ONLINE</b>	Social Justice and Equity Action Plans Socially Just / Culturally Responsive Lesson Planning	Any additional resources needed to complete your Social Justice & Equity Action Plans
<b>Session 13</b> November 18	Socially Just / Culturally Responsive Lesson Planning	<b>DUE: Cal TPA</b> (No Late Submissions)  <b>DUE:</b> <i>Final Draft of Social Justice and Equity Acton Plan</i>
<b>Session 14</b> November 25  <b>ONLINE</b>	Socially Just and Equitable instruction for English Learners	<b>DUE:</b> SJE Action Plan (Poster Presentations due on December 2nd)
<b>Session 15</b> December 2	Collaborative Session Reflection on the Fall Semester and Planning for the Spring  SJE Action Plan Presentations	<b>DUE:</b> <i>Bring your Class Profile to class</i>  <b>DUE:</b> SJE Action Plan Poster Presentation