

Course Number	EDMI 555
Title	Middle Level Multilingual Education
CRN Number	43273
Days	Fridays
Time	9:00AM–11:45AM or 12:45PM–3:30PM
Course Location	Woodland Park Middle School
Semester / Year	Fall 2020
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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

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COURSE DESCRIPTION

This course focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in self-contained or departmentalized settings. *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 English Learners: The SIOP model, 4th Edition.* Boston: Pearson. ISBN: 13: 978-0-13-268972-4

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 (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:

- **TPE 1: Engaging and Supporting All Students in Learning**
 - 1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress
 - 1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their

ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

- TPE 2: Creating and Maintaining Effective Environments for Student Learning
 - 2.2 Create learning environments (i.e. traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
 - 2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, Racism, and sexism.
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
 - 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
 - 3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
 - 4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning strategies that include:
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - appropriate modifications for students with disabilities in the general education classroom;
 - opportunities for students to support each other in learning; and
 - use of community resources and services as applicable
- TPE 5: Assessing Student Learning
 - 5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
 - 5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
 - 5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
 - 5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
- TPE 6: Developing as a Professional Educator
 - 6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.
- Foundational Social Justice and Equity TPE 1: Identify issues of inequity, reflect on solutions, create action plans.
- Foundational Social Justice and Equity TPE 2: Understand how to apply theories and principles of multicultural education.
- Foundational Social Justice and Equity TPE 3: Incorporate effective instructional practices to ensure equitable outcomes for students from diverse backgrounds
- Foundational Social Justice and Equity TPE 4: Collaborate with colleagues, students and families to address issues of SJ&E (all forms of diversity).

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2017-

18 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

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.

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 / Due Date
Week 1, Session 1 Friday morning, 9/4	Overview and community building <ul style="list-style-type: none"> ▪ 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. 	

Date	Topic	Assignment / Due Date
Week 2 Clinical Practice Thursday, 9/10	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 2, Session 2 Friday morning, 9/11	Context and Problem <ul style="list-style-type: none"> • Political contexts of Bilingual Education • Program types for instructing English learners 	Readings _ Cougar Course: Chapter on the history of U.S. language policy from <i>Forbidden Language</i> (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, 9/11	Context and Problem <ul style="list-style-type: none"> • 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: <i>Reparable Harm</i> (Olsen, 2010) _ Cougar Course: <i>California EL Roadmap</i> : read the glossary on the last page then watch this video: https://www.youtube.com/watch?v=YXfmPRsEYMs _ CSBA EL Roadmap [Policy] Brief: focus on just p. 5
Week 3 Clinical Practice Thursday, 9/17	<ul style="list-style-type: none"> • 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	
Week 3, Session 4 Friday morning, 9/18	Theory <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ Reading Reflection 1 – What has stood out for you from all readings thus far?

Date	Topic	Assignment / Due Date
Week 3, Session 5 Friday afternoon, 9/18	<ul style="list-style-type: none"> ▪ 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
Week 4 Clinical Practice Thursday, 9/24	<ul style="list-style-type: none"> • 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)	
Week 4, Session 6 Friday morning, 9/25	Aligning differentiated assessments to objectives <ul style="list-style-type: none"> ▪ Equitable assessment and grading for ELs ▪ Explain Multicultural Integrated ELD Lesson Plan ▪ Workshop on planning units, objectives, and differentiated assessments 	_ Pages 64-85 of Teaching Content and Language to Diverse Learners: Fairbairn & Jones Vo, Chapter 3 _ Pages 234-250 of SIOP Ch9 Review & Assessment Optional: _ Read the chapter by CSUSM's Dr. Daoud (8 or 9) that more resembles your specialization
Week 4, Session 7 Friday afternoon, 9/25	Comprehensible input, building background, SIOP sheltering strategies <ul style="list-style-type: none"> • We write our EL Questionnaires <ul style="list-style-type: none"> ▪ Develop EL Questionnaire ▪ Explain SIOP Components/ Checklist and SDAIE/ELD Lesson Observation and Write-up • Explain Home-School Communication Action Plan 	_ Pages 71-88 of SIOP Ch3 Building Background _ Pages 104-112 of SIOP Ch4 Comprehensible Input _ Pages 127-137 of SIOP Ch5 Strategies Reading Reflection 2 – What has stood out for you from all readings since the last reflection?
Week 5 Sunday 9/27		Submit by 11:59 pm: <ul style="list-style-type: none"> • Class Profile (list of students classified as ELs and their levels) Write-up and reflection on administering EL Questionnaire Outline of Home-School Communication Action Plan (1-page)
Week 5 Clinical Practice Thursday, 9/30		

Date	Topic	Assignment / Due Date
<p>Week 5, Session 8 Friday morning, 10/2</p> <p>Online work and conduct ELD class observation 1</p>	<p>Involving Parents, Families, and Communities of ELs</p> <ul style="list-style-type: none"> ▪ Week 5's readings give you ideas and resources for your Home-School Communication Action Plan 	<p>1. Read 2 of your choice from the Colorin Colorado resources here (and perhaps explore more of this useful website): https://www.colorincolorado.org/node/35496/articles</p> <p>2. Read 2 of these articles – your choice.</p> <p>_ 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</p> <p>You may feel you need to read more of these once you get closer to finalizing your Home-School Communication Action Plan</p> <p>Start your 1-page outline of Home-School Communication Action Plan with ideas from - what you read</p>
<p>Week 5, Session 9 Friday afternoon 10/2:</p> <p>Online work and conduct ELD class observation 2</p>	<p>Culturally Responsive Teaching, Funds of Knowledge, and Parent Knowledge in the Classroom</p>	<p>_ Teaching Tolerance short video on CRT: https://www.tolerance.org/magazine/an-introduction-to-culturally-relevant-pedagogy _ Sonia Nieto's summary of CRT</p> <p>Funds of Knowledge resources _ Luis Moll on the funds of knowledge concept: https://www.youtube.com/watch?v=aWS0YBpGkKE _ Webinar on funds of knowledge and home visits by Eric Johnson: Watch from 13:45 to 45:00. https://www.youtube.com/watch?v=17gJAXUIWjk _ Optional resource related to webinar: https://www.k12.wa.us/student-success/equity-education/migrant-and-bilingual-education/funds-knowledge-and-home-visits-toolkit-overview _ Optional: Krasnoff's literature review of CRT, pp. 8-15 _ Optional: Geneva Gay (2018) Ch. 1</p> <p>DUE by 11:59 pm Sunday: Using these sources, complete your 1-page outline of Home-School Communication Action Plan</p>
<p>Week 6 Sunday, 10/3</p>		<p>Submit by 11:59 pm: ELD / SDAIE Observation Write-Up</p>
<p>Week 6 Clinical Practice Thursday, 10/7</p>		

Date	Topic	Assignment / Due Date
Week 6, Session 10 Friday morning, 10/9	Interaction, Practice and Application <ul style="list-style-type: none"> • Lesson Development: Student Interaction • Structuring academic conversations among students Workshop our lesson plans	Read: _pages 154-170 of SIOP Ch6 Interaction _pages 183-192 of SIOP Ch7 Practice/Application
Week 6, Session 11 Friday afternoon, 10/9	Lesson Delivery & Building Academic Language through Scaffolding Student-to-Student Discussion <ul style="list-style-type: none"> • Language Forms and Functions <ul style="list-style-type: none"> ▪ Learning About How English Works ▪ Scaffolding ▪ Explain SJE Action Plan Workshop our lesson plans	Read: _pages 205-214 of SIOP Ch8 Lesson Delivery _Resources from Cougar Courses on Kate Kinsella's approach to academic language _Optional reading via Cougar Courses: <i>Building Academic Vocabulary</i> (Short & Echevarria, 2016) Selections from CA ELA/ELD framework on modeling the decoding of complex text _pp. 111-112 A Focus on Meaning Making and Content: Supporting Comprehension and Interpretation of Complex Texts _pp. 115-117 Designated ELD Assignments Due: <ul style="list-style-type: none"> ▪ Reading Reflection 3 – What has stood out for you from all readings since the last reflection?
Week 7, Session 12 Friday morning 10/16	<ul style="list-style-type: none"> • Visit a WPMS ELD class and discuss experiences • Solidify use of the SIOP checklist to analyze and plan instruction • Workshop – lesson plan and action plan 	Assignments Due: <ul style="list-style-type: none"> ▪ Explain to instructor the ELD (linguistically responsive) and multicultural/culturally responsive elements of your lesson plan; get formative feedback on how you will be graded via the rubric.
Week 7, Session13 Friday afternoon 10/16 Discuss observation results from prior day in clinical practice	<ul style="list-style-type: none"> • Visit a WPMS ELD class and discuss experiences Special Education Issues and ELs <ul style="list-style-type: none"> ▪ Response to Intervention (RTI) ▪ Making content accessible to ELs with disabilities ▪ Disability or language development? Workshop our lesson plans	Read: _ Cougar Course: <i>Excerpt from English Language Learners: Differentiating Between Language Acquisition and Learning Disabilities</i> , by Janette Klingner and Amy M. Eppolito (CEC, March 2014) _ <i>Jeanette Klinger on misidentification and misassessment of ELs (short video)</i> _ Optional: SIOP Ch10 RTI, Special Ed. and ELs Assignment there will be time to complete and submit during class: Reading Reflection 4 – What have you learned about RTI and Special Education as it pertains to educating ELs? What knowledge related to ELD do you still feel you need help with that you would like to research more about in the future?

Date	Topic	Assignment / Due Date
Week 8, Session 14 Friday morning 10/23	<ul style="list-style-type: none"> ▪ Workshop – lesson plan and action plan ▪ Peer and instructor feedback 	
Week 8, Session 15 Friday afternoon 10/23	<ul style="list-style-type: none"> ▪ Sharing action plans and lesson plans ▪ Reflections on course learnings ▪ Celebration ▪ Time for Online Course Evaluations 	Assignments Due: <ul style="list-style-type: none"> ▪ SJE Action Plan and Poster Presentation ▪ Final Multicultural Lesson Plan and 5-minute talk through with peers
Final Exam Week	There will be no final exam for this course.	Assignment Due: Final version of Home-School Communication Action Plan due by 11:59pm on Sunday 10/24

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. 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.** 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.

Course readings (TPE 3.1, 5.5, 5.6, 5.7), class discussions based on course readings (Foundational SJE F4), and class activities (TPE 2.3, 5.6, 5.7) are an expectation of this course.

TPE 2.3 (Practice), 3.1 (Introduce), 5.5 (Introduce), 5.6 (Introduce, Practice), 5.7 (Introduce, Practice), Foundational SJE F4 (Practice)

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 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 learner (ELs). Responses must include:

- Connections from the readings (theories, principles) to Information about students’ academic status, learning goals, language proficiencies, funds of knowledge, and progress monitoring (Foundational SJE F2)
- Critical reflections on the sociopolitical structures and their impact on education programming for ELs. (TPE 6.7)

- 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.

Reading Responses Rubric

Readings Response Components / Criteria	No Credit	Partial Credit	Full Credit
Analysis 4 points (TPE 6.7) (Foundational SJE F2)	Response includes an analysis of one or more of the assigned readings	Responses includes some critical analysis and understanding of the assigned readings as they relate to the context, structure, and history and its impact on the educational experiences of ELs	Response includes critical analysis and clear understanding of the assigned readings as they relate to the context, structure, and history and its impact on the educational experiences of ELs.
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 6.7 (Practice, Assessed) Foundational SJE F2 (Practice)

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 ELs for the following areas:

1. Current proficiency in reading, writing, speaking, and listening in English
2. Mastery of primary language
3. Prior academic knowledge related to content you plan to teach
4. Social-emotional development
5. Social identity (as defined by the portion of the student's self-concept derived from a perceived membership in a social group)
6. Cultural and linguistic resources
7. Funds of knowledge
8. Prior experiences and interests
9. Developmental considerations (typical and atypical)

From these lists, each candidate will work with their cooperating teacher to create a questionnaire that can be administered to their ELs. Apply knowledge of your students' language proficiencies to create questions that elicit language, not just "yes" or "no" answers. You may add directions, introduction, or decorate it with border or clip art to make it attractive to your students (optional). More information will be provided in class.

You will administer the questionnaire to an EL (give to whole class). 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?

Interpret and discuss information from the questionnaire and other assessments you have gathered with your cooperating teacher and resource specialists, as appropriate (TPE 5.2, 5.6, 5.7). After administering your questionnaire to an EL student, upload your questionnaire with a paragraph reflection on our Cougar Courses. Share your findings in class. You will use this information about your students to plan instruction (your lesson plan) in a manner that connects with who your students are.

English Learner Questionnaire/Class Profile Rubric

EL Questionnaire Component/Criteria	No Credit	Partial Credit	Full Credit
<p>Learning About English Learners 7 points (TPE 5.7, 5.2)</p>	<p>Incomplete information to ascertain background of ELs. Questions briefly address topics. Reflection writing didn't follow format given.</p>	<p>Adequate information to ascertain background of ELs. Questions addressed some topics. Reflection writing followed format given.</p>	<p>Excellent interpretation information to ascertain background of ELs (e.g, students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background) for planning instruction. Questions clearly & effectively addressed topics. Reflection writing focused and well organized. Data has been collected and analyzed from multiple measures to modify instruction.</p>
<p>Interview Guidelines 3 points (TPE 5.6)</p>	<p>Few directions on how to structure and submit questionnaire. Limited engagement & participation & group discussions.</p>	<p>Some directions on how to structure and submit questionnaire. Some engagement & participation & group discussions.</p>	<p>Followed all directions on how to structure, interpret, and submit questionnaire to distinguish ELs and students w/ disabilities. Full engagement & participation & group discussions.</p>

TPE 5.2 (Assess), 5.6 (Introduce, Practice, Assess), 5.7 (Introduce, Practice, Assess)

SDAIE / ELD Lesson Observation

10 points

For this assignment you will observe an ELD 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 how learning was supported in the classroom; what the teacher did (research-based instructional approaches), and what the students did (activities) (TPE 1.6, 3.2). Please refer to the SIOP Protocol 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?

SDAIE / ELD Lesson Observation Rubric

ELD 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 (TPE 1.6)	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 SDAIE/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 (TPE 3.2)	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

TPE 1.6 (Assess), 3.2 (Assess)

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 they plan to communicate student expectations and progress with families upon becoming a teacher (e.g. apps, websites, dialogue journals, etc.) (TPE 1.2, 5.5, Foundational SJE F4). 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.

Home – School Communication Action Plan Rubric

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 family(ies) the plan addresses
To Reflect Critically 3 points (Foundational SJE F4, TPE 1.2)	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

			families about what it means to authentically communicate and engage families
To Act 10 points (TPE 1.2, 5.5)	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 on maintaining ongoing communication with families, and detailed processes for how the action plan will be implemented to assist families in understanding student progress.

TPE 1.2 (Assess), 5.5 (Assess), Foundational SJE F4 (Assess)

Multicultural Lesson Plan

20 points

Applying effective and high-leveraged instructional practices, such as (SDAIE/ELD) methodologies and (UDL) principles, you have learned in class, you will create a lesson for ELs in your content area classroom (TPE 4.4, Foundational SJE F3). You will use your class profile list of your ELs (pseudonyms only) and their English proficiency levels to design a lesson that supports learning in accordance with language objectives and the students' language acquisition needs (TPE 5.7). Use the information you have gathered about students' academic status, content- and standards-related learning needs and goals, formative/summative assessment data, language proficiency levels, and cultural background to support academic language and promote the subject matter knowledge (TPE 5.7)

In order to receive credit for this assignment, your lesson must engage students' learning through a multicultural / culturally responsive / socially just resource (website, book, article, video, etc.) aligned to a literacy or content area appropriate for your elementary school students (TPE 2.2, Foundational SJE F2). 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.

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

How the "Multicultural" Resource is used in the lesson: (e.g. as the basis of the entire lesson)

Multicultural Lesson Plan Rubric

Design Component & Criteria	Beginning	Approaching	Meets
Standards (TPE 5.7)	Math CCSS and ELD Standards are identified in standard and text form.... ...and are communicated to students	... and are used to develop objectives that contain a condition, verb, and criteria... and are appropriate proficiency level(s) for the identified EL students in the class ... and are clearly communicated to students.
Assessment/ Checking for Understanding (TPE 4.4)	Teachers and students (self-assessment) use assessments at key points of the lesson plan.... ...and assess content and language standards/objectives and are designed for students to demonstrate growth (e.g. not meeting, approaching, meets)...	... and are scaffolded and/or differentiated at the appropriate proficiency level(s) for the identified EL students in the class.

Content of the Lesson (TPE 2.2 Foundational SJE F2)	Content is engaging and ensures the active and equitable participation of all students and asks higher order questions to challenge student ideas, and develop academic language.... ... and distinguish between conversational and academic language....	... and they use culturally responsive resources, community resources, students' funds of knowledge, background knowledge, multiple perspectives to make content relevant
Instructional Strategies & Learning Activities (TPE 4.4, Foundational SJE F3)	Instructional and learning activities are conducive to meeting the lesson's standards/objectives...	... and are delivered using research-based instructional strategies that support student learning (e.g. explained and reinforced in multiple ways - written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, computer technology) and are adapted based on the needs of EL students in class (ELD/SDAIE, UDL, content, process, &/or product)
Class Profile (TPE 5.7)	Class profile is attached...	... and information is thoroughly filled out...	... and lesson plan (e.g. strategies, standards, objectives) is based on identified EL student level of academic proficiency in English and native language.
Self-Evaluation	A copy of the rubric is attached..... and highlights/circles the evaluated criteria for each lesson component...	... and lesson has rationales embedded throughout (use comment boxes) demonstrating decision-making with intentionality (e.g. for focus students) and well as future next steps.

TPE 2.2 (Assess), 4.4 (Assess), 5.7 (Assess), Foundational SJE F2 (Assess), F3 (Assess)

Social Justice and Equity Action Plan & Presentation

15 points

In EDMS / EDM1 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 they design specifically for their English learners and/or their families and communities. Your plan will discuss how you engage in the problem posing process by addressing an issue of social justice and/or equity in an elementary school context, critically reflection, and taking action (Foundational SJE F1). The resources you gather must support your specific diverse student population (TPE 2.3). You will need to demonstrate effective communication with school administration, staff, peers, students and their families, and/or any other member involved in your plan.

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.

Social Justice and Equity Action Plan & Presentation Rubric

SJE Action Plan Components/Criteria	No Credit	Partial Credit	Full Credit
To Name 2 points (TPE 2.3)	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 learning environment and educational experiences
To Reflect Critically 4 points (Foundational SJE F1)	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 include with references to course readings, discussions / interviews/ planning with colleagues, families, and/or your experiences with English learners
To Act 7 points (TPE 2.3, Foundational SJE F1)	An action plan addressing an identified issue is not included	An action plan addressing the identified issue is included, there is evidence of effective communication with stakeholders ...	and the plan contains the following: specific steps or activities, list of resources used to support students, detailed processes, and a timeline that demonstrates how social justice & equity for ELs will be achieved by identifying issues of inequity and reflecting on solutions
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

TPE 2.3 (Assess), Foundational SJE F1 (Assess), TPE 6.7 (Introduce)

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.

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		

Class-Produced Slideshows on Long-term English Learners

<https://docs.google.com/presentation/d/1gbiCpKcAN8qIrDpHmkIEQLGdkeozs9ppiUgQY9cc-CY/edit?ts=5b92c25f#slide=id.p>

<https://docs.google.com/presentation/d/1ZDE-HIDc1H5Q3dQwpVC6nLbzTcnw8sD8Tg6kJHPf0II/edit#slide=id.p>

https://docs.google.com/presentation/d/1zr0WGIA7MjrROq8v2MXSpn4LS01zYx8IgotlQ1s_9U/edit?ts=5b92bd40#slide=id.p

<https://docs.google.com/presentation/d/1S3rIjzfEfEKvr9FyuBDIQIE9e02Quv-cWwGrDj7kjNY/edit?ts=5b92bc54#slide=id.p>

https://docs.google.com/presentation/d/1WQkXmPJoYC56cAg7xXvZ35ZAa5qFHNvN0EM0-3L8U5k/edit?ts=5b92bc25#slide=id.g35f391192_00

<https://docs.google.com/presentation/d/1ZDE-HIDc1H5Q3dQwpVC6nLbzTcnw8sD8Tg6kJHPf0II/edit?invite=CKiA0NsB&ts=5b92bb7c#slide=id.p>

https://docs.google.com/presentation/d/1VOty6w8r0LmcLGpqs1w25OXE9C0sZh8Svldm2jUhX_0/edit#slide=id.p

<https://docs.google.com/presentation/d/15n9EclsyXIsR5bjzWSC0SIcdv2GfgYHHSUUxU25b5pE/edit?invite=COugp-cE&ts=5b92bb2b#slide=id.p>

<https://docs.google.com/presentation/d/1H4a1Fe6Kg9X98aofOksO7tfNK51ic3vjRI0WKIJnRNc/edit#slide=id.p>

https://docs.google.com/presentation/d/1RS8KVEK7Rd3U7_Qu-X1EwECfFaM1wXmSoxgz9ZqgS8E/edit?invite=C1bCmdMP&ts=5b92bab2#slide=id.p

<https://docs.google.com/presentation/d/1Q0hC4bR1tNs1QDKOqW9lxtEwQgHpckGrFSUgVsvo6LE/edit?ts=5b92ba60#slide=id.p>

Lesson Plan

Teacher Candidate _____
 Curriculum Area & Grade Level _____

Title of the Lesson	Unit & Placement of lesson in unit
Common Core Standard(s)	CA ELD Standard(s)
	Language Objectives
Learning Goal(s) - Objective(s) (Must include content, behavior, condition, and criterion)	Assessment(s) Include assessment used, identify type (entry-level, progress monitoring, or summative), and give a rationale for why you chose it
Instructional Strategies (This section should include a detailed, step-by-step list of what the teacher will do and what the students will do with an emphasis on the student portion of the lesson.) Into/Anticipatory Set: Step 1— T: S: Etc Step 2— T: S: Etc Through: Beyond/Closure:	Identify how, if at all, each step allows English learners and students with special needs to access the curriculum. Also identify, as appropriate, how any given step provides enrichment or complexity for advanced learners. Step 1—Specify the differentiation strategies at work in this step as appropriate for your students.
Rationale (Explain why you chose the instructional strategies, grouping, student activities, etc.)	
Reflective notes (During/after the lesson)	

Raw material for your EL Questionnaire – Class Profile

<p>1. Current proficiency in reading, writing and speaking / listening in English</p> <p>2. Cultural and linguistic resources, funds of knowledge, mastery of primary language</p> <p>3. Prior academic knowledge related to content you plan to teach</p> <p>4. Social-emotional development and other developmental considerations</p> <p>5. Prior experiences and interests, social identity (as defined by the portion of the student's self-concept derived from a perceived membership in a social group)</p>	<p>1</p> <ul style="list-style-type: none"> ● What parts of learning English do you find easy or hard? ● How well do you understand what is expected of you on most of your assignments? ● What percent of the time do you use English versus another language to talk to other students at school? ● Talk about how much better your English skills are now compared to when you first started learning it? ● How comfortable are you <ul style="list-style-type: none"> a. Listening b. Reading c. Writing d. Speaking...in English at school and at home? <p>2</p> <ul style="list-style-type: none"> ● What languages does your family speak at home? ● What things has your family taught you that you are proud to have as part of your identity? ● Do you currently have difficulty remembering how to say certain words in your home language? ● Have you ever gotten the opportunity to learn how to read and write in your home language? ● What kind of reading and writing do you most like to do and in what language? <p>3</p> <ul style="list-style-type: none"> ● What are your favorite subjects in school, your least favorite subjects, and why? ● What are your favorite and least favorite things about [the subject of this class] and why? What are the hardest and easiest things? <p>4</p> <ul style="list-style-type: none"> ● How important is learning English for you? ● What would you change/do differently if you were a teacher at this school? ● Who do you look up to or admire? ● What would you do if you had one wish/three wishes? <p>5</p> <ul style="list-style-type: none"> ● What kind of student do you see yourself as? How do you think teachers and other students see you? ● How have you liked the schools you have attended and why? ● What do you enjoy doing with your friends the most? ● Describe your friend group. ● What plans do you have for the future?
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Lesson Plan Checklist for The Sheltered Instruction Observation Protocol (SIOP)

Source: <https://public.wsu.edu/~egbert/413/SIOPChecklist.htm>

Instructions: As you review your lesson, list both existing content and possible changes in each section.

I. Preparation

1. Write content objectives clearly for students:
2. Write language objectives clearly for students:
3. Choose content concepts appropriate for age and educational background level of students.
List them:
4. Identify supplementary materials to use (graphs, models, visuals).
List materials:
5. Adapt content (e.g., text, assignment) to all levels of student proficiency.
List ideas for adaptation:
6. Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.
List them:

II. Instruction

Building Background

7. Explicitly link concepts to students' backgrounds and experiences.
Examples:
8. Explicitly link past learning and new concepts.
Examples:
9. Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.
List key vocabulary:

Comprehensible Input

10. Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).
11. Explain academic tasks clearly and in multiple modes.

12. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

List them:

Strategies

13. Provide ample opportunities for students to use strategies, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).

List them

14. Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.

List them:

15. Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

List them:

Interaction

16. Provide frequent opportunities for interaction and discussion between teacher/student and among students about lessons concepts, and encourage elaborated responses.

17. Use group configurations that support language and content objectives of the lesson.

List the grouping types:

18. Provide sufficient wait time for student responses consistently.

19. Give ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text.

Practice/Application

20. Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.

List materials:

21. Provide activities for students to apply content and language knowledge in the classroom.

List them:

22. Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking).
List them:

Lesson Delivery

23. Support content objectives clearly.
24. Support language objectives clearly.
25. Engage students approximately 90-100% of the period (most students taking part and on task throughout the lesson).
26. Pace the lesson appropriately to the students' ability level.

III. Review/Evaluation

27. Give a comprehensive review of key vocabulary.
28. Give a comprehensive review of key content concepts.
29. Provide feedback to students regularly on their output (e.g., language, content, work).
30. Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).

Multicultural Lesson Plan

Applying the SDAIE/SIOP methodologies and principles you have learned in class, you will create a SDAIE lesson appropriate for English learners at various ELD proficiency levels in your content area classroom. Your class profile should have evolved by the time it forms part of this assignment; update it as you learn more about your students, and include it as the first paragraph of your rationale. **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. The rubric you include at the end should follow a model presented in class to demonstrate your understanding of differentiating assessment by language proficiency.**

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 students. **The lesson must either (A) promote multicultural awareness in students or (b) empower them through critical pedagogy on a social justice issue.** *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.

In the rationale section of the lesson plan include 250 or more words of general explanation for how your planning choices constitute effective integrated ELD instruction. Specific explanations of moments of differentiation should appear in the right column of the lesson steps. Use varying colors to clearly match elements in the two columns of the steps of the lesson when it may not otherwise be clear, and specify Emerging, Expanding or Bridging for each differentiation.

The rubric below provides guidance on the required elements of this lesson plan. In the rationale section, please provide an APA formatted reference and/or web link to the primary multicultural resource and explain how the multicultural resource is used in the lesson. Please cite at least 3 course readings in APA style to help justify your decisions.

Copy the rubric below to the end of your lesson plan document and provide a quarter page explanation of how you would score yourself on the overall assignment and why.

Candidates will submit their MC Lesson Plans prior to our final class session, in which they will speak for 5 minutes about their struggles and "aha" moments in ensuring that the plan would differentiate instruction to meet the needs of ELs.

Key issues I've been seeing with lesson plans I've looked at in both cohorts:

- Include class profile at beginning.
- Language objective is too much like a content objective. To fix, focus on the language skills/demands involved in the main assessment's activity.
- Objectives are still in the general language of standards rather than a specific instance of that kind of knowledge measurable by the rubric.
- Missed opportunities in lesson steps for scaffolded academic conversations that help students solidify knowledge and language of content. Scaffolds could differ by ELD proficiency.
- Make sure right column contains several (3ish) examples of differentiation with language proficiency level specified. To make demonstrating differentiation skills easier for 555 submission, you could write, "If this class had an emerging EL this is a moment where teacher could differentiate by..."