



Engaging diverse communities through leading and learning for social justice.

333 South Twin Oaks Valley Road, University Hall 468

San Marcos, California 92096-0001

760.750.4300

www.csusm.edu/education

SCHOOL OF EDUCATION

| | |
|------------------------|--|
| Course Number | EDMS 555 |
| Title | Elementary Multilingual Education |
| Semester / Year | Fall 2020 |
| CRN Number | 42822 |
| Cohort | Cohort 3: San Marcos |
| Days | Mondays |
| Meeting Time | 8:30 a.m.-11:20 a.m. |
| Course Location | Synchronous Via Zoom |
| | |
| Professor | Suzi Van Steenbergen, Ed.D. |
| Phone | N/A |
| E-Mail | svansteenbergen@csusm.edu |
| Office | UNIVH 445 |
| Hours | By Appointment |

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School of Education Mission & Vision
(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

Course Description

Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in integrated and inclusive elementary classrooms. *Requires participation in the public schools.*

This course addresses the needs of elementary school teachers faced with the growing diversity in today's classrooms. It focuses on bilingual sociolinguistic/sociocultural competence and the implications of such on learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners (ELs), as well as effective and appropriate English language development (ELD) techniques, practices, and the theoretical underpinnings of successful bi-literate/multi-literate education for language minority students.

Course Prerequisites

Admission to the Multiple Subject/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 social justice and equity action plan for English learners and / or their families / communities based on an inequitable issue they identify.

*****COVID-19 Statement***: You will be taking this course amid a *global pandemic*, which means you will be juggling this course alongside your other courses, work or family obligations, economic disruptions, and perhaps even sick friends and family. It is important to me that you know that I understand that these are disruptive, unprecedented times, and that I have made every effort to build a course that accounts for and accommodates those disruptions. Still, please do not hesitate to contact me (in advance) at any time if you need additional time on an assignment, if you need clarification on course concepts or expectations, or if you just need to let someone know you're struggling. You do not need to explain your circumstances unless you wish to. Together, we will get through this tough time. Our class will be a place where we can come each week to learn from each other and find some sense of normalcy despite all that is going on. I look forward to working with and learning from all of you.--Dr. V.**

Required Texts, Materials, and/or Accounts

Required Texts

Echevarria, J., Vogt, M.E., & Short, D. (2018) *Making content comprehensible for elementary English language learners: The SIOP model, 3rd Edition*. Boston: Pearson. ISBN: 9780134550190

Honigsfeld, A. & Dove, M. G. (2013) *Common core for the not-so-common learner: English language arts strategies, Grades K-5*. Thousand Oaks, CA: Corwin. ISBN: 9781452257822

California Teaching Standards

- 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 CA Common Core State Standard, California Department of Education Common Core at www.cde.ca.gov/re/cc
- Additional 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 Multiple Subject Credential.

Recommended (optional – not required)

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

Unique Course Requirements

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

Course Learning Outcomes

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

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

Authorization to Teach English Learners

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

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following CSUSM local TPE in this course:

| Foundational Social Justice & Equity TPEs |
|---|
| F1 – Engage in the problem posing process - identify (name) issues of inequity, critically reflect on possible solutions, create and enact social justice and equitable action plans |
| F2 - Understand how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice |
| F3 -Incorporate effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds - taking into consideration language, culture, socio-economic status, <i>perceived</i> competence/ability (pick one or use both), neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families |

F4 - Collaborate with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students

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 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment). This course covers the following TPEs:

- 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them 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.
- 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.
- 2.4 Know how to access resources to support students, including those who have experienced trauma
- 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment. , homelessness, foster care, incarceration, and/or are medically fragile.
- 4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural ba
- 4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies.
- 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.
- 6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
- 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.

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.

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 grading standards

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.

Course Assignments

| Assignments at a Glance | |
|---|----------------------|
| Attendance, Participation, & Professional Disposition | 15 points ongoing |
| Reading Responses | 15 points Due: |
| Home-School Communication Action Plan | 10 points Due: |
| EL Questionnaire – Getting to Know Your ELs | 15 points Due: |
| Integrated/Designated ELD Lesson Observation & Write-up | 10 points Due: |
| Multicultural Lesson Plan & Class Profile | 20 points Due: |
| Social Justice & Equity Action Plan & Presentation | 15 points Due: |

| | |
|-------|------------|
| Total | 100 points |
|-------|------------|

Grading Standards

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

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 multiple 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. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Assignment Descriptions

Electronic Submissions of Assignments

This course is mostly paperless. Assignments are to be turned to Cougar Course on time. Make sure you turn in the assignments 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, Contribution, Professional Disposition, & Student Collaboration points

15

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.

Online Etiquette / Netiquette

As part of the *Attendance, Contribution, Professional Disposition, & Student Collaboration* of this course, you are to contribute to forum discussions: post a thoughtful response to the assigned prompt, read the posts of your classmates, and post a value-added response to the entry of at least one peer. Each module contains a detailed explanation of your posting on the forum.

A few words about communication and online discussion are in order. As you can imagine, some conversations can easily become emotional, especially if we touch people’s deeply held beliefs. We need to remember we are a community of practice and learning. Unfortunately, online posting can mislead one into thinking that cyberspace is an “anything goes” type of forum. This is NOT the case. Below are some guidelines for communication more effectively online. I will deduct points from posts that violate the spirit of these suggestions. If I deem the comments especially egregious, I will drop the student from class.

Keep in mind:

1. Respect is crucial in our online environment. There will be disagreement, we all have our points of view and diverse backgrounds, but let us all engage in a respectable manner.
2. Divergent thinking can be constructive; it encourages us to reconsider our positions and learn about diverse perspectives.
3. Keep a professional community. Refrain from making personal attacks on any colleague in our class. This is not the manner in which we want to interact ethically.
4. Let’s validate others. Personal insults and attacks impede the development of critical thought. Avoid “you” statements, which can be interpreted as accusations (“you don’t know what you are talking about”). Instead, use “I” statements (“I disagree with your point, because...” or “I find that Mark was actually saying...” Professional language is expected in all our conversations.
5. Know who we are as a class. Address your colleagues by their names and validate their contributions...”John, I agree with your statement concerning..., but want to add...”
6. Value personal dispositions. People have to be given the benefit of the doubt on occasion. Since this is an online class, we cannot see each other’s facial expressions or hear the tone in our voices, it is important to clarify issues that are confusing in a respectful and professional manner. Ask your colleagues to clarify their opinions, and find it acceptable if someone asks you to restate your position.
7. Our goal is to support our statements with textual evidence and course material into our forum posts, so that our opinions are supported by evidence, as you would defend a statement on a college paper. Let’s remember we are educators and we would want our own students to reflect in the same manner in our classrooms.

KOSKO/ iEARN / De Orilla a Orilla (Cohorts 4 & 5 ONLY)

Candidates in Cohorts 4 & 5 will engage in an iEARN project as part of participation in Project GLOBAL Competence. Candidates will work in groups to demonstrate their participation, contribution, and professional dispositions (as aforementioned) in both a local context as they engage with the course content, professor, and peers and a global context as they engage in a project with the international community of educators and learners. iEARN is a non-profit organization that has pioneered online school linkages to facilitate meaningful educational projects around the world. It is a safe and structured environment in which students can communicate, community of teachers, teacher

candidates, professors and K-12 grade students, a platform for writing and reading with a purpose, and an inclusive and culturally diverse community that supports more than 50,000 teachers and 2 million young people in more than 140 countries to collaborate through projects. Since 1988, iEARN has pioneered the use of interactive technologies so that students can participate in educational projects with colleagues in other parts of the world.

Candidates will engage with future teachers from another country in three phases:

- 1) Conociemientos / Knowing Each Other;
- 2) Collaborative project;
- 3) Aprendizaje/Learnings

More information about this project and the communication or activities between teacher candidates in other countries will be given in class.

**Reading Responses (5 points each)
points**

15

There are three (3) 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) and information about students' academic status, learning goals, language proficiencies, funds of knowledge, and progress monitoring (TPE 4.1, 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.

| Readings Response Components / Criteria | No Credit | Partial Credit | Full Credit |
|--|---|---|--|
| Analysis 4 points (TPE 6.7) | 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 4.1 (Introduce, Practice), 6.7 (Practice, Assessed), Foundational SJE TPE F2 (Practice), F4 (Practice)

English Learner Questionnaire – Getting to Know Your ELs points

15

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) (TPE 4.1)

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 5.6, 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 (TPE 1.1, 4.1).

| EL Questionnaire Component/Criteria | No Credit | Partial Credit | Full Credit |
|---|---|---|---|
| Learning About English Learners 7 points (TPE 4.1, 5.7) | Incomplete information to ascertain background of ELs. Questions briefly address topics. Reflection writing didn’t follow format given. | Adequate information to ascertain background of ELs. Questions addressed some topics. Reflection writing followed format given. | 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. |

| | | | |
|---|--|--|--|
| Interview Guidelines 3 points (TPE 5.6) | Few directions on how to structure and submit questionnaire. Limited engagement & participation & group discussions. | Some directions on how to structure and submit questionnaire. Some engagement & participation & group discussions. | Followed all directions on how to structure, interpret, and submit questionnaire. Full engagement & participation & group discussions. |
|---|--|--|--|

TPE 1.1 (Practice), 4.1 (Introduce, Practice, 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). 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?

| 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 | 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 | 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 (Introduced, Practiced)

Home – School Communication Action Plan

10 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). 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.

| 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... | <i>and</i> includes a description of the family(ies) the plan addresses |
| To Reflect Critically 3 points (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... | <i>and</i> 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) | An action plan addressing an identified issue is not included | An action plan addressing the identified issue is included... | <i>and</i> 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. |

TPE 1.2 (Assess)

Multicultural Lesson Plan points

20

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 1.6, 3.5, 4.1, 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 1.6, 3.5, 4.1, 5.6, 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.

| | Beginning | Approaching | Meets |
|--|-----------|-------------|-------|
| | | | |

| | | | |
|---|---|---|--|
| Standards (TPE 3.5, 4.1, 5.7) | Standards are: <ul style="list-style-type: none"> ● Not all listed ● Identified in standard and text form with errors | Standards are: <ul style="list-style-type: none"> ● All listed ● Identified in standard and text form with some errors ● Used to develop objectives | Standards are: <ul style="list-style-type: none"> ● All listed ● Identified in standard and text form with no errors ● Used to develop objectives ● Communicated to students during the lesson ● Appropriate for proficiency level(s) for the identified EL students in the class |
| Assessment/ Monitoring for Understanding (TPE 3.5, 4.1, 4.4, 5.7) | Assessments/Monitoring for Understanding are: <ul style="list-style-type: none"> ● Used at key points of the lesson ● Used to assess standards/objectives | Assessments/Monitoring for Understanding are: <ul style="list-style-type: none"> ● Used at key points of the lesson ● Used to assess standards/objectives ● Designed to measure growth (e.g. beginning, approaching, meeting) | Assessments/Monitoring for Understanding are: <ul style="list-style-type: none"> ● Used at key points of the lesson ● Used to assess standards/objectives ● Designed to measure growth (e.g. beginning, approaching, meeting) ● Scaffolded (for all ELs) and/or differentiated (only for ELs with SPED) at the appropriate proficiency level(s) for the identified ELs in the class. |
| Content (TPE 2.2, 3.5, 4.1, 5.7, Foundational SJE F2) | Content is: <ul style="list-style-type: none"> ● Engaging, allows ELs to enter the instructional dialogue through participatory modalities | Content is: <ul style="list-style-type: none"> ● Relevant, uses culturally responsive resources, funds of knowledge, background knowledge, and multiple perspectives | Content is: <ul style="list-style-type: none"> ● Engaging, allows ELs to enter the instructional dialogue through participatory modalities ● Relevant, uses culturally responsive resources, funds of knowledge, background knowledge, and multiple perspectives ● Rigorous, asks higher order questions, develops academic language through linguistic bridges |
| Instructional Strategies & Learning Activities (TPE 1.6, 3.5, 4.1, 4.4, 5.7, Foundational SJE F3) | Instructional Strategies & Learning Activities are: <ul style="list-style-type: none"> ● Conducive to meeting the lesson's standards/objectives | Instructional Strategies & Learning Activities are: <ul style="list-style-type: none"> ● Conducive to meeting the lesson's standards/objectives ● Delivered using research-based instructional strategies that support student learning | Instructional Strategies & Learning Activities are: <ul style="list-style-type: none"> ● Conducive to meeting the lesson's standards/objectives ● Delivered using research-based instructional strategies that support student learning ● Adapted based on the needs of ELs' language proficiency levels. |
| Class Profile (TPE 4.1, 5.6, 5.7) | <ul style="list-style-type: none"> ● Class profile is attached | <ul style="list-style-type: none"> ● Class profile is attached ● Information is thoroughly filled out | <ul style="list-style-type: none"> ● Class profile is attached ● Information is thoroughly filled out |

| | | | |
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| | | | <ul style="list-style-type: none"> Class Profile information is used to inform the lesson plan (e.g. strategies, standards, objectives based on identified EL student information) |
| Self-evaluation | Rubric is: <ul style="list-style-type: none"> Attached | Rubric is/has: <ul style="list-style-type: none"> Attached Highlighted/circled evaluative criteria for each lesson plan component | Rubric is/has: <ul style="list-style-type: none"> Attached Highlighted/circled criteria for each lesson plan component Rationales embedded throughout (use comment boxes) demonstrating decision-making with intentionality (e.g. for focus students) and next steps. |

TPE 1.6 (Introduced, Practiced, Assessed), 2.2 (Introduced, Practiced, Assessed), 3.5 (Introduced, Practiced, Assessed), 4.1 (Practiced, Assessed), 4.4 (Introduced, Practiced, Assessed), 5.6 (Introduced, Practiced, Assessed), 5.7 (Introduced, Practiced, Assessed)
 Foundational SJE TPE 2(Practice, Assess), Foundational SJE TPE F3 (Practiced, Assessed)

Social Justice and Equity Action Plan & Presentation

15 points

Candidates are specifically responsible for demonstrating that you have met the Social Justice and Equity TPE in 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 inequity in an elementary school context, critically reflecting, and taking action (Foundational SJE F1). The resources you gather must support your specific diverse student population (TPE 2.4). 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 (TPE 6.4, Foundational SJE F4).

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.**

| SJE Action Plan Components/Criteria | No Credit | Partial Credit | Full Credit |
|--|--|---|--|
| To Name 2 points | An issue is not named in the SJE Action Plan | An issue is named in the SJE Action Plan... | and the plan includes a description of the English learners the plan addresses as well as the implications on their educational experiences |
| To Reflect Critically 4 points (TPE 6.4, Foundational SJE F4) | 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 2.4, 6.4) | An action plan addressing an identified issue is not included | An action plan addressing the identified issue is included, there is evidence | and the plan contains the following: specific steps or activities, list of resources used to support students, detailed processes, and a timeline |

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| | | of effective communication with stakeholders ... | that demonstrates how social justice & equity for ELs was achieved |
| Presentation 2 points | Candidate does not prepare or present the SJE Action Plan | Candidate prepares a poster presentation but does not present his/her SJE Action Plan | Candidate prepares a poster presentation and presents his/her SJE Action Plan |

TPE 2.4 (Assess), 6.4 (Assess), Foundational SJE TPEF F1 (, Practice, Assess), F4 (Practice, Assess)

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

All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Plagiarism

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

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy, 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 **synchronous online instruction** following a 16-week cycle.

Necessary Technical Competency Required for Students

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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. Details will be given in class.

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. The course outline is being modified for a distance format and will be updated.

Course Outline

| Week/Date | Topic(s) Assignments & Readings are in Cougar Courses Note: You may also have short posts due the day of class, so be sure to check Cougar Courses |
|---|---|
|  Week 1 8/31 | <input type="checkbox"/> Course Overview; Getting to Know Each Other |
| 9/7 Week 2 | No Class Meeting: Labor Day Holiday |
| Week 3 9/14 | <input type="checkbox"/> Creating lasting home/family connections <input type="checkbox"/> Due: Bring One Resource to Share for Your Home School Communication Plan |
| Week 4 9/21 | <input type="checkbox"/> The Historical & Sociopolitical Context of EL Education <input type="checkbox"/> Due: The Home School Communication Plan |
| Week 5 9/28 | <input type="checkbox"/> Lesson Planning Essentials for Diverse EL Populations <input type="checkbox"/> Gathering Information About your EL Students <input type="checkbox"/> Due: Reading Response #1 |
|  Week 6 10/5 | <input type="checkbox"/> Instructional Models for Teaching English Learners |
| Week 7 10/12 | <input type="checkbox"/> Understanding & Defining Language <input type="checkbox"/> Due: English Learner Questionnaire & Reflection |
| Week 8 10/19 | <input type="checkbox"/> Content Area Language Instruction; Culturally-Responsive Pedagogy <input type="checkbox"/> Social Justice & Equity Action Plan Overview |
| Week 9 10/26 | <input type="checkbox"/> Ensuring Access Through Universal Design and Differentiation; Disability vs. Language Differences <input type="checkbox"/> Due: Reading Response #2 |
| Week 10 11/2 | <input type="checkbox"/> Building Background Knowledge & Academic Language Skills <input type="checkbox"/> Due: Reading Response #3 |
| Week 11 11/9 | <input type="checkbox"/> Language Teaching Strategies, Part I <input type="checkbox"/> Structured Engagement & Grouping Strategies <input type="checkbox"/> Due: SDAIE/ELD Lesson Observation |
| Week 12 11/16 | <input type="checkbox"/> Language Teaching Strategies, Part II <input type="checkbox"/> Due: Multicultural Lesson Plan |

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|---|---|
| <p>Week 13 11/23 Thanksgiving Week</p> | <p><input type="checkbox"/> [Asynchronous Only] Assessment & Monitoring Understanding</p> |
| <p>Week 14 11/30</p> | <p><input type="checkbox"/> The Social Justice & Equity Action Plan (Progress & Support)</p> |
| <p> Week 15 12/7</p> | <p><input type="checkbox"/> Due: Social Justice & Equity Action Plan Presentations (Symposium)</p> |
| <p>Week 16 Dec. 14-17</p> | <p style="text-align: center;">Finals Week (No Course Final)</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <p>CalTPA California Teaching Performance Assessment</p> </div> </div> |