

Course & Section Nos.	EDSS 555 (01) / (02)
Course Title	Secondary Multilingual Education
Class Roster No.	40309 / 40310
Course Day(s)	Mondays
Time	8:00am – 10:30am
Course Location	Virtual
Semester / Year	Fall 2020
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SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

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

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

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

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COURSE DESCRIPTION

Focuses on developing an understanding of culturally responsive theory, methodology, and assessment of second language acquisition in integrated and inclusive secondary classrooms.

DAOUD: This course addresses the following; bilingual, sociolinguistic/sociocultural theories and practices and implications for learning and instruction of secondary English learners in all content classes, effective and appropriate pedagogy for English language development (ELD), and identifying issues of social justice and equity for culturally and linguistically diverse students and their families.

Course Prerequisites

Admission to the Single Subject Credential Program, EDUC 350, EDUC 364 & EDUC 422

Course Objectives

Upon successful completion of the course, students will be able to:

- Respond to readings by writing an analysis that includes connections to their teaching English learners.
- Identify academic, social and emotional needs of English learners to use in instructional planning
- Identify effective strategies and activities for English learners based on a class observation.
- Develop a home-school communication action plan to use with families of students, particularly those with native languages other than English
- Write lesson plans with effective strategies and activities aligned to CCSS and ELD Standards, corresponding objectives and assessments.
- Write a “doable” social justice and equity action plan for English learners and / or their families / communities based on an inequitable issue they identify.

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 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.

Recording

To ensure the free and open discussion of ideas, students may not record class activities without the advance written permission of the instructor and all participants. If you are interested in recording a class session as a tool for understanding the content, please make an appointment with the instructor for alternative supports.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

No required text for this class. Course Readings are available on the EDSS 555 Cougar Course website

Cougar Courses

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

COURSE LEARNING OUTCOMES

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

- Demonstrate knowledge and application of pedagogical theories, principles and practices, development of academic language and making content accessible to secondary English learners.
- 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 an ability to differentiate instruction and assessments based on students' primary language and proficiency levels in English, and considering students' cultures, backgrounds and prior schooling.
- Demonstrate an ability to address issues of social justice and equity for English learners and promote authentic family participation in schooling, and understanding 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 1.1	Get to Know You Survey / English Learner Reflection (Practiced)
TPE 1.2	Home School Communication Plan (Practiced)
TPE 1.6	Vocabulary Lesson Plan (Assessed)
TPE 2.2	Vocabulary Lesson Plan (Practiced)
TPE 3.5	Vocabulary Lesson Plan (Assessed)
TPE 4.1	Get to Know You Survey / English Learner Reflection (Introduced, Practiced)
TPE 4.4	Vocabulary Lesson Plan (Introduced)
TPE 5.1	Vocabulary Lesson Plan (Practiced)
TPE 5.5	Home School Communication Plan (Introduced, Practiced and Assessed)
TPE 5.6	English Learner Focus Student Observation (Practiced and Assessed)
TPE 5.7	Vocabulary Lesson Plan (Introduced, Practiced and Assessed)
TPE 6.4	Social Justice and Equity Plan (Practiced and Assessed)
TPE 6.7	Reading Responses (Assessed)
	Foundational Social Justice and Equity TPE (local CSUSM TPE)

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2019-20 academic year the CSUSM Single Subject credential program will use the CalTPA (California Teacher Performance Assessment).

CalTPA

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

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

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

Expected Dispositions for the Education Profession

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

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

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

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

- Reading Responses 8 points
- Get to Know You Survey & English Learner Reflection 7 points
- English Learner Focus Student Observation 10 points
- Vocabulary Lesson 40 points
- Home-School Communication Plan 15 points
- Social Justice & Equity Action Plan & Presentation 20 points

Grading Standards

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

Final Exam Statement

This course does not have a final exam.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance

requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

This course: Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. **Teacher candidates may have one absence with no penalty. Second absence will result in a decrease of half-letter grade (5%).** Third absence will result in a decrease of a letter grade or more, a Statement of Concern and possible failure of class. Second tardy or early departure will receive a warning. **Third tardy or early departure will result in a decrease of a half-letter grade (5%) and a Statement of Concern.** Statement of Concern will require the candidate to write an action plan to resolve the issue. A total of three Statements of Concern on this and/or other issues combined warrant exit from the program.

Policy on Late/Missed Work

No credit will be given if you miss an in class assignment or required presentation. Assignments submitted late will not receive full credit. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

ASSIGNMENT DESCRIPTIONS

GET TO KNOW YOU SURVEY & ENGLISH LEARNER REFLECTION

7 points

You will submit the survey you created during Orientation along with a reflection specific to getting to know your English learner students. Your survey should include questions to ascertain the following information about your students; prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds.

You will also write a reflection on your English learner students discussing how you will use the information collected from the survey to plan instruction and engage students in learning. In addition to information from the survey, your reflection will how you will use information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

Survey / EL Reflection Components / Criteria	Full Credit	Partial Credit	No Credit
Get to Know You Survey 2 point	Get to Know You Survey includes questions to ascertain information about your students'; prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds	Get to Know You Survey includes questions to ascertain information about students in some but not all areas listed for full credit	Get to Know You Survey does not include questions to ascertain student information
EL Reflection 5 points	Reflection includes an analysis of how you will use the information collected on the survey (all areas listed above) to plan instruction and engage your EL students in learning. Your reflection also include how you will use information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning	EL Reflection includes an analysis of how you will use information collected on the survey in some but not all areas listed for full credit. EL reflection also includes some but not all information gathered from other sources on your EL students for short – and long-term planning	EL Reflection does not include an analysis of how information collected on the survey or from other sources will be used for short- or long-term planning purposes

(TPE 1.1 - Practiced, TPE 4.1 – Introduced and Practiced)

READING RESPONSES**8 points**

You will write two (2) Reading Responses (3 points each) due during the semester. Responses are approximately **one paragraph** in length and will be posted to the Cougar Course website before the class session in which they are due. The topics/themes covered in each Reading Response as they relate to the candidates' *experiences with English learners* will be discussed during the class session on which they are due. Response #1 will focus on how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice. Response #2 will focus on a critical analysis of 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.

Responses must include:

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

Readings Response Components / Criteria	Full Credit	Partial Credit	No Credit
Analysis 3 points	Response includes a critical analysis of the assigned topic (criteria above for Responses #1 & 2) and readings AND an understanding of the connections between the readings and teaching English learners	Response includes an analysis of the assigned topic and readings	Response did not include an analysis of the readings
Reference 1 point	Response referenced the required readings and included at least one citation	Response referenced the required readings but did not include a citation	Response did not reference the required readings

(TPE 6.7 – Assessed; Foundational SJE, F2 – Practiced)

ENGLISH LEARNER FOCUS STUDENT OBSERVATION**10 points**

For this assignment, you will observe your English learner focus student engage in a lesson in your class or another classroom setting (ELD, SDAIE / Sheltered, or “mainstream content”). Your observation write-up should include; a description of the classroom, what the teacher did (instructional strategies), and what the students did (learning activities). You can refer to the SIOP Protocol (EDSS 555 Cougar Course - “Resources”) as a guideline for what to look for in an effective lesson for English learners.

In your write-up, you should discuss why the lesson/activity observed was effective and ensured equitable outcomes for the English learners in the class as well as specifically for your English learner focus student *referencing course readings* in your analysis. You will 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. The write-up should include detailed information on how the EL focus student; was engaged in the lesson, interacted with peers, and met language and content objectives. The write up also will include descriptions of instruction and assessment differentiation as well as how you interpreted assessment results for your EL focus student.

EL Focus Student Obsv. Components / Criteria	Full Credit	Partial Credit	No Credit
Description of the class 1 point	Description of the class includes; type of class, number of students AND number and proficiency levels of ELs	Write-up includes a partial description (i.e., type of class and the total number of students in the class)	Write-up did not include a description of the class
Instructional Strategies (What the teacher did) AND Learning Activities (What the students did) 3 points	Write-up includes a description of identified SDAIE instructional strategies used by the teacher as well as the student activities observed in the lesson AND an analysis of why the strategies and activities were effective and ensured equitable outcomes for	Write-up includes a description of the instructional strategies used by the teacher and the student activities observed in the lesson	Write-up did not include a description of the instructional strategies used by the teacher or the student activities

	English learners <i>referencing course readings</i>		observed in the lesson
EL Focus Student 6 points	Write-up includes detailed information on how the EL focus student; - was engaged in the lesson - interacted with peers - met language & content objectives - A description of how the teacher differentiated instruction and assessments for your EL focus student - A description of how you worked with specialists to interpret formative and summative assessment results	Write-up includes general information on the English learner focus student and brief descriptions of differentiated instruction and assessment results	Write-up does not include information on the English learner focus student

(TPE 5.6 – Practiced and Assessed; Foundational SJE, F3 - Practiced)

VOCABULARY LESSON PLAN

40 points

Students will be able to:

- **TPE 5.1** Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- **TPE 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, & use this information in planning instruction.
- **TPE 5.8** Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

in order to:

TPE 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 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.

In the form of a UDL-Aligned vocabulary lesson plan that:

TPE 1.6 Provides 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.

In an effort to:

TPE 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.

The lesson plan will:

- **TPE 2.5** Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- **TPE 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 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.
- **TPE 3.6** Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
- **TPE 4.2** Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

Requirements <i>These requirements are aligned to the Teacher Performance Expectations, as indicated below.</i>	Mastery (Full Credit)	Developing (½ credit)	Not Met (No Credit)
<p>Individual Support/Focus Students (TPE 3.2, 4.2, 5.7, 5.8) (3 points) Use data and a range of characteristics of typical and atypical child development to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction</p> <p>EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus Student Names & Reason for each focus student: Student's first name, ELPAC/CELDT, Sp Ed category, reason for choosing FS3, Funds of Knowledge, Needs) <input type="checkbox"/> Focus Student Funds of Knowledge (Interests, Strengths, Assets) & Content Knowledge/Skills <input type="checkbox"/> Describe knowledge and skills focus students need practice in content and language development and supports needed. 			
<p>Whole Class Support & Materials (TPE 2.2, 2.5, 3.6, 4.4) (3 points) Addresses whole class needs by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintaining high expectations for learning (TPE 2.5) and <input type="checkbox"/> Creating an environment that promotes productive student learning, positive interactions, and reflects diversity (TPE 2.2) <input type="checkbox"/> Using and adapting resources, standards-aligned instructional materials (TPE 3.6) <input type="checkbox"/> Offering a range of technology (including assistive technology) to facilitate equitable access to the curriculum (TPE 4.4). <input type="checkbox"/> All materials are listed and attached/provided in lesson document. 			
<p>Unit Placement & Academic Language (TPE 3.5, 4.4) (1 point) Plan and design subject matter curriculum support the acquisition and use of academic language within learning activities to promote subject matter knowledge of all students</p> <p>EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identification of when this lesson occurs in the unit (beginning, middle, or end, i.e. this is the 3rd day of a 10-day unit). <input type="checkbox"/> An Enduring Understanding, which is an overarching big idea that is not obvious, requires uncovering, and makes sense of the content. <input type="checkbox"/> Essential Question(s) that are open ended, arguable, at heart of subject, recur, raise more questions, and provide organization of content. <input type="checkbox"/> A list of Content Vocabulary Words & Other Specific Academic Language: list words and definitions. 			
<p>Content Standards & Objectives (TPE 1.6, 4.4) (4 points) Plan and design to maximize learning opportunities, provide a supportive learning environment and access to the curriculum for all students by removing barriers and providing access through instructional strategies.</p> <p>EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alignment between content standard and objective. (Hint: use similar words as the standard). <input type="checkbox"/> Content objective(s) that are observable and are measurable. <input type="checkbox"/> Content objective(s) that include(s) condition, action verb, and criteria. 			
<p>ELD Standards and Objectives (TPE 1.6, 4.4) 4 points Plan and design to maximize learning opportunities, provide a supportive learning environment and access to the curriculum for all students by removing barriers and providing access through instructional strategies.</p> <p>EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alignment between ELD standard and language objective. (Hint: use similar words as the standard.) <input type="checkbox"/> Language objective(s) that are observable and are measurable. <input type="checkbox"/> Language objective(s) that include condition, action verb, and criteria. 			
<p>Content Assessment Strategies (TPE 5.1 & 5.8) (4 points)</p>			

Requirements <i>These requirements are aligned to the Teacher Performance Expectations, as indicated below.</i>	Mastery (Full Credit)	Developing (½ credit)	Not Met (No Credit)
<p>Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments by using assessment data, including information from students' IEP, IFSP, ITP, and 504 plans.</p> <p>EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content assessment is aligned to the content standard and objective. (Hint: use similar words from standard and objective). (TPE 5.1). <input type="checkbox"/> Label diagnostic, formative, or summative assessment (TPE 5.1). <input type="checkbox"/> A rubric is provided for content & language objective (TPE 5.1). <input type="checkbox"/> There are at least 3 levels for achievement on rubric, i.e. emerging, expanding and bridging (TPE 5.1 & 5.8). <input type="checkbox"/> Rubric is introduced to students within the instructional strategies (TPE 5.1). <input type="checkbox"/> Rationale is provided for the use of rubric (TPE 5.1 & 5.8). <input type="checkbox"/> Assessment strategies are designed using the Universal Design for Learning framework and/or consider students' needed accommodations/modifications, specifically the focus students (TPE 5.1 & 5.8). <input type="checkbox"/> A comment box is provided to note special supports and considerations for the three focus students (TPE 5.1 & 5.8). 			
<p>Language Assessment Strategies (TPE 5.1, 5.7) (4 points)</p> <p>Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments by interpreting English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable.</p> <p>EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language assessment is aligned to the language standard and objective. Hint use similar words from standard and objective (TPE 5.1). <input type="checkbox"/> Informal and formal formative assessment strategies are included in lesson sequence (TPE 5.1). <input type="checkbox"/> A rubric is provided for content & language objective (TPE 5.1). <input type="checkbox"/> There are at least 3 levels for achievement on rubric, i.e. emerging, expanding, and bridging (TPE 5.1, 5.7). <input type="checkbox"/> Rubric is introduced to students within the instructional strategies (TPE 5.1). <input type="checkbox"/> Rationale is provided for the use of rubric (TPE 5.1, 5.7). <input type="checkbox"/> Assessment strategies are designed using the Universal Design for Learning framework and/or consider students' needed accommodations/ modifications, specifically the focus students (TPE 5.1, 5.7). <input type="checkbox"/> A comment box is provided to note special supports and considerations for the three focus students (TPE 5.1, 5.7). 			
<p>Instructional Strategies TPE 4.4 (2 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan and design 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. <p>EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Making a sequential list of instructional strategies for lesson. <input type="checkbox"/> Writing out in detail what you will say and do. A substitute should be able to follow lesson without background in content. <input type="checkbox"/> Addressing instructional strategies: grouping, transitions, scaffolding, modeling, questioning, etc. <input type="checkbox"/> Providing rationale for UDL strategies for FSs & whole class (Engagement-green, Representation-purple, & Action & Expression-blue). <input type="checkbox"/> Introducing rubric to students and explain how you will provide feedback to students. <input type="checkbox"/> Addressing any informal assessment strategies, you will use and feedback you will provide. <input type="checkbox"/> Strategies designed for FSs are noted with font: Bold for ELL FS1, Underline for FS2, and italic for FS3. <input type="checkbox"/> Accompanying comment boxes lay out how the lesson design decisions were made with the focus students in mind. 			
<p>Learning Activities TPE 1.6 (2 points)</p> <p>Provides a supportive learning environment for students' first and/or second language acquisition.</p> <p>EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Addressing inclusive practices & support for diverse learners (EL, IEP/504/GATE, etc.) & 3 focus students. <input type="checkbox"/> Addressing any self-assessment or peer assessment students will be doing. <input type="checkbox"/> Addressing any anticipated student questions, misconceptions, confusions, etc. <input type="checkbox"/> Providing rationale for UDL strategies for FSs and whole class. Color code UDL: Engagement-green, Representation-purple, & Action & Expression-blue. <input type="checkbox"/> Activities designed for FSs are noted with font: Bold for ELL FS1, Underline for FS2, and italic for FS3. <input type="checkbox"/> Accompanying comment boxes lay out how the lesson design decisions were made with the focus students in mind. 			

Requirements <i>These requirements are aligned to the Teacher Performance Expectations, as indicated below.</i>	Mastery (Full Credit)	Developing (½ credit)	Not Met (No Credit)
<p>Rationale/Reflection TPE 3.5 (12 points) 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.</p> <p>EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describing <u>how</u> the lesson plan maximizes learning opportunities for whole class with Universal Design strategies. <ul style="list-style-type: none"> ▪ Engagement UDL ▪ Representation UDL ▪ Action & Expression UDL <input type="checkbox"/> Specifying the accommodations and modification provided for 3 focus students & label in parentheses (Ex: ELL, IEP, shy). <ul style="list-style-type: none"> <input type="checkbox"/> Focus Student 1: English Language Learner (ELL) <input type="checkbox"/> Focus Student 2: Student with a special education need (IEP, 504 Plan or GATE) <input type="checkbox"/> Focus Student 3: Another student that needs special consideration (specify in parentheses, EX: shy, parent deployed ...) <input type="checkbox"/> Explaining why strategies were chosen based on student information shared in Individual Supports and Whole Class Supports. 			

(TPE 1.6 – Assessed, 2.2 - Practiced, 3.5 – Assessed, 4.4 – Introduced, 5.1 – Practiced, 5.7 – Introduced, Practiced, Assessed, Foundational SJE – F2 – Practiced and Assessed, F3 – Practiced and Assessed)

HOME – SCHOOL COMMUNICATION PLAN

15 points

Teacher candidates will research “best practices” of communicating with families, particularly those whose primary language is not English. Based on their findings, each candidate will create a plan demonstrating how and when to communicate and collaborate effectively with families, colleagues and members of the larger school community to support student learning upon becoming a teacher. The plan will include specific steps, activities and/or resources as well as detailed processes for how the action plan will be implemented. The steps will include descriptions of how they use assessment information to help families understand how students are meeting learning goals; how they will maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families; how they will communicate achievement expectations and student progress.

Communication Plan Components/Criteria	Full Credit	Partial Credit	No Credit
To Name 2 points	An issue is named in the HSC Plan <i>and</i> includes a description of the families the plan addresses	An issue is named in the HSC Plan	An issue is not named in the HSC Plan
To Reflect Critically 3 points	The HSC 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	The HSC Plan contains a critical reflection of the identified issue	The HSC Plan does not include a critical reflection of the identified issue
To Act 10 points	The HSC Plan addressing the identified issue demonstrates how to communicate effectively includes the following: specific steps, activities and/or resources and detailed processes for how the plan will be implemented Steps include: how assessment information is used in understanding how students are meeting learning goals; how they will maintain ongoing communication with students and families, including the use of technology to communicate with	A HSC Plan addressing the identified issue is included with activities and/or resources, and processes for how the plan will be implemented	A HSC Plan addressing an identified issue is not included

	and support students and families; how they will communicate achievement expectations and student progress.		
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(TPE 1.2 – Practiced, TPE 5.5 – Introduced, Practiced and Assessed, 6.4 – Introduced; Foundational SJE F4 – Practiced and Assessed)

SOCIAL JUSTICE AND EQUITY ACTION PLANS & PRESENTATIONS 20 points

For this assignment, you have the opportunity to address issues of social justice and equity at your school site. Candidates will work collaboratively with colleagues and students at their school site to create a Social Justice & Equity Action Plan that they design specifically for English learners and/or their families and communities. Throughout the semester, you will work collaboratively with your school site team to engage in the problem posing process of identifying (name) an issue of inequity, critically reflect on possible solutions and then create and enact socially just and equitable action plans. Your action plan will discuss how you will address an issue of social justice and/or equity in a middle / high school context. Your plan should demonstrate how you have communicated with peers, colleagues, families and members of the larger school community to design a plan that supports student learning.

Drafts of the SJE Action Plans are due throughout the semester for peer review and analysis. **Candidates will present their SJE Action Plans at our final collaborative class session on December 7th**

SJE Action Plan Components/Criteria	Full Credit	Partial Credit	No Credit
To Name 2 points	An issue is named in the SJE Action Plan <i>and</i> the plan includes a description of the English learners the plan addresses as well as the implications on their educational experiences	An issue is named in the SJE Action Plan	An issue is not named in the SJE Action Plan
To Reflect Critically 3 points	The SJE Action Plan includes a critical reflection of the identified issue <i>and</i> the plan includes references to course readings, discussions / interviews with colleagues, and/or your experiences with EL students	The SJE Action Plan includes a critical reflection of the identified issue	The SJE Action Plan does not include a critical reflection of the identified issue
To Act 10 points	An action plan addressing the identified issue is included <i>and</i> the plan contains the following: specific steps or activities, detailed processes, description of how you have collaborated with peers, colleagues, families and members of the larger school community to design the plan, how the plan supports student learning, and a timeline that demonstrates how social justice & equity for ELs will be achieved	An action plan addressing the identified issue is included	An action plan addressing an identified issue is not included
Presentation 5 points	Candidate prepares and presents a collaborative presentation with school-site colleagues on their SJE Action Plan	Candidate prepares a poster presentation but does not present his/her Action Plan	Candidate does not prepare or present the SJE Action Plan

(TPE 6.4 – Practiced and Assessed; Foundational SJE F1 – Practiced and Assessed, F4 – Practiced and Assessed)

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

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

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

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. Refer to the full Academic Honesty Policy at: http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

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

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, 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

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

Electronic Communication Protocol

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

Things to consider:

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

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

SCHEDULE / COURSE OUTLINE

Timeline subject to change due to “Teachable” Moments

Date	Topic	Assignments
Session 1 August 31	Who Are Your EL Students? Introduction / Overview of Course Your English Learner students - whole class - focus student Schooling Experiences of CA’s English Learners	<i>Before class, read:</i> Olsen – Reparable Harm: Fulfilling the Un-Kept Promises for California’s Long Term English Learners Rubinstein-Avila – Conversing with Miguel <i>Before class, watch:</i> A Language Immersion Story (video) https://www.pbslearningmedia.org/resource/midlit11.soc.ush.immerse/a-language-immersion-story/#.W39GKI5KhaQ
Session 2 September 7 ASYNCHRO-NOUS	Building Foundational Knowledge Second Language Acquisition: Theoretical Frameworks / Theory to Practice Serving English Learners and their Families during Covid-19 Closures	<i>Before class, read:</i> Collier – Acquiring A 2 nd Language for School Wright – Language Learning and Teaching Rules for ELs during School Closures: https://www.languagemagazine.com/2020/05/27/feds-lay-out-rules-for-english-learners-during-closures/ DUE: Blog Post #1– Theory to Practice Connections DUE: Blog Post #2– ELs during School Closures
Session 3 September 14	Standards and Objectives Working with the ELD Standards: Profiles of English Learners at various proficiency levels	<i>Before class, read:</i> Appendix C: Theoretical Foundations & Research Base for the CA ELD Standards <i>Download the California ELD Standards for your grade level</i>
Session 4 September 21	Vocabulary Strategies Building Background – vocabulary development and using SDAIE strategies in lesson planning	<i>Before class, read:</i> Echevarria, Vogt & Short (SIOP) – Building Background <i>Bring to class:</i> Vocabulary words / concepts for your lesson plan DUE: Get to Know You Survey / English Learner Reflection
Session 5 September 28	Assessment Differentiated Instruction and Assessments for English Learners	<i>Before class, read:</i> Fairbairn & Jones-Ho – General Principles of EL Assessment and Instruction Gibbons – Collaborative Group Work & 2 nd Language Learning <i>Bring to class:</i> Draft of vocabulary lesson plan – adding assessment
Session 6 October 5	Supporting Your EL Focus Student SDAIE - Reading and Writing Strategies Across Content Areas / Academic English Culturally Responsive Pedagogy / Students’ assets and needs - Tapping into Funds of Knowledge	<i>Before class, read (and watch):</i> Olson, Scarcella & Matuchniak – Informative/Explanatory Texts G. Gay – Teaching To and Through Cultural Diversity Intro to Culturally Relevant Pedagogy (video) https://www.tolerance.org/magazine/an-introduction-to-culturally-relevant-pedagogy DUE: Reading Response #1

Date	Topic	Assignments
Session 7 October 12	Writing a Lesson Sequence Vocabulary lesson plan Home – School Communication Asset-based approaches to school – family / community collaborations	<i>Before class, read:</i> Campos, Delgado & Huerta – Partnering with Latino Families NCELA – Ensuring Meaningful Communication with LEP Parents DUE: English Learner Focus Student Observation
Session 8 October 19	Peer Review Vocabulary Lesson Plans Special Education and ELs Language Differences v. Disabilities	<i>Before class, read:</i> Hamayan, et. al – A Framework for Considering the Special Needs of English Language Learners
Session 9 October 26	Identification / Placement / Assessment of English Learners ELPAC / Legal Mandates Analyzing injustices - taking socially just and equitable actions	<i>Before class, review:</i> ELPAC: http://www.elpac.org/ <i>Bring to class:</i> Your EL students' ELPAC scores and placements DUE: Vocabulary Lesson Plan
Session 10 November 2	Politics and Funding of Language Learning History, Context and Structure of Education – Governance and Financial Implications for ELs	<i>Before class, read:</i> Education Trust – Steep Road to Equity Heilig, Romero & Hopkins – Educational Finances and ELs DUE: Reading Response # 2
Session 11 November 9	Supporting English Learners In and Beyond the Classroom English learners' schooling experiences – equitable actions	<i>Before class, read:</i> Quezada, Lindsey & Lindsey – Culturally Proficient Practices: Supporting Educators of EL Students Klein – For Stalled ELL Students, Graduation Is Often an Elusive Goal Wink – Critical Pedagogy DUE: Home-School Communication Plan
Session 12 November 16	Socially Just / Culturally Responsive Lesson Planning Resources for ELs Using the ELD Standards throughout the year	<i>Bring to class:</i> Scope and Sequence – one unit In class activity: Scope and Sequence focused on English learners
Session 13 November 23 ASYNCHRO-NOUS	Taking Action Socially Just and Equitable Educational Experiences for English Learners	<i>Before class:</i> Gather any additional resources needed to complete your Social Justice & Equity Action Plans Use the assignment rubric to review your SJE Action Plan
Session 14 November 30	Addressing Issues of Inequity Actions to Empower English Learners	DUE: Social Justice and Equity Action Plan (Group Presentations due on December 7th)
Session 15 December 7	Collaborative Session Fall Reflection / Spring Planning SJE Action Plan Presentations	<i>Bring to class:</i> Your Class Profile DUE: SJE Action Plan Group Presentation