Updated Aug 29, 2020

Course & Section Nos.	**EDUC 653 (01)**
Course Title	**Biliteracy Education I: Contexts for Learning (Elementary)**
Class Roster No.	**40355**
Course Day(s)	**Synchronous Virtual Instruction** ZOOM class meetings https://csusm.zoom.us/j/99427985544
Time	**Mondays, 5:30-8:20 PM**
Course Location	**Cougar Course or ZOOM**
Semester / Year	**Fall 2020**

Instructor	**Ana M. Hernández, Ed.D.**
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Office Hours	**By appointment (phone or online)**

WELCOME – BIENVENIDOS

Welcome to one of the courses for the Bilingual Authorization Program. It is my sincere honor to welcome you this semester to class. I am looking forward to our time together as we value our identity as bilingual teacher candidates. Our class will be conducted primarily in Spanish, including class discussions and assignments. Our ideology is centered on the following quotes from Cesar Chavez: "Our language is the reflection of ourselves. A language is an exact reflection of the character and growth of its speakers," and "Preservation of one's own culture does not require contempt or disrespect for other cultures." Let's enjoy our journey! ¡Sí, se puede!

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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Syllabus is subject to change.

COURSE DESCRIPTION

Addresses the contexts for bilingual education and bilingualism in California public schools. The history, policies, programs, and research on effective bilingual education are examined. Explores bilingual sociolin-guistic/sociocultural competence and implications for learning and instruction, as well as authentic parental participation in schools and the family as a cultural resource to student learning. Course is conducted in Spanish.

Course Prerequisites

Admission to a School of Education Teacher Credential Program or hold a valid CA Teaching Credential.

Course Objectives

1. Demonstrate knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.
2. Demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.
3. Apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice, and apply research and its effects on the dimensions of learning in bilingual education program models.
4. Demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.
5. Demonstrate understanding of the interrelatedness among the four domains of language (listening, speaking, reading and writing) and to know forms and functions.
6. Demonstrate knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to instructional and assessment practices.
7. Promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy, demonstrate an understanding of the family as a primary language and cultural resource and be cognizant that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.

Unique Course Requirements

Spanish fluency and literacy is required to complete course.

Credit Hour Policy Statement

This course is delivered in a face-to-face instruction. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Library Material Available – online text

Montrul, S. (2013). *El bilingüismo en el mundo hispanohablante*. Malden, MA: Wiley-Blackwell.
ISBN 978-0-470-65721-8 – **free online version available through CSUSM Library.**
https://ebookcentral.proquest.com/lib/csusm/detail.action?docID=875914

Find the Montrul title through our Cougar Course "View online" option. If you click on that, it will take you directly to the e-book. You may also be asked to log in again with their campus username and password.

Jimenez. F. (2000). Cajas de Cartón: Relatos de la Vida Peregrina de un Niño Campesino (Spanish Edition). ISBN: 978-0-395-95581-9 (children's literature book – paperback)

Cougar Courses – Additional Readings

All additional required readings and video/audio materials will be made available electronically on the Cougar Course website for our class and/or via campus email.

Links Posted on Cougar Course – Free Downloads

- CA Common Core en Español **https://commoncore-espanol.sdcoe.net/Home**
- 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**
- Appendices A-D and Glossary from 2012 ELD Standards at http://www.cde.ca.gov/sp/el/er/eldstandards.asp
- Adopted *ELA/ELD Framework* Chapters at   http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp
- CA Common Core State Standard, CA Department of Education Common Core at www.cde.a.gov/re/cc
- *eStandards* – Free California Common Core and ELD State Standards app
- 2012 Spanish Language Development Standards for California Public Schools K-12 from the SDCOE website at file:///C:/Users/Maggie/AppData/Local/Microsoft/Windows/INetCache/IE/VXMZYWEB/Pub2ndver.pdf
- EL Roadmap (2017) file:///C:/Users/Maggie/OneDrive/EL_Roadmap_Guidance_2017.pdf

TaskStream Account – Bilingual Authorization

You will need a TaskStream account to upload your Bilingual Authorization signature assignments to complete your standards for the program. Login is **BLA2021** and you will need an account to access TaskStream. See course assignments to determine which ones need to be uploaded to TaskStream.

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)*

Bilingual Authorization Teacher Preparation Program

Standard 3: The Context for Bilingual Education and Bilingualism
The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement. Candidates apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models. The program prepares candidates' knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages. The program prepares candidates to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. The program promotes candidates' understanding of the family as a primary language and cultural resource. Candidates are cognizant that students' motivation, participation and achievement are influenced by an intercultural classroom climate and school community.

Standard 4: Bilingual Methodology (partially fulfilled in this course)
The bilingual teacher preparation program prepares bilingual candidates to understand the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. The program also prepares candidates to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. The program ensures that bilingual candidates have knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. In addition, programs develop bilingual candidates' understanding of knowledge of intercultural communication and interaction that is linguistically and culturally responsive. The bilingual teacher preparation program further prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials. The program provides opportunities for teacher candidates to demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not   suitable or available.

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Standard 5: Culture of Emphasis
The professional bilingual teacher preparation program develops candidates' knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States. Included in that knowledge is the understanding of crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States. Also included is the knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S. Candidates demonstrate knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States.

Standard 6: Assessment of Candidate Language Competence
The institution must verify, during the program or at its completion that the candidate has attained, in listening, speaking, reading and writing a language proficiency level that is equivalent to a passing score on the appropriate CSET: LOTE language examination. The program creates clear guidelines by which the candidate will be assessed. The program at CSUSM will use the Interagency Language Roundtable Scale (formerly known as Foreign Service Institute Scale) will be used to assess entry into the program at the 3.5 level or Intermediate High, or the equivalent to the American Council for the Teaching of Foreign Language (ACTFEL) Advanced Low (see table included) The rubrics illustrated by both scales will be used within all coursework and Clinical Practice Experience to assess the candidates' language skills. It is required that, in all activities and assignments in the coursework, candidates demonstrate competencies as detailed by the Interagency language Roundtable Scale, which is equivalent to the ACTFL Intermediate High Level.
ILR and ACTFL Scale of Language Proficiency

<u>**Teacher Performance Expectation (TPE) Competencies**</u>

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 TPEs in this course:

- **TPE 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, structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
- **TPE 3.1** Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- **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 5.7** Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
- **TPE 6.2** Recognize their own values & implicit and explicit biases, the ways in which these values & implicit & explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, & fairness toward all students and families, as well as toward their colleagues.

- **School of Education's Foundational Social Justice and Equity TPEs (F2 and F3).**
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SoE's Foundational TPEs: Social Justice and Equity - cross-referenced in the course assignments

Foundational TPEs: F2 & F3 Addressed in EDUC 653
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, *perceived* 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 2018-19 academic year the CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment)

CalTPA

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

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

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Upon successful completion of this course, students will be able to:
- Standards 3.1 & 3.2; Foundational TPE F2 - explain the basic terms, philosophies, goals, problems, issues, history, research, theoretical frameworks, and practices related to bilingual education and bilingualism *through reading reflections*.
- Standards 3.3 & 3.4; Foundational TPEs 3.1, TPE F2 - apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice and know program models *through bilingual ed. research assignment*.
- Standard 3.5 TPE 6.2 demonstrate knowledge of the transferability between primary and target language and know that it may vary among languages *through reading reflections and lesson development*.
- Standards 3.6, 3.7 & 3.8; Foundational TPEs F2 & F3, TPE 1.6 - promote parental participation that includes learning about school systems, assuming leadership roles and affecting policy; demonstrate an understanding of the family as a primary language and cultural resource; and be cognizant that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community *through community footprint.*
- Standards 4.1 & 4.2; TPE 6.2 - demonstrate interrelatedness among the four domains of language (listening, speaking, reading, writing) and forms and functions to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. This is achieved *through lesson plan development and reflections.*
- Standards 4.3 & 4.4; TPEs 1.6, 6.2 - demonstrate knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to instruction and assessment *through reading reflections, lesson planning, and community footprint assignments.*

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- Standard 4.5; Foundational TPEs F2 & F3, TPE 1.6 demonstrate an understanding of intercultural communication and interaction that is linguistically and culturally responsive *through community footprint.*
- Standards 4.6 & 4.7; Foundational TPEs F2 & F3, TPEs 1.6, 3.1, 3.5, 5.7 - ability to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials and determine its appropriateness for local context and to augment resources when they are not suitable or available *through lesson plan development.*
- Standard 5.1; TPE 6.2 - knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States *through History of My Two Languages.*
- Standard 6.1- language proficiency level that is equivalent to the passing standard on the appropriate CSET: LOTE language examination attained, in listening, speaking, reading and writing *through all assignments.*

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.

TENTATIVE SCHEDULE/COURSE OUTLINE

(Elementary) EDUC 653 (01) – Biliteracy Education I: Contexts for Learning **Fall 2020 – Dr. Hernandez** **ZOOM class meetings https://csusm.zoom.us/j/99427985544**		
Sesiones & fechas	**Estándares & Temas**	**Lecturas y asignaturas para cada semana**
Sesión 1 31 de agosto **Tema:** Introducción al curso Zoom	**Bilingual Authorization (BILA) Standard 3** • BIENVENIDOS - introducciones • Descripción general del programa y curso • Revisar nuestro CC • Perspectivas históricas y fundamentos legales en la educación bilingüe de CA • *English Learner Roadmap* Guía & Pólizas (CDE) • Explicar las asignaturas de las reflexiones y estudios bilingües. Dar ejemplos. Trabajar en grupos. • Beca – Project ACCEPT y Teacher Pathways • Beca – Project SUPPORT – David Espinoza (5:30 PM) • Martha Richardson (5:45 PM) • KOSKO – Global Learning Networks – Project GLOBAL Competence	**Bajar de Cougar Course:** 1) *Programa de estudio (silabo)* **Lecturas en CC:** 2) *CA Goes Global*, p. 9 (2018) 3) *El español académico (Guerrero & Guerrero, 2017)* 4) *Perfil del maestro bilingüe* (Rodríguez-Valls, Salvador & Muñoz, 2016) Discutiremos en clase
Sesión 2 7 de sept.	**Labor Day – Holiday**	
Sesión 3 14 de sept. **Tema**: Bialfabetismo ¿Quién es bilingüe? Zoom	**BILA Standards 3, 4, 5, 6** • Reflexión y discusión de lecturas • ¿Quién es bilingüe? • Explicar y comenzar tu historia de tu lengua nativa • Teorías y estudios sobre la educación bilingüe • Bialfabetismo y perspectiva multilingüe • Trabajar en grupos: Estudios bilingües • KOSKO – Global Learning Networks – Project GLOBAL Competence	**Online Textbook Library:** **Capítulo 1** ¿*Quién es bilingüe*? (Montrul, 2013) https://ebookcentral.proquest.com/lib/csusm/detail.action?docID=875914 **CC** – *Teaching for Biliteracy* (Beeman & Urow, 2013) **CC** – Completar las encuestas y competencia lingüística de ACTFL (self-assessment & survey) **(DUE: Sept. 13)** **Presentaciones y entregar a CC:** Estudios bilingües
Sesión 4 21 de sept. **Tema**: Tipos de programas Zoom	**BILA Standards 3, *5, 6*** • Celebración – Herencia Hispana • Reflexión y discusión de lecturas • Tipos de programas bilingües en CA y EE.UU. • Aspectos del uso de los idiomas para estudiantes bilingües, estatus lingüístico y cambio de código • Comenzar tu historia de tu segunda lengua • Explicar la huella de la comunidad y dar ejemplos • Trabajar en grupos: Estudios bilingües & Huella	**Online Textbook Library:** **Capítulo 5 -** *El español en los EE.UU.* **Capítulo 13** *Educación bilingüe en EE.UU.* (Montrul, 2013) **Entregar a CC:** La reflexión #1 de lecturas (Montrul – capítulos 5 & 13) **(DUE: Sept. 20)** **Presentaciones y entregar a CC:** Estudios bilingües

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(Elementary) EDUC 653 (01) – Biliteracy Education I: Contexts for Learning Fall 2020 – Dr. Hernandez ZOOM class meetings https://csusm.zoom.us/j/99427985544		
Sesiones & fechas	**Estándares & Temas**	**Lecturas y asignaturas para cada semana**
Sesión 5 28 de sept. **Tema**: Segunda lengua **Zoom**	**BILA Standards 3, 4, 6** • Reflexión y discusión de lecturas • Presentaciones: Estudios bilingües • Adquisición de una segunda lengua • La metalingüística • Comparar los estándares de CA ELD y SLD • Actividad: La estructura de las oraciones con estudiantes bilingües (SLD) • Examinar los conocimientos de la historia de tu segunda lengua • Trabajar en grupos: Huella	**Online Textbook Library** – **Capítulo 8** - *Lengua segunda* (Montrul, 2013) **See CC:** *Teaching Metalinguistic Knowledge* (Kerper Mora, 2016) World Language Standards (2019) https://www.cde.ca.gov/be/st/ss/world language.asp CA SLD Standards (2012): file:///C:/Users/Maggie/AppData/Local/Microsoft/Windows/INetCache/IE/VXMZYWEB/Pub2ndver.pdf CA ELD Standards (2012): http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf **Presentaciones y entregar a CC:** Estudios bilingües
Sesión 6 5 de oct. **Tema**: Transferibilidad **Zoom**	**BILA Standards 3, 4, 5, 6** • Reflexión y discusión de lecturas • Presentaciones: Estudios bilingües • Estrategias para la enseñanza del puente lingüístico - Transferibilidad / recursos interlingüísticos**,** • Comparar el *Common Core Español con los estándares del SLD para* tu grado de enseñanza • Escribe en tu historia de tu lengua – cambio de código y la transferibilidad • Trabajar en grupos: Huella	**See CC for both readings:** *Strategic Use of Two Languages* (Beeman & Urow, 2013) *Literacy Instructional Methods in Spanish & English: same or different?* (Kerper Mora, 2017) *Common Core Español* http://commoncore-espanol.com/sites/default/files/Grados%20K-5%20Espa%C3%B1ol%20Nacional.pdf **Libro -** *Cajas de cartón* (Jimenez) Comenzar a leer y terminar en oct **(Compelete book by Oct. 19)** **Presentaciones y entregar a CC:** Estudios bilingües
Sesión 7 12 de oct. 🖳 **Asíncrona** **Tema**: Primera lengua	**BILA Standards 3, 4, 5, 6** • Reflexión y discusión de lecturas • Presentaciones: Estudios bilingües • Adquisición de la lengua en la infancia • Debilitamiento y adquisición incompleta de la primera lengua • Examinar los conocimientos de la historia de tu lengua nativa • Examinar el desarrollo léxico/voc: monolingüe v. bilingüe	**Online Textbook Library:** **Capítulo 7** *Lengua en la infancia* **Capítulo 9** *Primera Lengua* (Montrul, 2013) . **Leer Libro –** *Cajas de cartón* (Jimenez) **Entregar a CC:** La reflexión #2 de lecturas (Montrul – cap. 8 *Lengua segunda* y cap. 9 *Primera Lengua*) **(DUE: Oct. 11)**
Sesión 8 19 de oct. **Tema**: Lección en español **Zoom**	**BILA Standard 3, 4, 5, 6** • Reflexión y discusión de lecturas • Presentaciones: Estudios bilingües • Explicar cómo diseñar y planificar una lección en español y dar ejemplo – Cajas de cartón • Reflexiona en la historia de tus idiomas y explora contextos socioculturales que te han ayudado a adquirir tus lenguas.	**Cougar Course:** *Cajas de cartón* (Jimenez) **– terminar el libro para hoy** **Presentaciones y entregar a CC:** Estudios bilingües En clase trabaja en tu lección en español.

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Sesiones & fechas	Estándares & Temas	Lecturas y asignaturas para cada semana
(Elementary) EDUC 653 (01) – Biliteracy Education I: Contexts for Learning Fall 2020 – Dr. Hernandez **ZOOM class meetings https://csusm.zoom.us/j/99427985544**		
Sesión 9 26 de oct. **Tema**: Vocabulario - Lenguaje social y académico **Zoom**	**BILA Standards 3, 4, 6** • Reflexión y discusión de lecturas • Presentaciones: Huellas • Estrategias para desarrollar el lenguaje académico en varios sujetos • El desarrollo del lenguaje oral y sociolingüístico • Planificación de la lección en español – 4 dominios • Escribe en tu historia de tus lenguas sobre tu desarrollo del lenguaje académico y social	**Lecturas en Cursos Cougar:** *La enseñanza del voc. académico* (Calderon et al., 2019) *Word Study & Fluency* (Beeman & Urow, 2013) **Entregar a CC:** La reflexión #3 de lecturas sobre el voc. de Calderon et al.; Beeman & Urow) **(DUE: Oct. 25)** **Presentaciones y Entregar:** La Huella a Cougar Course y TaskStream En clase trabaja en tu lección en español.
Sesión 10 2 de nov. **Tema**: Fraseología **Zoom**	**BILA Standards 3, 4, 6** • Feliz Día de Los Muertos • Presentaciones: Huellas • Perfil del maestro bilingüe • Fraseología: refranes, expresiones, dichos • Trabaja en tu borrador para la lección en español. • Escribe en tu historia de tus lenguas sobre tu uso de la fraseología en español e inglés.	**Lecturas en Cursos Cougar:** *Acelerando la lectura en 2 idiomas* (Calderon et al., 2019) *Making Space for Spanish* (Babino & Wickstrom, 2017) **Presentaciones y Entregar:** La Huella a Cougar Course y TaskStream En clase trabaja en tu lección en español.
Sesión 11 9 de nov. 💻 **Asíncrona** **Tema**: La escritura en todas materias	**BILA Standards 3, 4, 6** • Reflexión y discusión de lecturas • Lección en español	**Lecturas en Cursos Cougar:** *Del vocabulario a la lectura y escritura* (Calderon et al., 2019) *Writing in Spanish for Language & Literacy* (Kerper Mora, 2016) **Revisa la lección en clase**: Redacta tu lección en español después que recibas retroalimentación de tus compañeros.
Sesión 12 16 de nov. **Zoom**	**BILA Standards 3, 4, 5, 6** • Reflexión y discusión de lecturas • Repaso de las lecturas • Presentaciones de las huellas • Revisa y redactar la lección con compañeros • Escribe en la historia de tus idiomas sobre tus éxitos y desafíos entre la lectoescritura en inglés y español	**Entregar a CC:** La reflexión #4 de lecturas sobre lectura/escritura de Calderon et al., y Kerper Mora) **(DUE: Nov. 15)** **Presentaciones y Entregar:** La Huella a Cougar Course y TaskStream **Entregar a CC**: El borrador de la lección con los cambios de tus compañero/a y tus cambios. **DUE: Nov. 21)**

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Sesiones & fechas	Estándares & Temas	Lecturas y asignaturas para cada semana
(Elementary) EDUC 653 (01) – Biliteracy Education I: Contexts for Learning **Fall 2020 – Dr. Hernandez** **ZOOM class meetings https://csusm.zoom.us/j/99427985544**		
Sesión 13 23 de nov. ⬜ **Asíncrona**	**Thanksgiving week** Trabaja en todos tus trabajos: historia de tus lenguas, lección en español, Huella. Revisa TaskStream.	
Sesión 14 30 de nov. **Tema**: Padres y familias **Zoom**	**BILA Standards 3, 4, 5, 6** • Reflexión y discusión de lecturas • Presentaciones: Huellas • Participación de los padres latinos • Fundamentos de conocimientos culturales y lingüísticos de las familias • Equidad y advocación para nuestros estudiantes • Cultivar el talento de los estudiantes latinos • Escribe en la historia de tus idiomas sobre los fundamentos culturales y lingüísticos de tu familia/padres • Redacta tu lección en español después que recibas retroalimentación de tus compañeros y profesora. •	**Lecturas en Cursos Cougar:** *Transforming Paradigm* (Olivos & Ochoa, 2008) & Strengths Talents of Hispanic ELs (Smutny et al., 2012) **Presentaciones y entregar:** La Huella a Cougar Course y TaskStream
Sesión 15 7 de dic. **Zoom**	• Presentaciones de la lección en español, Huellas • Compartir la historia de tus lenguas • ¿Qué has aprendido en el curso? ¿Qué conexiones has hecho con tu práctica docente? • ¿Cuáles son tus próximos pasos en tu educación y enseñanza? • Evaluar el curso – EDUC 653 • Revisar TaskStream – **BLA2021 clave** • Celebración	**All these assignments** **Due Dec. 6** **Entregar a CC:** La copia final de la historia de tus lenguas a Cougar Course. **Entregar**: La copia final de la lección en español y presentación a Cougar Course y TaskStream. **Presentaciones y entregar:** La Huella a Cougar Course y TaskStream
Examen Final	**NO** habrá un examen final para esta clase.	**Nada** 😊

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students 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. It is expected that work will be turned in on time. Note: Professor reserves the right to change, add to, or delete any material or assignment from the course*.*

Course Assignments – Asignaturas para el curso

- Asistencia, participación, KOSKO y disposición profesional (discreción del instructor)   10 puntos
- 4 reflexiones de lectura (5 puntos cada una)   20 puntos
- Análisis de un estudio sobre la educación bilingüe   15 puntos
- Huella de la comunidad   15 puntos
- Lección en español (borrador (5pts) y copia final (15pts)   20 puntos
- Historia de tus idiomas   20 puntos

                                                     _____
                                                  Total 100 puntos

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Grading Standards and Policy on Late/Missed Work

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Assignments should be typed and double-spaced. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. **Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).** A minimum of a C+ is required to pass this course.

95 –100 A	90 – 94 A-
87 - 89 B+	83 – 86 B
80 – 82 B- (minimal passing grade)	77 – 79 C+
73 – 76 C	70 – 72 C-

This course is a graduate level course; therefore the minimal passing grade is a B-.

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 in synchronous and asynchronous virtual instruction**. You must participate in forums/discussion boards and activities to be counted as present. Professor will take attendance and monitor participation at each class. 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).*

For this course: Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Missing more than one online class (synchronous or asynchronous) will result in a lower grade for class. Being consistently late and/or leaving class early can also lower your grade. Notified the professor prior to class, if you expect arrive late or leave class. Illness and emergencies are considered on a case-by-case basis for absences and tardiness. However, notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence. Unless extenuating circumstances are made known, this is not negotiable. **I will not be recording live sessions with students as to protect the integrity of the conversations, activities, and privacy issues. If you miss class, please get notes from other students and review all content posted on Cougar Course.**

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. No credit or make-up work for missed class, work or course assignments. Be cognizant of due dates and closing of portals or links to assignments on Cougar Course.

Student Collaboration Policy

Due to the nature of the course, students will be asked to collaborate and actively interact with one another during class activities in Spanish.

DESCRIPTION OF ASSIGNMENTS | DESCRIPCIÓN DE ASIGNATURAS

Las sesiones de clase se publicarán semanalmente en la página red del curso EDUC 653 (Curso Cougar).

1. Attendance, Professional Disposition, Class Participation   **10 puntos**

Asistencia, disposición profesional y participación en clase será calificada a la discreción de la profesora. Los estudiantes deben merecerse la puntuación que será proporcionada a finales del semestre. La expectativa es que van a asistir a todas las sesiones (síncronas o asíncronas) de clase preparados para participar activamente

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en las actividades, grupos, intercambio de ideas, diversos puntos de vista y temas relacionados con las lecturas asignadas. Por favor, consulte la Póliza de Asistencia de la Escuela de Educación | **School of Education Attendance Policy** y los requisitos de asistencia para este curso. **During these times related to COVID-19, please make time for daily self-care - time for yourself to relax, meditate, exercise, or just enjoy the little things in life.**

KOSKO Project/Proyecto iEARN/Orillas (Global Learning Networks)

Parte de la participación de la clase
Estándar 5 – Cultura
KOSKO - Knowing Our Students, Knowing Ourselves: Exchange for Future Teachers

Este proyecto tomará efecto con otras universidades en Latinoamérica. El proyecto será con nuestros colegas en Paraguay. Daré más información en clase acerca de este proyecto y la comunicación o actividades entre los docentes internacionales. Pending further notice on proejct activities.

iEARN (International Education and Resource Network) es una red global que apoya a más de 50,000 maestros y 2 millones de jóvenes en más de 140 países para colaborar a través de proyectos. Desde 1988, iEARN ha sido pionera en el uso de tecnologías interactivas para que los estudiantes puedan participar en proyectos educativos con colegas en otras partes del mundo.

iEARN es:
- un ambiente seguro y estructurado en el cual los estudiantes pueden comunicarse
- una comunidad de maestros, profesores y alumnos
- una plataforma para escribir y leer con un propósito
- una comunidad inclusiva y culturalmente diversa

2. **Four Reading Reflections**   **20 puntos**
   Cuatro reflexiones de lectura (5 puntos cada una)

- Las reflexiones sobre sus lecturas se deben entregar en las fechas indicadas en el esquema del curso. Envíen copias electrónicas de cada análisis de lectura a nuestro Curso Cougar. Las reflexiones deben incluir: Una reflexión de las lecturas (no un resumen – ya la profesora y sus colegas han leído el texto), incluyan las conexiones que se pueden hacer entre las ideas claves que presenta el texto y la enseñanza de los estudiantes, con ejemplos específicos a la lectura sobre sus experiencias durante las observaciones o práctica clínica en las escuelas, tutorías u otras experiencias personales en diversos entornos. Conecten la lectura con ejemplos (evidencia del texto). Citen el texto o autor en sus escrituras.

Piensa en los conceptos principales y sus entendimientos del texto:
- ¿Cuáles son los métodos o estrategias que te gustaría poner en práctica? ¿Por qué?
- ¿Qué nuevas ideas surgen de las lecturas? Explica y da evidencia del texto.
- ¿Cuál es la importancia de los conceptos para un maestro/a o sus estudiantes? ¿Por qué?
- ¿Cuál es el motivo que el autor del texto presenta estas ideas? ¿Por qué?
- ¿Cómo se relacionan tus experiencias a la lectura?

Evaluación | Assessment
Se usará la rúbrica de ACTFL Escalas de dominio del idioma | ACTFL Scales of Language Proficiency para la evaluación - Standard 6.1. Las reflexiones de lectura serán calificadas de acuerdo con la amplitud de la escritura, el análisis de las ideas, la comprensión de los temas, las conexiones de las lecturas con las experiencias de los candidatos, y con aspectos a la instrucción de los estudiantes en los grados K-12 que aprenden inglés como segunda lengua (English Learners / aprendices de inglés) o estudiantes bilingües en clases de español o programas de doble inmersión. También el lenguaje académico del candidato será evaluado al nivel de CSET LOTE. Esta asignatura corresponde a introducción, práctica y evaluación de TPE 3.1, Foundational TPE F2 y Bilingual Authorization Standards 3, 4 & 6.

Reading Reflection – Rubric Score _____ (5 pts. each) BILA Standards Assessed 3.1, 3.2, 3.3, 3.5; 4.1; 6.1			
Criteria	Credit Range Minimal or None 0-1 pts.	Credit Range Approaching, 2-3pts.	Credit Range Meets 4-5 pts.
Analysis (2 pts.) 3.1 - 3.3 (A)	Response lacked an analysis of the readings. Lacked reflection of knowledge on **research, history, policies, philosophical, theoretical, legal and legislative foundations of programs on the effectiveness of bilingual ed. & bilingualism**. Understands **cognitive effects of bilingualism & biliteracy.**	Response included a partial analysis – of only one aspect and/or partial article / chapter of the assigned readings. . Reflects partial knowledge of **research, history, policies, philosophical, theoretical, legal and legislative foundations of programs on the effectiveness of bilingual ed. & bilingualism**. Understands **cognitive effects of bilingualism & biliteracy**	Response included full analysis of each aspect and/or each article/chapter of the assigned readings. Reflects full knowledge of **research, history, policies, philosophical, theoretical, legal and legislative foundations of programs on the effectiveness of bilingual ed. & bilingualism**. Understands **cognitive effects of bilingualism & biliteracy.**
Insightful Connections (2 pts.) 3.5 (A), 4.1 (A)	No connections were made between the topic(s) and the candidate's experiences with English learners/bilingual students. Lacks **knowledge of the transferability between primary and target language, and/or interrelatedness among the four domains of language.**	Partial connection was made between the topic(s) and the student's experiences with English learners/bilingual students that did not demonstrate understanding of the application of the reading topic(s) to practice. Partial **knowledge of the transferability between primary and target language, and/or interrelatedness among the four domains of language.**	Full connections made between the topic(s) and the student's experiences with English learners/bilingual students -demonstrating application to practice in **knowledge of the transferability between primary and target language, and/or interrelatedness among the four domains of language.**
Conventions (1 pts.) 6.1 (A)	**Paper written with various errors in Spanish**. Writing distracted the reader's comprehension. Candidate followed none/limited directions on how to structure and submit reading reflection.	**Paper written with some errors in Spanish**. However, writing does not distract the reader's comprehension. Candidate followed some directions on how to structure and submit reading reflection.	**Paper well written with minimal errors in Spanish**. Candidate has followed all directions on how to structure and submit reading reflection.

3. **Bilingual / Multilingual Research Review**   **15 puntos**
    Análisis de un estudio sobre la educación bilingüe/multilingüe
    BILA Standards 3.1, 3.2, 3.3, 3.4 (I, P&A), 6.1 (P&A)

Esta tarea debe ser cumplida en parejas. Para esta tarea, cada pareja buscará y seleccionará un artículo de investigación publicado en los últimos 5 años en la educación bilingüe o multilingüe. Van a leer un artículo de un estudio y proporcionarán un resumen analítico de la investigación incluyendo como se relaciona la investigación a los programas de enseñanza bilingüe/multilingüe. El resumen incluirá 2-3 páginas escritas con una bibliografía. La puntuación incluye el resumen con la bibliografía y su presentación.

Por ejemplo, si leen un artículo sobre los resultados de algún programa bilingüe, entonces van dar ejemplos de cómo estos resultados pueden informar a las escuelas que tienen estos tipos de programas bilingüe/multilingües. Traten de conectar las ideas de la investigación a los tipos de programas que tenemos en San Diego, CA o en los EE.UU. ¿Qué nuevas ideas surgen de estos resultados para mejorar los programas de nuestra área, CA o EE.UU.?

Las parejas harán una presentación corta en clase de 10-15 minutos máximo sobre su estudio de investigación y

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las conexiones con las escuelas. Las presentaciones tomarán efecto durante el transcurso del semestre. Tendremos una lista con fechas para las presentaciones de las parejas. Así, todos pueden aprender de recientes investigaciones sobre la educación bilingüe/multilingüe y como aplicar los resultados para mejorar nuestros programas locales. Queremos programas bilingües/multilingües que tengan éxito para todos los estudiantes en cuanto a la enseñanza académica y la adquisición de lenguas.

Usen el formato de APA 7 (American Psychological Association) para escribir tu resumen analítico.
- Título de la investigación:
- Fecha de la investigación:
- Nombre del investigador/es:
- Nombre del editorial de la publicación:
- Sigue con…
    1) Una breve explicación sobre el propósito de la investigación.
    2) Una breve explicación de los métodos de investigación que usaron los investigadores.
    3) Una breve explicación de los participantes y dónde tomó lugar la investigación.
    4) ¿Cuáles fueron los resultados de la investigación?
    5) Haz un análisis de cómo se relaciona la investigación a los programas de enseñanza bilingüe/multilingüe en nuestra comunidad, estado o nación.
    6) ¿Qué nuevas ideas surgen de estos resultados para mejorar los programas que encuentran en nuestra área, CA o EE.UU.?
    7) Añade citas y una bibliografía (formato APA).

Análisis de investigaciones bilingües/multilingües **(Assignment Template) Plantilla para el resumen** **BILA Standards 3.1, 3.2, 3.3, 3.4 (P), 6.1 (P)**
Direcciones: Llenen la información acerca de su investigación sobre programa(s) bilingües usando oraciones completas y párrafos. Usen el formato de APA para escribir su papel.
Título de la investigación:
Investigador/es:
Fecha de la investigación:
Editorial de la publicación:
1) Una breve explicación sobre el propósito de la investigación. **(3.1, 3.4)**
2) Una breve explicación de los métodos de investigación que usaron los investigadores. **(3.2)**
3) Una breve explicación de los participantes y dónde tomó lugar la investigación. **(3.1, 3.4)**
4) ¿Cuáles fueron los resultados de la investigación? **(3.3)**
5) Haz un análisis de cómo se relaciona la investigación a los programas de enseñanza bilingüe/multilingüe en nuestra comunidad, estado o nación. **(3.2, 3.3)**
6) ¿Qué nuevas ideas surgen de estos resultados para mejorar los programas en nuestra área, CA o EE.UU.? **(3.3)**
7) Añade citas y una bibliografía (APA 7 Format).

Evaluación | Assessment – BILA Standards

Después de cada presentación, tendremos una discusión sobre el tema. Entregarán su resumen analítico y el artículo de la investigación al Curso Cougar para recibir su puntuación. Los candidatos serán evaluados por su capacidad del lenguaje español y el contenido de la información - Standard 6. Se usará la rúbrica de ACTFL Escalas de dominio del idioma | ACTFL Scales of Language Proficiency para la evaluación lingüística. Esta asignatura corresponde a TPE 3.1, Foundational TPE F2 y Bilingual Authorization Standards 3 & 6.

Consulten la página red de la American Psychological Association 7 (APA) para aprender la forma correcta de escribir un manuscrito universitario con referencias y citas apropiadas para eliminar posibilidades de plagia. Vayan a http://www.apastyle.org/elecsource.html.

Bilingual / Multilingual Research Review – Rubric Score _____ (15 pts.) BILA Standards 3.1, 3.2, 3.3, 3.4 (A), 6.1 (A)			
Criteria	**Credit Range Minimal or None 0-8 pts.**	**Credit Range Approaching, 9-11pts.**	**Credit Range Meets 12-15 pts.**
Summary (5 pts.) **3.1 (A)**	Review did not include a summary of the **research, history, policies, & programs on the effectiveness of bilingual ed. & bilingualism**.	Partial summary of the **research, history, policies, & programs on the effectiveness of bilingual ed. & bilingualism**. Reader could not fully understand the findings.	Full summary of the **research, history, policies, & programs on the effectiveness of bilingual ed. & bilingualism**. Reader can fully understand the findings.
Analysis (5 pts.) **3.2, 3.3 (A)**	Review did not include an analysis of the research article and/or **of the cognitive effects of bilingualism & biliteracy** and the **philosophical, theoretical, legal & legislative foundations of bilingual education & their effects on program design**.	Partial analysis of the investigation. Surface analysis of the significance of the research and **cognitive effects of bilingualism & biliteracy** that did not show full understanding of the research and the **philosophical, theoretical, legal & legislative foundations of bilingual education & their effects on program design**.	Full analysis of the investigation. Student provided an in-depth analysis **of the cognitive effects of bilingualism & biliteracy** significance of the research and the **philosophical, theoretical, legal & legislative foundations of bilingual education & their effects on program design**.
Application of Research to a Bilingual Setting (3 pts.) **3.4 (A)**	Review did not include an **application or effects of the research to a bilingual teaching setting**.	Partial **application of the research and effects to a bilingual teaching setting** – one partially developed example.	Comprehensive **application of the research and effects to a bilingual teaching setting** with well-developed examples.
Conventions (2 pts.) **6.1 (A)**	**Paper written with various errors in Spanish**. APA formatting was not used. Fair presentation in Spanish. Writing distracted the reader's comprehension. Followed none/limited directions on structure and submittal.	**Paper written with some errors in Spanish**. APA formatting was partially used. Good presentation in Spanish. Writing does not distract the reader's comprehension. Followed some directions on how to structure and submit summary & analysis.	**Paper well written with minimal errors in Spanish**. APA format used through the review. Excellent presentation in Spanish. Followed all directions on how to structure and submit summary & analysis.

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4. Community Footprint | Huella de la comunidad   **15 puntos**
(Course signature assignment – must be also uploaded to TaskStream
BILA Standards 3.6, 3.7, 3.8 (P&A), 5.1 (P), 6.1 (P&A)

En grupos de 4, los candidatos investigarán el programa bilingüe ofrecido en la escuela donde llevarán a cabo su práctica clínica o enseñanza para la "Huella de la comunidad." Si ya sabes tú colocación en un ambiente bilingüe para tu práctica docente, entonces esa será la escuela y la comunidad que examinarás. Sin embargo, si todavía no sabes tú ubicación para la práctica bilingüe u otro grupo escogió la misma escuela, entonces, selecciona una escuela comunitaria para esta asignatura que ofrezca un programa bilingüe para los estudiantes/aprendices de inglés (English Learners). Busquen la plantilla para esta asignatura.

Planeen visitar el lugar para recopilar datos e información de fuentes que se pueden incluir como: entrevistas, observaciones, documentos, página web, folletos sobre el programa, vídeo/fotografías de la escuela y/o salones de clases, comunidad, recursos, etc. Con esta información los candidatos deberán presentar a los miembros de la clase una buena imagen de la escuela, el programa bilingüe y la comunidad. Esta presentación tiene objetivos múltiples: 1) para presentar la información sobre nuestras comunidades escolares y sus programas bilingües; y 2) para introducir al candidato al proceso de la investigación en acción (Action Research). Presentarán este análisis por escrito y en una presentación oral de 10-15 minutos (en español) durante las sesiones designadas. Esta asignatura corresponde a TPE 1.6, Foundational TPEs F2 & F3 y Bilingual Authorization Standards 3 & 6.

El escrito/plantilla y la presentación incluirá:
1) Introducción y conclusión
2) las características de los estudiantes (demográfica)
3) el ambiente escolar
4) la certificación de los maestros
5) los componentes del programa bilingüe (los éxitos y limitaciones del programa académico para los estudiantes)
6) la comunidad que rodea la escuela y sus recursos comunitarios
7) los programas para padres y familias
8) otros componentes interesantes de la escuela o programas

Evaluación | Assessment – BILA Standards
Los candidatos serán evaluados por su capacidad del lenguaje español y el contenido de la información. Se usará la rúbrica de ACTFL Escalas de dominio del idioma | ACTFL Scales of Language Proficiency para la evaluación - Standard 6.1. Más descripciones / detalles y ejemplos serán proporcionados en la clase. Esta asignatura deberá ser entregada al Curso Cougar y a TaskStream.

Huella de la comunidad
Graphic Organizer - BILA Standards 3.6, 3.7 (I&P), 3.8 (P), 5.1 (P), 6.1 (P)
Organizador de ideas para la escritura y presentación

Características:	Apuntes:
Demográfica (3.8) (5.1) • ¿Dónde se encuentra su escuela? • ¿Cuántos estudiantes hay en la escuela? • ¿Cómo describiría a los estudiantes de la escuela? (Aprendices de inglés, migrantes, inmigrantes, educación especial) • ¿Qué es el estado socioeconómico (SES socio-economic status) de los estudiantes y sus familias?	Notas:
Ambiente escolar (3.8) • ¿Cómo describiría el ambiente escolar? (Basado en el School Accountability Report Card (SARC) http://www.cde.ca.gov/ta/ac/sa/) • ¿Qué aprendió sobre la cantidad de estudiantes en las clases? • ¿Cuál es el aspecto físico de las instalaciones escolares (edificios, salones, patio, etc.)?	Notas:
Maestros (3.8) • ¿Diría usted que el personal docente está altamente cualificado? ¿Por qué o por qué no? Nota: utilice el informe SARC para apoyar sus afirmaciones. • ¿La escuela tiene personal de apoyo (support staff)? Si es así, ¿es suficiente para satisfacer las necesidades de los estudiantes que asisten a la escuela? • También visite - Ed-Data CA K-12 Schools at http://www.ed-data.k12.ca.us/welcome.asp	Notas:
Programa académico (3.8) • ¿Qué programas especiales se ofrecen en la escuela? • ¿Tienen educación bilingüe? • ¿Está la escuela impactada con respecto al número de aprendices de inglés (ELs) que asisten a la escuela? • En general, ¿Cuáles son los resultados de las pruebas estatales en la escuela? • ¿Cuáles son los resultados de los aprendices de inglés (English Learners)? • ¿Hay eventos escolares que reconocen los logros de los estudiantes? ¿Cuáles son los hechos? • ¿Qué tipo de actividades extra-curriculares hay en la escuela? • ¿Hay limitaciones para los estudiantes? • ¿Hay buenos materiales en los dos idiomas?	Notas:
Comunidad y padres (3.6, 3.7) • ¿Cómo es la comunidad que rodea la escuela? • ¿Qué tipos de recursos hay (bibliotecas, parques, Boys & Girls Club, YMCA, etc.)? • ¿Cómo es el vecindario? • ¿Cómo participan los padres de los estudiantes en las actividades escolares? ¿Quiénes son los participantes? • ¿Manda la escuela información a la casa en el idioma de los padres? • ¿Qué concilios/comités de padres existen en la escuela? ¿quién participa? • ¿Qué tipo de celebraciones hay en la comunidad o escuela que incluyen a los estudiantes y/o sus padres?	Notas:
Otros datos interesantes de la escuela o comunidad (3.6, 3.7)	Notas:

	Community Footprint – Rubric Score _____ (15 pts.) BILA Standards 3.6, 3.7, 3.8 (A), 6.1 (A)		
Criteria	**Credit Range Minimal or None 0-8 pts.**	**Credit Range Approaching, 9-11pts.**	**Credit Range Meets 12-15 pts.**
Investigation (6 pts.) **3.8 (A)**	Limited overview of the school, bilingual program and/or community. Reader found various gaps in the findings related to **students' motivation, participation and achievements are influenced by an intercultural classroom climate and school community.**	Partial overview of the school, bilingual program and community. Reader found gaps in the findings related to **students' motivation, participation and achievements are influenced by an intercultural classroom climate and school community.**	Cohesive overview of the school, bilingual program and community. Reader can fully understand the findings related to **students' motivation, participation and achievements are influenced by an intercultural classroom climate and school community.**
Analysis & application to course learnings (6 pts.) **3.6, 3.7, 3.8 (A)**	Narrow investigation and analysis of the **findings (students, teachers, program, school, community and parents/families). Evidence weak and lack of connections to the course learnings on bilingual education.**	Partial analysis of the findings – the student provided a surface **analysis of the students, teachers, program, school, community and parents/families. Some** connections to information learned in our course pertaining to bilingual programs.	Full analysis of the findings – the student provided an in-depth **analysis of the students, teachers, program, school, community and parents/families, including relevant information learned in our course pertaining to bilingual programs.**
Conventions (3 pts.) **6.1 (A)**	**Fair presentation in Spanish, not all visuals & evidence included. Paper or PowerPoint written with various errors in Spanish.** Writing distracted the reader's comprehension. Followed none/limited directions on how to structure and submit paper.	**Good presentation in Spanish included some visuals and some evidence from investigation. Paper or PowerPoint written with some errors in Spanish.** Writing does not distract the reader's comprehension. Followed some directions on how to structure and submit this investigation.	**Excellent presentation in Spanish - various visuals and evidence from investigation. Paper or PowerPoint well written with minimal errors in Spanish.** Followed all directions on how to structure and submit this investigation.

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5. <u>**Primary Language / Spanish Lesson Plan**</u>   **20 points**
   (Course signature assignment – must be also uploaded to TaskStream)
   Lección en el lenguaje primario/español
   BILA Standards 3.5 (A); 4.1-4.4, 4.6, 4.7 (A); 6.1 (A)

Solo/a o con un compañero/a tendrás que escribir y presentar una lección con el formato específico que les aportará la profesora. La lección debe incluir claramente las metodologías de alfabetización bilingüe, los métodos de enseñanza para el desarrollo del idioma español y lo que has aprendido de las lecturas del curso. La lección debe ser apropiada para el lenguaje primario (español) y debe centrarse en el desarrollo del lenguaje en las Artes del Lenguaje Español o español como lengua extrajera.

La lección debe representar los estándares en Common Core Español o Spanish Language Development (SLD) del estado de California. Los objetivos deben incluir las cuatro áreas del lenguaje (escuchar, hablar, leer, escribir). Tu lección incluirá estándares y objetivos para la enseñanza del lenguaje, un plan de evaluación y estrategias de enseñanza que se basan al nivel de la competencia lingüística de los estudiantes. La lección debe incluir cualquier transferencia de habilidades lingüísticas que faciliten el desarrollo del lenguaje. La lección debe apoyar la diferenciación de la enseñanza, las estrategias de andamios y la interacción de los estudiantes. La lección debe incluir a los estudiantes con dificultades de aprendizaje, al igual que estudiantes que son dotados y talentosos.

Ejemplos de lecciones y una plantilla [**lesson template – BILA standards** para la lección se presentarán en clase. Más información se dará en clase.

Evaluación | Assessment
Se usará la rúbrica de ACTFL Escalas de dominio del idioma | ACTFL Scales of Language Proficiency para la evaluación - Standard 6.1. Esta asignatura deberá ser entregada al Curso Cougar y al portafolio de TaskStream. Esta asignatura corresponde a TPEs 1.6, 3.1, 3.5, 5.7, Foundational TPEs F2 & F3 y Bilingual Authorization Standards 3, 4 & 6.

Lesson Template - BILA Standards **3.5 (P)**; **4.1-4.4, 4.6, 4.7 (P)**; **6.1 (P)** **Preparación para la lección**	
Título de la lección:	**Materia:** **Grado:**
Estándares CA CC Español o tu materia de enseñanza (4.2):	**Estándares CA Spanish Language Development (SLD) (4.2):**
Objetivo(s) **(4.2)** del contenido de acuerdo al grado:	**Objetivo**(s) **(4.1)** para niveles lingüísticos: colaborativo, interpretativo, productivo y cómo funciona el lenguaje
Objetivo(s) para el puente lingüístico - transferencia (**3.5**) entre 2 idiomas (conexiones a las lenguas):	**Vocabulario Académico (4.1)**: 5-10 palabras Mi plan para enseñar el vocabulario: sorteado, dibujos, juegos, gráficas…
Materiales (4.7):	**Evaluación** (**4.3, 4.6**): formativa – conocimiento de la lección y el lenguaje
Desarrollo de la lección	

(4.2, 4.4)
Desarrollo de la lección - (Building Background)
Comienzo: Apertura de la lección para motivar a los estudiantes: fomentar los conocimientos

Entre: Secuencia de la lección / presentación / procesos (4.2, 4.4)
- Los pasos de la lección/procedimientos: modelar, enseñar, leer, escribir, hablar, transferencia, …
- Las interacciones de los estudiantes: colaboración, compartir
- Práctica y aplicación de los objetivos: (actividades que incluyen hablar, escuchar, leer, escribir)

Instrucción diferenciada (4.3) – analizar la instrucción de por los menos 2 diferentes niveles lingüísticos (Estándares SLD). ¿Cómo vas a apoyar más estos estudiantes en tu lección para que tengan éxito escolar?
1. **Emergente/emergent:**
   o Contenido –
   o Proceso –
   o Producto -
2. **Ampliación/expanding:**
   o Contenido –
   o Proceso –
   o Producto -
3. **Enlace/bridging:**
   o Contenido –
   o Proceso –
   o Producto -

   contenido – que van a hacer y con quien van a trabajar durante la lección
   proceso – como lo van a hacer (apoyos, andamios, materiales adicionales)
   producto – que van a producir y entregar

Después de la lección (4.4): Conexiones a otras lenguas, materias, proyectos, o tareas

Syllabus is subject to change.

	Spanish Lesson Plan & Presentation - Rubric Score _____ (20 points) BILA Standards 3.5 (A); 4.1-4.4, 4.6, 4.7 (A); 6.1 (A)		
Criteria	**Credit Range Minimal or None 0-10 pts.**	**Credit Range Approaching, 11-17pts.**	**Credit Range Meets 18-20 pts.**
Lesson meets pedagogical theories, principles, & instructional practices in teaching Spanish (5 pts.) **4.1, 4.4, 4.7 (A)**	Applies few pedagogical theories, principles, & instructional practices for comprehensive instruction in Spanish that is limited to TPEs and standards. **Format limited or absent in addressing all components in lesson, models, instructional strategies, and materials and variety materials suitable for students. Lacked objectives that addressed the four domains of listening, speaking, reading and writing.**	Applies some pedagogical theories, principles, & instructional practices for comprehensive instruction in Spanish to TPEs and standards. Format **partially / inconsistently addressed all components in lesson, models, instructional strategies, and materials and variety materials suitable for students. Some objectives addressed the four domains of listening, speaking, reading and writing.**	Applies pedagogical theories, principles, & instructional practices for comprehensive instruction in Spanish that is fully aligned to TPEs and standards. Format **clearly addressed all components in lesson, models, instructional strategies, and variety materials suitable for students. Objectives addressed the four domains of listening, speaking, reading and writing.**
Lesson grounded in research-based practices (5 pts.) **3.5 (A), 4.3 (A)**	Limited instructional strategies grounded in research-based practices & equitable outcomes for **all** students from different linguistic, cultural, and academic backgrounds. Scant or inappropriate in some or all of the following: scaffolding, differentiation **to language proficiency levels**, **transference of skills in L1 and L2**, student engagement and interaction.	Some instructional strategies grounded in research-based practices and provided equitable outcomes for all students from different linguistic, cultural, and academic backgrounds. Inconsistent with some or all of the following: scaffolding, differentiation **to language proficiency levels**, **transference of skills in L1 and L2**, student engagement and interaction.	Instructional strategies grounded in research-based practices and provided equitable outcomes for all students from different linguistic, cultural, and academic backgrounds. Lesson included: scaffolding, differentiation **to language proficiency levels**, **transferability between primary and target language**, student engagement and interaction.
Lesson includes appropriate assessments (4 pts.) **4.2, 4.6 (A)**	**Lacked evaluation of assessments aligned to standards-aligned content,** language objectives and materials.	Included **some evaluation of assessments aligned to standards-aligned content**, language objectives, and materials.	Included **appropriate evaluation of assessments aligned to state-standards, content,** language objectives, and material.
Lesson draft and final copies & Conventions (6 pts.) **6.1 (A)**	Did not follow directions on how to structure and/or submit lesson plan. Lack of participation in lesson preparation & planning. **Lesson written and presented in class with various errors in Spanish that distract the reader's or listener's comprehension.** Did not submit a draft of lesson prior to final copy.	Followed some directions on how to structure and/or submit lesson plan. Partial or full participation in lesson preparation & planning. **Lesson written and presented in class with some errors in Spanish. Errors do not distract the reader's or listener's comprehension.** Submitted a draft of lesson prior to final copy.	Followed all directions on how to structure and submit lesson plan. Full participation in lesson preparation & planning. **Lesson well written and presented in class with minimal errors in Spanish.** Submitted a draft of lesson prior to final copy.

6. <u>**History of My Languages: Examining first and second language learning**</u>   **20 puntos**
   La historia de tus idiomas: Examinando tu primera y segunda lengua de aprendizaje
   BILA Standards 5.1 (P&A), 6.1 (P&A)

QUOTE: "In order to learn to teach in a society that is increasingly culturally and linguistically diverse, prospective teachers . . . need opportunities to examine much of what is usually unexamined in the tightly braided relationships of language, culture, and power in schools and schooling. This kind of examination inevitably begins with our own histories as human beings and as educators--our own cultural, racial, and linguistic backgrounds and our own experiences as raced, classed, and gendered children, parents, and teachers in the world. It also includes a close look at the tacit assumptions we make about the motivations and behaviors of other children, other parents, and other teachers and about the pedagogies we deem most appropriate for learners who are like us and who are not like us" Cochran-Smith (1993) in *Color blindness and basket making are not the answers: Confronting the dilemmas of race, culture, and language diversity in teacher education.*

Para esta tarea van a escribir un ensayo narrativo sobre el aprendizaje de sus idiomas que describe las experiencias que han marcado su adquisición de lenguas, al igual que las actitudes y las creencias que ustedes tengan acerca del aprendizaje de idiomas y el uso de cada lengua. Reflexionen sobre sus propias experiencias y la manera en que han aprendido sus idiomas y como se han desarrollado por medio de sus propias circunstancias. Es la intención de esta tarea de explorar acerca de sí mismo su "identidad lingüística" como estudiante, como maestro y como un individuo bilingüe/bicultural. Empezaremos los ensayos el primer día de clase y examinaremos nuestras identidades en varias ocasiones durante las sesiones. Entregaremos la copia final el último día de clases, así iremos escribiendo este ensayo poco a poco cada semana.

Direcciones/Guía para el ensayo (Directions for the draft & assignment) **BILA Standards 5.1 (P); 6.1 (P)**
• Incluyan ejemplos específicos del **país de origen de su familia, migración, inmigración o asentamiento en EE.UU., eventos o situaciones que expliquen sus puntos de vista para el aprendizaje de sus dos idiomas**. **5.1**
• Asegúrense de situar sus ejemplos en el contexto de sus creencias de la escolarización y la educación que recibieron durante sus vidas para **desarrollar los idiomas** y cultura. **6.1**
• Hagan referencia a las lecturas de la clase y/o las investigaciones que han hecho en otras asignaturas, también pueden incluir discusiones de la clase.
• **Escritura que destaque su desarrollo lingüístico al nivel del CSET LOTE**. **6.1**
• Tendrán un máximo de 10 minutos para su presentación.

Evaluación | Assessment
Se usará la rúbrica de ACTFL Escalas de dominio del idioma | ACTFL Scales of Language Proficiency para la evaluación - Standard 6.1. Más información y ejemplos se proporcionarán en clase. Esta asignatura corresponde a TPE 6.2 y Bilingual Authorization Standards 5 & 6.

History of My Languages - Rubric Score _____ (10 pts.)

BILA Standards 5.1 (A), 6.1 (A)

Criteria	Credit Range Minimal or None 0-10 pts.	Credit Range Approaching, 11-17pts.	Credit Range Meets 18-20 pts.
Content of writing (6 pts.) 5.1 (A)	Autobiography lacks description of the linguistic history of the candidate, may be limited in describing the development of L1 and L2. **Including country/countries of origin, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the USA.**	Autobiography is adequate and describes some of the linguistic history of the candidate, including development of L1 and L2 throughout his/her life. **Including country/countries of origin, including demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States.**	Autobiography is excellent and clearly describes the linguistic history of the candidate, including development of L1 and L2 throughout his/her life. **Including country/countries of origin, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States.**
Context for learning (6 pts.)	Autobiography lacks relationship to schooling, education, and home environment.	Autobiography describes relationship to schooling, education, and home environment adequately in some aspects of the narrative.	Autobiography clearly describes relationship to schooling, education, and home environment in a cogent manner that is interwoven throughout the narrative.
Evidence of course learnings (5 pts.)	Autobiography lacks connections of readings, research, and discussions in the narrative.	Autobiography incorporates some connections of readings, research, and discussions in the narrative.	Autobiography clearly incorporates connections of readings, research, & discussions. Carefully considered class topics to shape essence of the narrative and references to the readings.
Conventions (3 pts.) 6.1 (A)	**Paper written and orally presented in class with various errors in Spanish. Writing distracted the reader's and listener's comprehension.** Followed none/limited directions on structure and submittal.	**Paper written and orally presented in class with some errors in Spanish. Writing does not distract the reader's or listener's comprehension.** Followed some directions on how to structure and submit narrative.	**Paper well written and orally presented in class with minimal errors in Spanish.** Followed all directions on how to structure and submit narrative.

Syllabus is subject to change.

This scale will be used to rate your proficiency in Spanish.

American Council for the Teaching of Foreign Language (ACTFL) Scales of Language Proficiency (2012)

Language Skills	ACTFL Advanced Low	ACTFL Advanced Mid	ACTFL Advanced High	ACTFL Superior
Listening 6.1 (A)	Understand short conventional narrative & descriptive texts with a clear underlying structure though their comprehension may be uneven. Understands the main facts & some supporting details. Comprehension may often derive primarily from situational & subject-matter knowledge.	Understand conventional narrative & descriptive texts, such as expanded descriptions of persons, places, and things, & narrations about past, present, & future events. Speech is predominantly in familiar target-language patterns. Understand main facts & many supporting details. Comprehension derives not only from situational & subject-matter knowledge, but also from an increasing overall facility with the language itself.	Understand, with ease and confidence, conventional narrative & descriptive texts of any length as well as complex oral factual material such as summaries or reports. Able to follow essential points of more complex/ argumentative. Able to derive meaning from texts that deal with unfamiliar topics or situations. Comprehend facts presented in oral discourse & are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with abstract issues that are typically understood by Superior-level listeners.	Understand speech in a standard dialect on a wide range of familiar & less familiar topics. Follow linguistically complex extended discourse in academic & professional settings. Comprehension comes from a command of the language that is supported by a broad voc, an understanding of more complex structures & linguistic experiences within the target culture. Understand not only what is said, but sometimes what is left unsaid by making inferences. Understand speech that typically uses precise, specialized voc. & complex grammatical structures appropriate for academic & professional audiences that contain cultural references.
Speaking 6.1 A	Participate in most informal & some formal conversations. Narrate & describe past, present, & future in paragraph-length. Combine sentences. Use of false cognates, literal translations. Discourse marked by an irregular flow, and noticeable self-correction with certain grammatical roughness, but task is sustained. Voc. lacks specificity. Use of rephrasing and circumlocution. Messages without misrepresentation or confusion.	Handle with confidence a large number of communicative tasks. Participate actively in most informal and some formal exchanges on a variety topics. Narrate and describe in past, present, and future with supporting facts in connected, paragraph-length discourse. Circumlocution or rephrasing are often employed with substantial flow. Voc. is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest.	Perform tasks with linguistic ease, confidence & competence. Consistently able to explain in detail & narrate fully & accurately in all time frames, but cannot sustain performance at that level across a variety of topics. Patterns of error appear. Can discuss some topics abstractly. Compensate for an imperfect grasp of some forms or limitations in voc. by use of communicative strategies, (paraphrasing, circumlocution, & illustration). Use precise voc & intonation to express meaning & often show great fluency & ease of speech.	Communicate with accuracy & fluency. Participate effectively in conversations on a variety of topics in formal and informal settings. Use extended discourse without unnaturally lengthy hesitation to make their point. They employ a variety of interactive and discourse strategies, such as turn-taking & separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices. Demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors.
Reading 6.1 (A)	Understand conventional narrative and descriptive texts though their comprehension may be uneven. Texts predominantly contain high-frequency voc	Understand conventional narrative & descriptive texts, Texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict	Understand, fully & with ease, conventional narrative & descriptive texts of any length as well as more complex factual material. Able to follow some essential points of argumentative texts in	Understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. Comprehension is no longer limited to the reader's familiarity with subject matter, but also comes from

Syllabus is subject to change.

	and structures. Readers understand the main ideas, & some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Will be challenged to comprehend more complex texts.	what they are going to read. Readers understand the main ideas, facts, and many supporting details. Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Readers may derive some meaning from texts that are structurally and/or conceptually more complex.	areas of special interest or knowledge. Able to understand parts of texts that deal with unfamiliar topics or situations. Able to go beyond comprehension of the facts & recognize inferences. Emerging awareness of literary styles permits comprehension of a wide variety of texts. Misunderstandings may occur when reading is structurally / conceptually more complex.	a command of the language that is supported by a broad voc, an understanding of complex structures and knowledge of the target culture. Draw inferences from textual and extralinguistic clues. Use precise, often specialized voc & complex grammatical structures in academic and professional reading with cultural references.
Writing 6.1 A	Meet basic work & academic writing needs. Demonstrate ability to narrate & describe in major time frames with some control. Compose simple summaries on familiar topics. Able to combine sentences into texts of paragraph length/structure. Their writing, while adequate, may not be substantive. Writers demonstrate ability to incorporate a limited number of cohesive devices, & may resort to some redundancy & awkward repetition. They rely on patterns of oral discourse & writing style of their first language. These writers demonstrate minimal control of common structures and voc. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.	Meet a range of work & academic writing needs. Demonstrate ability to narrate and describe with detail in all major time frames with good control. Able to write straightforward summaries on topics of general interest. Exhibit a variety of cohesive devices in texts up to several paragraphs in length. Good control of the most frequently used target-language syntactic structures & range of general voc. Most often, thoughts are expressed clearly and supported by some elaboration. Incorporates organizational features both of the target language and the writer's first language and may at times resemble oral discourse. When called on to perform functions or to treat issues at the Superior level, writers will manifest a decline in the quality and/or quantity of their writing.	Write about a variety of topics with significant precision & detail. Handle informal and formal correspondence according to appropriate conventions. Write summaries & reports of a factual nature. Write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Narrate & describe in the major time frames, with solid control. Demonstrate ability to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but are not able to do this all of the time; they cannot produce Superior-level writing consistently across a variety of topics treated abstractly. Good control of a range of grammatical structures & a fairly wide general voc. Show remarkable ease of expression, but under the demands of Superior-level writing tasks, patterns of error appear.	Produce most kinds of formal & informal correspondence, in-depth summaries, reports, and research papers on a variety of topics, moves beyond the concrete to the abstract. Explain complex matters, & support opinions by developing cogent arguments and hypotheses. Topic is enhanced by the effective use of structure, lexicon, & writing protocols. Organize & prioritize ideas to convey to the reader what is significant. Ideas are consistently clear, due to organizational & development (e.g., cause and effect, comparison, chronology). Write series of paragraphs but can extend to a number of pages. Demonstrate a high degree grammar and syntax, & specialized/professional voc, of spelling, cohesive devices, and punctuation. Voc is precise & varied. Writers demonstrate no pattern of error; however, occasional errors may occur, particularly in low-frequency structures. When present, these errors do not interfere with comprehension, or distract the native reader.

Name: _____

Your Recordkeeping / Checklist for assignments in EDUC 653, Dr. Hernández

Assignments	Possible Points	Points Earned	Upload assignment to…
Attendance, Attention, Preparation, Participation (f2f & online) & Personal Disposition	10 points	Professor's discretion at end of semester	N/A
Reading Response 1	5 points		Cougar Course
Reading Response 2	5 points		Cougar Course
Reading Response 3	5 points		Cougar Course
Reading Response 4	5 points		Cougar Course
Bilingual / Multilingual Research Review	15 points		Cougar Course
Community Footprint (course signature assignment)	15 points		Cougar Course and Taskstream
Primary Language (Spanish) Lesson Plan (course signature assignment)	20 points		Cougar Course and Taskstream
Language stories	20 points		Cougar Course
Total	100 points		

My Notes:

Syllabus is subject to change.

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. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or make an appointment.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- All students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning or a total of at least six hours outside of the classroom each week.

Electronic Submissions of Assignments

This course is mostly paperless. Assignments are to be turned to Cougar Course on time. Points will be deducted for late submissions as the work you do is essential to the discussions conducted in this course. Make sure you turn in the assignments in Word, 12 font, in Times New Roman. Resources and/or citations will be referenced using APA format.

NOTE: Full assignment guidelines can be found on Cougar Courses. Rubrics for assignments and checklist are included in this syllabus.

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 virtual instruction following a 16-week cycle.

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.

Necessary Technical Competency Required of 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, Zoom, Google, 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. All assignments will be submitted online, unless professor requires a hard copy for a particular assignment. Details will be given in class.

Contact Information for Technical Support Assistance

This may include customer support for software used in the course, please contact the CSUSM Help Desk.

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.

RUBRIC for Foundational TPE: Social Justice and Equity

Level 1	Level 2	Level 3	Level 4
Candidate demonstrates emerging competence in ability to advocate for social justice and equity. With substantial scaffolding from mentors, candidate demonstrates partial success with using a limited repertoire of strategies to address issues of social justice and equity.	Candidate demonstrates beginning skillfulness in ability to advocate for social justice and equity. With some or little scaffolding from mentors, candidate demonstrates a growing repertoire of strategies to address issues of social justice and equity.	Candidate demonstrates maturing skillfulness in ability to advocate for social justice and equity. With little or no scaffolding from mentors, candidate effectively uses a robust repertoire of specific strategies to address issues of social justice and equity.	Candidate demonstrates refined skillfulness in ability to advocate for social justice and equity. With substantial independence, candidate effectively uses a robust repertoire of specific, individualized strategies to address issues of social justice and equity.
Foundational TPE Elements Below are behaviors and characteristics that are typical of candidates at each level. Candidates should be scored at the level that **best** describes their current state of professional development.			
F.1 – Candidate applies general knowledge in engaging in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans. F.2 – Candidate demonstrates emerging competence in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with substantial scaffolding from mentors. F.3 – Candidate follows the mentor's lead in incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds – taking into consideration language, culture,	F.1 – Candidate applies somewhat specific, appropriate knowledge and ability to engage in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans. F.2 – Candidate demonstrates beginning skillfulness in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with some or little scaffolding from mentors. F.3 – Candidate takes both supporting and leading roles in co-teaching in incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse	F.1 – Candidate consistently applies specific, appropriate knowledge and ability to engage in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans. F.2 – Candidate demonstrates maturing skillfulness in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with little or no scaffolding from mentors and growing independence. F.3 – Candidate leads co-teaching in most areas in incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds – taking	F.1 – Candidate demonstrates specific, individualized knowledge and ability to engage in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans. F.2 – Candidate demonstrates refined skillfulness in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with substantial independence. F.3 – Candidate leads co-teaching in all areas of incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds – taking into consideration

socioeconomic status, *perceived* competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families.	backgrounds – taking into consideration language, culture, socioeconomic status, *perceived* competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families.	into consideration language, culture, socioeconomic status, *perceived* competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families.	language, culture, socioeconomic status, *perceived* competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families.
F.4 – With significant scaffolding from mentors, candidate begins to 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.	F.4 – With some or little scaffolding from mentors, candidate somewhat regularly collaborates 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.	F.4 – With little or no scaffolding from mentors, candidate consistently collaborates 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.	F.4 – With substantial independence, candidate actively collaborates 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.