

Updated Jan. 21, 2021

Course Number	EDUC 654 (02)
Title	Secondary Biliteracy Education II: Methodology & Cultural Contexts
CRN Number	20346
Days	Wednesdays
Time	5:30-8:20 PM
Course Location	Synchronous Virtual Instruction - same Zoom link for all class meetings https://csusm.zoom.us/j/84300398108?pwd=SFZpeVdjR3h6NIYxeVg5YkM0czQvUT09 Passcode 149681
Semester / Year	Spring 2021
Professor	Ana M. Hernandez, Ed.D.
Phone	760-750-8507
E-Mail	ahernand@csusm.edu
Office	UNV 400
Hours	By appointment or 30 minutes before or after class

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

Table of Contents

COURSE DESCRIPTION DESCRIPCIÓN del CURSO	3
Course Objectives Objetivos del curso.....	3
REQUIRED TEXTS, MATERIALS AND ACCOUNTS	3
Authorization to Teach English Learners	4
BILINGUAL AUTHORIZATION TEACHER PREPARATION PROGRAM	4
Este curso se ajusta a las siguientes normas para el Programa de Preparación de Maestros con Autorización Bilingüe (<i>Bilingual Authorization Teacher Preparation Program</i>):	4
Teacher Performance Expectation (TPE) Competencies – cross-referenced in the course assignments.....	5
Teacher Performance Assessment	6
CalTPA	6
PROGRAM STUDENT LEARNING OUTCOMES (PSLOs).....	6
SCHEDULE/COURSE OUTLINE.....	8
COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS.....	11
Course Assignments – Asignaturas para el curso	11
Grading Standards and Policy on Late/Missed Work.....	11
Student Collaboration Policy.....	11
Final Exam Statement.....	11
School of Education/Course Attendance Policy	12
Policy on Late/Missed Work.....	12
DESCRIPTION OF ASSIGNMENTS DESCRIPCIÓN DE ASIGNATURAS	12
KOSKO - Knowing Our Students, Knowing Ourselves: Exchange for Future Teachers 5 puntos	14
KOSKO Project/Proyecto iEARN/Orillas (Global Learning Networks).....	14
GENERAL CONSIDERATIONS CONSIDERACIONES GENERALES.....	26
CSUSM Academic Honesty Policy	26
Plagiarism	27
Credit Hour Policy Statement.....	27
Electronic Submissions of Assignments	27
All University Writing Requirement.....	27
Course Format.....	27
Necessary Technical Competency Required of Students.....	27
Contact Information for Technical Support Assistance	27
Electronic Communication Protocol.....	27

COURSE DESCRIPTION | DESCRIPCIÓN del CURSO

Este curso, llevado a cabo en español, aborda la metodología bilingüe y los contextos culturales para la educación bilingüe y el bilingüismo en las escuelas públicas de California. La teoría, la pedagogía y los principios de la adquisición del segundo idioma se examinan incluyendo inter e intra-comunicación, la transferencia y la interrelación de los dominios del lenguaje. El curso explora el papel socio-político, histórico y económico que los latinos y la cultura latina como la implicación para el aprendizaje y la enseñanza en las escuelas públicas de California y los Estados Unidos.

Course Prerequisites

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

Course Objectives | Objetivos del curso

1. Entender la interrelación entre los cuatro dominios del lenguaje (escuchar, hablar, leer y escribir) y conocer las formas y funciones del lenguaje
2. Planificar, desarrollar, implementar y evaluar la instrucción del contenido con estándares de la lengua primaria (español) y el segundo idioma (inglés)
3. Emplear una variedad de estrategias de enseñanza y evaluación, correspondientes a los niveles de competencia lingüística de los estudiantes, que fomentan habilidades para el pensamiento crítico
4. Desarrollar una comprensión del conocimiento de la comunicación intercultural y la interacción de los estudiantes por medio de una educación que es sensible a sus lenguajes y culturas
5. Evaluar, seleccionar, utilizar y adaptar materiales que han sido adoptados por el estado o contienen estándares comunes (Common Core State Standards), así como otros materiales suplementarios
6. Demostrar la capacidad de utilizar una variedad de criterios para la selección de materiales de instrucción, para evaluar el contexto local apropiado y aumentar los recursos cuando no son disponibles
7. Demostrar un conocimiento del país/países de origen, incluyendo las barreras geográficas, y los patrones demográficos y lingüísticos, y las formas en que éstos afectan a las tendencias de la migración, la inmigración y el asentamiento en los Estados Unidos

Unique Course Requirements

Opportunity to work with Latino parents of English learners in parent literacy workshops using mobile technology. Will need to attend 2 district sessions in evenings – professor will designate class time for this assignment. Project ACCEPT can pay for mileage as long as student has completed the travel forms approved by professor.

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 ACCOUNTS

Clark-Ibáñez, M. (2017). *Undocumented Latino youth: Navigating their worlds*. Boulder, CO: Lynne Rienner Publishers Inc. ISBN ISBN-13: 978-1626372603.

Cougar Course/Library Material Available – online text

Lecturas adicionales sobre la educación bilingüe, el bilingüismo y la metodología se encuentran en nuestro Curso Cougar. Vean las lecturas asignadas en nuestro calendario del curso al final de este plan de estudios.

Links Posted on Cougar Course

- Free Download CA Common Core en Español <https://commoncore-espanol.sdcoe.net/Home>
- Free Download 2012 English Language Development Standards for California Public Schools K-12 from the CDE website at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- Free Download 2012 Spanish Language Development Standards for California Public Schools K-12 from the CDE website at https://commoncore-espanol.sdcoe.net/Portals/commoncore-espanol/Documents/2018_09_18_K-12_SLD_Standards_Translated.pdf?ver=2018-09-18-101554-827

- Free Download Appendices A-D and Glossary from 2012 ELD Standards at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- Free Download Adopted *ELA/ELD Framework* Chapters at <http://www.cde.ca.gov/ci/ri/cf/elaeldfrmwrksbeadopted.asp>
- Free Download CA Common Core State Standard, California Department of Education Common Core at www.cde.ca.gov/re/cc
- Free Download CA World Language Standards [WL Standards \(DOCX\)](#)
- Free *eStandards* – California Common Core and ELD State Standards app

TaskStream Account

You will need an active TaskStream account to upload your Bilingual Authorization signature assignments, if you are seeking a bilingual credential. **Login is BLA2021**. See course assignments to determine which ones need to be uploaded to TaskStream.

Authorization to Teach English Learners

La autorización para enseñar a estudiantes que aprenden inglés como segunda lengua

Este programa de certificación ha sido específicamente diseñado para preparar a los maestros en la diversidad de las lenguas que se encuentran en las escuelas públicas de California. La autorización para enseñar a los estudiantes que aprenden inglés como segunda lengua (English Learners) se cumple a través de la infusión de contenidos y experiencias dentro del programa de credencial/certificación, así como cursos adicionales. Los estudiantes que completen con éxito este programa reciben una credencial con la autorización para enseñar a estudiantes que aprenden inglés como segunda lengua (English Learners). (*Approved by CCTC in SB 2042 Program Standards, August 02*)

BILINGUAL AUTHORIZATION TEACHER PREPARATION PROGRAM

Este curso se ajusta a las siguientes normas para el Programa de Preparación de Maestros con Autorización Bilingüe (*Bilingual Authorization Teacher Preparation Program*):

Standard 3: The Context for Bilingual Education and Bilingualism – Aligned to BILA program matrix to demonstrate where standards are introduced, practiced and assessed see schedule of course outline, assignments, and rubrics.

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) - Aligned to BILA program matrix to demonstrate where standards are introduced, practiced and assessed see schedule of course outline, assignments, and rubrics.

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.

Standard 5: Culture of Emphasis

Aligned to BILA program matrix to demonstrate where standards are introduced, practiced and assessed see schedule of course outline, assignments, and rubrics.

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

Aligned to BILA program matrix to demonstrate where standards are introduced, practiced and assessed see schedule of course outline, assignments, and rubrics.

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 (ACTFL) 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](#)

Teacher Performance Expectation (TPE) Competencies – cross-referenced in the course assignments

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.
- **Foundational Social Justice and Equity TPEs (F2 and F3).**

SoE's Foundational TPEs: Social Justice and Equity - cross-referenced in the course assignments

Foundational TPEs: F2 & F3 Addressed in EDUC 654
F1 – Engage in the problem posing process - identify (name) issues of inequity, critically reflect on possible solutions, create and enact social justice and equitable action plans
F2 - Understand how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice
F3 -Incorporate effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds - taking into consideration language, culture, socio-economic status, <i>perceived</i> competence/ability (pick one or use both), neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families
F4 - Collaborate with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students

Teacher Performance Assessment

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

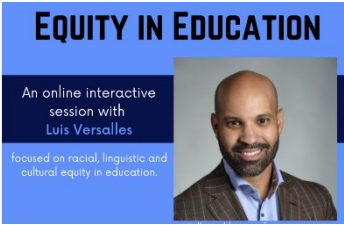
PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)




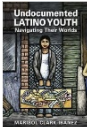
Upon successful completion of this course, students will be able to:


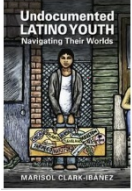

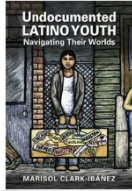

- **Standards 3.6, 3.7; Foundational TPEs F2 & F3, TPE 1.6** Candidates demonstrate an understanding of the family as a primary language and cultural resource through the parent literacy workshops' report assignment.
- **Standards 4.1 & 4.2** - understand the interrelationship between the four domains of language (listening, speaking, reading and writing) and know the forms and functions of primary and target language through the thematic unit plan assignment.
- **Standards 4.3 & 4.4; TPEs 1.6** - fostering critical thinking skills, and knowledge of bilingual instructional models, instructional strategies, and materials, and appropriately apply them to their instructional and assessment practices through a thematic unit plan and reading reflections and the thematic unit plan assignment.
- **Standard 4.5; Foundational TPEs F2 & F3, TPE 1.6** - develop a comprehensive knowledge of intercultural communication and interaction of students through education that is sensitive to their languages and cultures through a thematic unit plan and photo story.


- **Standards 4.6; Foundational TPEs F2 & F3, TPEs 1.6, 3.1, 3.5, 5.7** - evaluate, select, use and adapt materials that have been adopted by the state or contain common standards (Common Core State Standards) and other supplementary instructional materials through reading of standards and thematic unit plans.
- **Standard 4.7; Foundational TPEs F2 & F3, TPEs 1.6, 3.1, 3.5, 5.7** - demonstrate the ability to use a variety of criteria for the selection of instructional materials, to assess the appropriate local context and increase resources when they are not suitable or available through readings reflections and thematic unit plan.
- **Standard 5.1; TPE 6.2** - demonstrate knowledge of the country / countries of origin, including geographical barriers, and demographic and linguistic patterns, and the ways in which they affect migration trends, immigration and settlement in the United States through readings and historical event assignment.
- **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*.

SCHEDULE/COURSE OUTLINE

Tentative Course Schedule EDUC 654 – Biliteracy Education II: Methodology & Cultural Contexts updated 1/21/2021		
Sesiones & fechas	Estándares & Temas Estándar 4 – Metodología Bilingüe y Estándar 5 – Cultura	Lecturas y asignaturas para cada semana
Sesión 1 enero 27 Zoom	BILA Standards 3, 4, 5, 6 La cultura en la clase bilingüe <ul style="list-style-type: none"> • Descripción general del curso y requisitos para la Autorización Bilingüe e Introducciones • Talleres de padres y familias – alfabetización tecnológica Invitados – maestros capacitadores • La enseñanza de la cultura - Mapping your stories • Introducir las reflexiones, talleres de padres y formularios 	Bienvenidos Traer una copia del programa de estudios (syllabus) En clase, completar horarios para los talleres de padres y familias. CC: Leer en clase - <i>Mapping Our Stories</i> (Frank, 2003) & Completar tu mapa historial.
Sesión 2 febrero 3 Zoom	BILA Standards 4, 5, 6 La diferenciación <ul style="list-style-type: none"> • Discutir lectura asignada • Diferenciación para niveles lingüísticos y académicos • Apoyos para la diversidad • Cultura – Mapping stories actividad • Introducir el proyecto cultural – fotovoz • KOSKO 	CC: Leer Ch 14 - <i>Differentiating Products</i> (Tomlinson, 2017) Finalizar y traer tu mapa cultural para compartir
Sesión 3 febrero 8 Zoom	BILA Standards 4, 5, 6 <i>We will meet Mon., Feb. 8 for our class this week!</i> 5:00-7:00 PM Special Event: Equity in Education: A Courageous Conversation with Luis Versalles. Please register at https://www.csusm.edu/soe/graduate/multied/index.html#equity Link will be provided soon for the meeting. 7:00-7:30 – information session on MA in Multilingual & Multicultural Ed.	 <p style="text-align: center;">EQUITY IN EDUCATION</p> <p>An online interactive session with Luis Versalles focused on racial, linguistic and cultural equity in education.</p>
Sesión 4 febrero 17 Zoom	BILA Standards 4, 6 La unidad temática <ul style="list-style-type: none"> • Discutir lectura asignada • Fonología, morfología, sintaxis en español y la metalingüística • Estándares en español para California • Introducir la unidad temática – demostración y actividad • Evaluaciones para la unidad temática • Trabajar en el borrador de la unidad temática con profesora y compañero/a • KOSKO 	CC: Leer Ch 2 - <i>Linguistic Foundations of Biliteracy</i> (Kerper Mora, 2016) <i>Common Core Español</i> https://commoncore-yespanol.sdcoe.net/ Esta semana entregar la reflexión #1 de lecturas (Tomlinson, 2017; Kerper Mora, 2016) a CC (2 lecturas).
Sesión 5 febrero 24 Zoom	BILA – Standards 3, 4, 6 La alfabetización tecnológica <ul style="list-style-type: none"> • Discutir lectura asignada • Uso de la tecnología con los padres y familias • Uso y adaptaciones de materiales que son adoptados por el estado de CA o suplementales • Trabajar en el borrador de la unidad temática con profesora y compañeros • KOSKO 	CC: Read Ch 6 <i>Technological Literacy</i> (Gregory & Burkman, 2012) Traer tu borrador de la unidad.

<p>Sesión 6 marzo 3 Zoom</p>	<p>BILA Standards 4, 6</p> <p>La socialización y aculturación</p> <ul style="list-style-type: none"> • <i>Compartir el proyecto de cultura en clase</i> - fotovoz y bolsa cultural • <i>Compartir las visitas con los padres/familias</i> • <i>Factores que influyen la socialización y aculturación en EE.UU.</i> • Introducir la asignatura del evento histórico • Trabajar en el borrador de la unidad temática con profesora y compañeros • KOSKO 	<p>Esta Semana Entregar el proyecto de cultura (fotovoz y bolsa cultural) a CC y traerlo a la clase.</p> <p>Traer borrador de la unidad para retroalimentación de tus compañeros en clase de tu primera parte de la unidad.</p>
<p>Sesión 7 marzo 10 Zoom</p>	<p>BILA Standards 3, 4, 6</p> <p>Desarrollo del idioma oral</p> <ul style="list-style-type: none"> • Discutir lectura asignada • Conversaciones académicas y desarrollo del vocabulario • Examinar la alfabetización en el borrador de tu unidad temática (4 dominios lingüísticos y el puente lingüístico). • Compartir sobre los talleres de padres. • Trabajar en eventos históricos con profesora y compañeros. • Finalizar el borrador de la unidad temática. Recibir retroalimentación de tus compañeros. • KOSKO 	<p>CC: Leer Ch5 – <i>Training Students for Advanced Conversations</i> (Zwiers, 2011)</p> <p>Traer tu borrador de la unidad.</p>
<p>Sesión 8 marzo 17 Zoom</p>	<p>BILA Standards 4, 6</p> <p>Lenguaje académico</p> <ul style="list-style-type: none"> • Variaciones del lenguaje • Expresiones y gramática • Interpretaciones y argumentación • Retroalimentación - Compartir los borradores de las unidades temáticas en grupos. • Trabajar en eventos históricos • KOSKO 	<p>CC: Ch4 – <i>Content Area Variations of Academic Language</i> (Zwiers, 2014)</p> <p>Esta semana entregar</p> <p>1) Reflexión #2 de lecturas (Zwiers, 2011; & Zwiers, 2014) a CC (2 lecturas).</p> <p>2) Borrador de tu unidad temática con las partes 1 & 2 y los apoyos necesarios. La profesora te dará la retroalimentación.</p>
<p>marzo 22-26</p>	<p>Spring Break - Enjoy</p> <p>If you are registered for the CA Association for Bilingual Education Virtual Conference you will attend the workshops and hear the keynote speakers this week. See your registration information and conference program.</p>	
<p>Sesión 9 marzo 31</p>	<p>BILA Standards 4, 5, 6</p> <ul style="list-style-type: none"> • Campus Holiday – Cesar Chavez Day 	
<p>Sesión 10 abril 7 Asíncrona</p>	<p>BILA Standards 4, 5, 6</p> <ul style="list-style-type: none"> • Cohort Asynchronous Activities: Professional Development, Community-Based Activities & CPII • Seguir leyendo el libro <i>Undocumented Youth</i> • Trabajo independiente para los talleres de padres/familias.  • Visit an afterschool or extracurricular program at your CPII site (e.g., Migrant Education, SLD/ELD classes, Boys & Girls Club/other youth clubs, Spanish Club, special needs). Observe the socio-emotional interactions and behaviors of students related to their activities and level of engagement. • KOSKO 	<p>Empezar a leer el libro/texto – <i>Undocumented Youth</i> (Clark-Ibañez, 2015):</p> <p>Ch1 – Undocumented Immigration;</p> <p>Ch2 - Immigration Policy; & Ch3 – <i>Elementary School Promise</i></p> 

	<ul style="list-style-type: none"> Professor available during class time for individual or group conferences, feedback or consultation. Contact professor for appointment prior to class. 	
<p>Sesión 14 abril 12</p> <p>Asíncrona</p>	<p>BILA Standards 4, 5, 6</p> <ul style="list-style-type: none"> Cohort Asynchronous Activities: Professional Development, Community-Based Activities & CPII Seguir leyendo el libro <i>Undocumented Youth</i> Trabajo independiente para los talleres de padres/familias.  Attend a parent meeting/committee (e.g., technology meeting, ELAC, PTA/PTO, parent-teacher conference, Open House, Booster Club). KOSKO Professor available during class time for individual or group conferences, feedback or consultation. Contact professor for appointment prior to class. 	<p>Leer el libro – <i>Undocumented Youth</i> (Clark-Ibañez, 2015): Ch4 – <i>Middle School Paths</i>; Ch5 – <i>High School Aspirations</i></p> 
<p>Sesión 12 abril 21</p> <p>Asíncrona</p>	<p>BILA Standards 4, 5, 6</p> <ul style="list-style-type: none"> Cohort Asynchronous Activities: Professional Development, Community-Based Activities & CPII Seguir leyendo el libro <i>Undocumented Youth</i> Trabajo independiente para los talleres de padres/familias.  Attend any free Be GLAD webinars for Spanish/ELD workshops. GLAD = Guided Language Acquisition Design strategies. Share your ideas with your CT. https://begladtraining.com/blog KOSKO Professor available during class time for individual or group conferences, feedback or consultation. Contact professor for appointment prior to class. 	<p>Terminar el libro – <i>Undocumented Youth</i> (Clark-Ibañez, 2015): Ch6 – <i>Community College Gateway &</i> Ch8 – <i>Graduation Bittersweet</i></p> 
<p>Sesión 13 abril 28</p> <p>Zoom</p>	<p>BILA Standards 4, 5, 6</p> <p>Los indocumentados</p> <ul style="list-style-type: none"> Comprendiendo a los estudiantes inmigrantes e indocumentados en nuestras escuelas Discusión y actividades de las lecturas asignadas - <i>Undocumented Youth</i> (Clark-Ibañez, 2015): Trabajar en los eventos históricos con profesora y compañeros KOSKO 	<p>Hacer los cambios necesarios a su unidad temática.</p> <p>Esta semana entregar: Reporte sobre los talleres y apoyos a los padres y familias.</p>
<p>Sesión 14 mayo 5</p> <p>Zoom</p>	<p>BILA Standards 4, 5, 6</p> <p>El Lenguaje como derecho humano</p> <ul style="list-style-type: none"> Discutir lectura asignada Trabajar en los eventos históricos. Discutir el impacto del libro Invitada: Autora – <i>Undocumented Youth</i>, Marisol Clark-Ibañez, Profesora CSUSM (abril o mayo) KOSKO 	<p>Esta semana entregar: La copia final de la unidad temática a CC para tu calificación final.</p> 
<p>Sesión 15 mayo 12</p> <p>Zoom</p>	<p>BILA Standards 4, 5, 6</p> <p>Eventos Históricos</p> <ul style="list-style-type: none"> Presentaciones: Eventos históricos Compartir las unidades temáticas Discutir lo que hemos aprendido en el curso y las conexiones con tu práctica docente ¿Cuáles son tus próximos pasos en tu educación y enseñanza? Evaluación del curso – EDUC 654 - gracias 	<p>Entregar a CC:</p> <ul style="list-style-type: none"> El evento histórico La reflexión #3 del libro (Clark-Ibañez, 2015) <p>Presentaciones: Eventos históricos</p> <p>Entregar a TaskStream:</p> <ul style="list-style-type: none"> La unidad temática, CP bilingüe, CSET LOTE III

Sesión 16 Exámenes Finales	No habrá un examen final para esta clase.	 ¡Mil gracias! Disfruten su verano.
----------------------------------	---	---

IMPORTANTE:

Las lecturas son de nuestros textos y los artículos / capítulos adicionales se encontrarán en nuestro Curso Cougar. Por favor, busquen las lecturas adicionales en nuestro Moodle para este curso. También la profesora tendrá la oportunidad de quitar o añadir actividades para cada sesión cuando sea necesario. Habrá sesiones con invitados a la clase que todavía no están designadas en nuestro calendario del curso. Estas se irán añadiendo al curso durante el semestre después que los invitados confirmen sus fechas.

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, esfuerzo y disposición profesional (discreción del instructor) 10 puntos
- 3 Reflexiones de lectura (5 puntos cada una) 15 puntos
- Fotovoz: Mi Cultura e Identidad 20 puntos
- Ensayo de evento histórico – Migración a EE.UU. 20 puntos
- Mini-unidad temática (BILA – estándar 4) 15 puntos
- Talleres y reporte de la alfabetización tecnológica con los padres y familias 15 puntos
- KOSKO – Colaboración International 5 puntos

total 100 puntos

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).**

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-**. Also the minimum grade is needed to remain in the Bilingual Authorization Program. It is highly recommended that students take the CSET LOTE III – Spanish Language before starting the program.

Student Collaboration Policy

Students are required to collaborate in class or on any online discussions. Students must follow the School of Education’s professional dispositions and netiquette posted on Cougar Courses. All communication must be respectful and adhere to professional behavior.

Final Exam Statement

There will be no 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.

DESCRIPTION OF ASSIGNMENTS | DESCRIPCIÓN DE ASIGNATURAS

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

Attendance, Effort, Professional Disposition, and Class Participation Asistencia, esfuerzo, disposición profesional y participación en clase

10 puntos

La expectativa es que van a asistir a todas las sesiones de clase preparados para participar activamente en las actividades, grupos, intercambio de ideas, diversos puntos de vista y temas relacionados con las lecturas asignadas. Por favor, consulte las directrices de la Póliza de Asistencia de la Escuela de Educación |**School of Education Attendance Policy** y los requisitos de asistencia para este curso. Los maestros acreditados son evaluados en "sus funciones y responsabilidades" por sus administradores. La puntualidad, la asistencia, el esfuerzo en los trabajos, la colaboración con los colegas y la profesionalidad son elementos de la evaluación. Su disposición profesional está relacionada con la forma en que se comporta en clase y el respeto mutuo. Por favor, comunique cualquier asunto de ausencia o de la disposición personal directamente con la profesora. También, mantenga un registro de su asistencia y asignaturas este semestre. **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.** La puntuación se abonará a la discreción de la profesora.

Three Reading Reflections - 3 reflexiones de lectura (5 puntos cada una)

15 puntos

BILA Standards 3, 4, 5 (Introduced & Practiced) through weekly readings & discussions; Standards also assessed through reflections).

Las reflexiones sobre sus lecturas se deben entregar en las fechas indicadas en el esquema del curso. Envíen copias electrónicas de los cuatro analices de lectura en nuestro Curso Cougar. Las reflexiones deben incluir:

Una reflexión de las lecturas (no un resumen – ya la profesora y tus colegas han leído el texto), incluye las conexiones que se pueden hacer entre las ideas que presenta el texto y la enseñanza para los estudiantes, con ejemplos específicos de tus experiencias durante las observaciones o práctica clínica en las escuelas, tutorías u otras experiencias personales en diversos entornos. Conecta la lectura con ejemplos (evidencia) del texto. Citen el texto o autor en sus escrituras, por ejemplo (Clark-Ibañez, 2015, p. 56). Piensen en los conceptos principales y sus entendimientos del texto. Estas preguntas los ayudaran a pensar críticamente sobre las lecturas.

- ¿Cuáles son los métodos, estrategias o ideas que te gustaría poner en práctica? ¿Por qué?
- ¿Qué nuevas ideas surgen de las lecturas? Explica.
- ¿Cuál es la importancia de los conceptos para el maestro o los estudiantes? ¿Por qué?
- ¿Cuál es el motivo que el autor del texto presenta estas ideas? Explica.
- ¿Qué fue convincente/impactante de la lectura?
- ¿Qué quieres saber más sobre la lectura?
- ¿Cómo impactó la lectura tu práctica actual?

Evaluación: Piensa y escribe sobre los conceptos principales y sus entendimientos del texto referente a los estándares 3, 4, 5 & 6. 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 aprendices de inglés (English Learners). También el lenguaje académico del candidato será evaluado. Esta asignatura corresponde a introducción, práctica y evaluación de TPE 3.1, Foundational TPE F2 y Bilingual Authorization Standards 3, 4, 5 & 6.

Reading Reflection – Rubric Score _____ (5 pts. each) BILA Standards Assessed 4.1, 4.3, 4.5; 5.1, 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.) 4.3 (A), 5.1 (A)	Response lacked an analysis of the readings. Lacked reflection of knowledge on variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. And/or meet the needs of students affected by trends of migration, immigration and settlement in the United States.	Response included a partial analysis – of only one aspect and/or partial article / chapter of the assigned readings. Reflects partial knowledge of variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. And/or meet the needs of students affected by trends of migration, immigration and settlement in the US.	Response included full analysis of each aspect and/or each article/chapter of the assigned readings. Reflects full knowledge of variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. And/or meet the needs of students affected by trends of migration, immigration and settlement in the US.
Insightful Connections (2 pts.) 4.1, 4.5 (A)	No connections were made between the topic(s) and the candidate's experiences with English learners/bilingual students. Lacks interrelatedness among the four domains of language, and culturally responsive.	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 interrelatedness among the four domains of language, and culturally responsive.	Full connections made between the topic(s) and the student's experiences with English learners/bilingual students -demonstrating application to practice in and interrelatedness among the four domains of language, and culturally responsive.
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.

KOSKO - Knowing Our Students, Knowing Ourselves: Exchange for Future Teachers **5 puntos**
KOSKO Project/Proyecto iEARN/Orillas (Global Learning Networks)
BILA Standards 5

Este proyecto tomará efecto con otras universidades en Latinoamérica. Parte de la participación de la clase. Daré más información en clase acerca de este proyecto y la comunicación o actividades entre los docentes internacionales. La puntuación se abonará a la discreción de la profesora. **Pending further notice on country and project 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

Photovoice: My Culture and Identity
Fotovoz: Mi Cultura e Identidad
BILA Standards 4 & 6

20 puntos

Parte 1: Mediante el uso de fotografías y la narración contarán su historia personal a través de imágenes visuales. Un auto-estudio es una herramienta poderosa para la comprensión de su propia cultura. Esta actividad proporcionará un objetivo personal en su identidad.

Compartirán los relatos de la fotovoz/fotonovela con sus compañeros en clase y quizás con sus futuros estudiantes. Aunque los reportajes se pueden hacer en unos carteles, para nuestra clase vamos a escribirlos en documentos de Word con fotografías. Van a compartir sus trabajos en clase y luego subir su trabajo al Curso Cougar. Puede seleccionar el formato de su fotovoz.

Parte 2: Van a decorar una bolsa de papel con 4 dimensiones de la cultura en cada uno de los lados. Usted puede seleccionar las dimensiones que se correlacionen mejor con sus objetivos culturales como futuro maestro bilingüe. Demuestra una comunicación responsablemente cultural. Cada lado debe tener un título, etiquetas y un símbolo o imagen que represente el tema " La lucha por la equidad en la educación." ¿Cómo se define la equidad y la educación culturalmente sensible (Culturally Responsive Teaching)? Va a traer su bolsa a la clase y explicar las dimensiones de la cultura que ha seleccionado para el tema. Compartiremos las bolsas y su fotonovela en pequeños grupos.

Sorpresa dentro de la bolsa: dentro de su bolsa traerá un elemento secreto para compartir que usted tendrá que proporcionar algunas pistas a sus compañeros de clase para que puedan adivinar lo que tiene dentro de su bolsa. Tendrá que explicar qué es y por qué representa un aspecto de su identidad como individuo o un futuro maestro.

Evaluación: 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 lingüística. Esta asignatura corresponde a TPE 3.5, Foundational TPE F3 y Bilingual Authorization Standards 4 & 6.

Photovoice: My Culture & Identity – Rubric (20 pts.) (Photo story and cultural bag) BILA Standards - 4.5 (A), 6.1 (A)			
Criteria	Credit Range Minimal or None 0-15 pts.	Credit Range Approaching, 16-17pts.	Credit Range Meets 18-20 pts.
Photo narrative 8 points 4.5 (A)	Photo story provided a limited view of the candidate's identity/culture in a narrative with accompanying photographs. Lacking intercultural communication and interaction that is linguistically and culturally responsive.	Photo story included a fair self-study of candidate's identity/culture in a narrative with accompanying photographs. Somewhat intercultural communication and interaction that is linguistically and culturally responsive.	Photo story included an excellent self-study of candidate's identity/culture in a detailed and descriptive narrative with accompanying photographs. Excellent intercultural communication & interaction that is linguistically & culturally responsive.
Cultural Bag 5 points 4.5 (A)	Cultural bag lacked appropriate representations of 4 dimensions of culture that included titles, labels, photographs, symbols, and/or other images to representing topics. May or may not have item in bag to represent the candidate's identity. Lacking intercultural communication and interaction that is linguistically and culturally responsive.	Cultural bag included fair representations of 4 dimensions of culture that included titles, labels, photographs, symbols, and/or other images to represent the topics selected. It also included an item inside the bag to represent the candidate's identity. Somewhat intercultural communication and interaction that is linguistically and culturally responsive.	Cultural bag included excellent representations of 4 dimensions of culture; included titles, labels, photographs, symbols, and/or other images to represent the topics selected. It included an item inside the bag to represent the candidate's identity. Excellent intercultural communication & interaction that is linguistically and culturally responsive.
Oral Presentation 4 points 6.1 (A)	Fair presentation and explanation of photovoice and cultural bag in Spanish .	Fair presentation and explanation of photovoice and cultural bag in Spanish .	Excellent presentation and explanation of photovoice and cultural bag in Spanish .
Paper Conventions 3 points 6.1 (A)	Photo story written with various errors in Spanish . Writing distracted the reader's comprehension. Candidate followed none/limited directions on how to structure and submit paper. No APA.	Photo story 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 paper. Partial APA format.	Photo story well written with minimal errors in Spanish . Candidate has followed all directions on how to structure and submit paper. APA format used throughout paper.

Historical Event Essay & Poster Session
Ensayo de evento histórico y cartel
BILA Standards 5 & 6

20 puntos

Para esta tarea van a escribir un ensayo sobre un acontecimiento histórico que describe la manera en que esta ocurrencia dio forma a la historia de un país latinoamericano y cómo dicho evento afectó a los patrones de migración de su gente a los Estados Unidos (guerras civiles, economía, persecución, comunismo, hambre, desastres naturales, pandillas, etc.). Incluyan ejemplos específicos de eventos o situaciones que formaron esta inmigración. Asegúrense de situar sus ejemplos en el contexto de la enseñanza en EE. UU. porque cuando los estudiantes y sus padres llegan a un nuevo país, no saben el idioma y se enfrentan en un sistema educativo distinto. ¿Qué programas existen en las escuelas americanas para ellos? Relacionen estos ejemplos con las lecturas y discusiones de la clase.

La información se presentará en clase en forma de una galería/exposición con presentaciones sobre el acontecimiento histórico y la migración a los EE.UU. Esta asignación se puede hacer en pequeños grupos

dividiendo el ensayo en secciones, buscando información/fotografías en el internet, revisando/corrigiendo las escrituras (gramática y ortografía) y componiendo el cartel con títulos y visuales. Si trabajan juntos en grupos, los estudiantes deberán de compartir las responsabilidades de la investigación, el ensayo y la presentación durante la exposición/galería de los carteles. Dividan el trabajo para que sea equitativo para todos. Entregarán su ensayo al Curso Cougar con una explicación de cómo repartieron los deberes de la asignación – cada persona tendrá que ponerlo en CC para recibir una calificación.

Recursos para la asignatura

- Essay - Latino Immigration en CC.
http://www.nps.gov/latino/latinothemestudy/pdfs/Immigration_web_final.pdf
- Latino Heritage/History – 8 minute video en CC.
http://www.youtube.com/watch?feature=player_embedded&v=Hxf3bHY4svM

Consulten la página red de la American Psychological Association (APA) para aprender la forma correcta de escribir un manuscrito universitario con apropiadas referencias. Vayan a <http://www.apastyle.org/electsource.html>.

Aquí tiene un esquema para su escritura – compartan las partes del ensayo y el cartel entre todos los miembros en su grupo. Todos deben contribuir al ensayo y presentación equitativamente, escriban quien escribió cada parte en el reporte y lo que contribuyó cada miembro del grupo.

TEMPLATE / Plantilla - Ensayo del Evento histórico	Apuntes sobre los temas
<p>I. Introducción Introduzcan el propósito del ensayo y sus temas.</p>	
<p>II. La información sobre el país y fundamento político 5.1 (I&P) 6.1 (P)</p> <ol style="list-style-type: none"> ¿Qué información debemos saber acerca de este país latino que vamos a estudiar? ¿Qué información debemos saber sobre su gente? ¿Cuál es la situación política del país? ¿Cuáles son sus barreras geográficas? ¿Cómo es la demográfica? ¿Cuál es el idioma nacional u otras lenguas? ¿Han entrevistado alguien de ese país? Pueden agregar la narrativa de la persona como un artefacto. Aquí pueden incluir mapas, graficas, imágenes, etc. 	
<p>III. El acontecimiento histórico 5.1 (I&P) 6.1 (P)</p> <ol style="list-style-type: none"> ¿Cuál fue el acontecimiento histórico que afectó la migración de este grupo cultural/étnico a los EE.UU.? ¿Han habido varios acontecimientos o solamente uno que ha impulsado la migración? ¿Cuáles fueron los eventos o las situaciones específicas en el país que formaron este evento histórico? Aquí pueden incluir mapas, graficas, imágenes, etc. 	
<p>IV. La inmigración a los Estados Unidos 5.1 (I&P) 6.1 (P)</p> <ol style="list-style-type: none"> ¿Cómo se situaron los inmigrantes en los EE.UU.? 	

<ul style="list-style-type: none"> b. ¿Cuáles son/fueron los patrones o el patrón (olas) de migración a los EE.UU.? ¿Quiénes salieron del país y cómo? c. ¿En qué lugares / maneras se establecieron los inmigrantes en los EE.UU.? d. ¿Qué problemas o sucesos han enfrentado los inmigrantes en los EE.UU.? (ejemplos de algunos temas: aculturación, socialización, empleos, idioma, nivel de educación, estatus legal o ilegal en el país, etc.) e. Aquí pueden incluir mapas, graficas, imágenes, etc. 	
<p>V. La educación en los Estados Unidos 5.1 (I&P) 6.1 (P)</p> <ul style="list-style-type: none"> a. ¿Qué ejemplos de la educación y contextos de enseñanza tenemos de este grupo en las escuelas de los EE.UU.? b. ¿Qué problemas han enfrentado con la educación en EE.UU.? c. ¿En qué manera (programas e idiomas) aprenden los estudiantes? d. ¿Cómo podemos relacionar los ejemplos con las lecturas y discusiones de la clase (ejemplo - asimilación o aculturación)? 	
<p>VI. Conclusión 6.1 (P)</p>	
<p>VII. Referencias Favor de crear una bibliografía en estilo APA que indique los libros, los sitios del internet, videos o recursos que usaron para el ensayo o su presentación.</p>	

Evaluación: 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 lingüística. Esta asignatura corresponde a Foundational TPE F2 y Bilingual Authorization Standards 5 & 6.

Historical Event Essay and Poster Session – Rubric Score _____ (20 pts.) BILA Standards 5.1 (A), 6.1 (A)			
Criteria	Credit Range Minimal / None 0-15 pts.	Credit Range Approaching, 16-17 pts.	Credit Range Meets 18-20 pts.
Summary of Historical Review 6 points 5.1 (A)	Historical review limited – the reader could not understand the historical context.	Historical review included a partial summary of events – the reader could somewhat understand the historical context.	Historical review included a full summary of events in the foreign country that led to the migration – the reader can fully understand the historical context.
Analysis of people’s migration 6 points 5.1 (A)	Historical review lacked analysis of the people’s migration to USA. Included or lacked visuals.	Historical review included a partial analysis of the people’s migration to USA. Including visuals and other information.	Historical review included a full analysis of the people’s migration to USA. Including maps, graphs, means of transportation, geographical areas impacted by immigrants, photographs, or other visuals.
Poster Display & Oral Presentation 6 points 6.1 (A)	Fair poster session/ display and explanation of findings in Spanish.	Good poster session/ display and explanation of findings in Spanish.	Excellent poster session/ display and explanation of findings in Spanish.
Paper Conventions 2 points 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 summary & analysis. No APA.	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 summary & analysis. Partial APA format .	Paper well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit summary & analysis. APA format used throughout paper.

Mini Thematic Unit | Mini Unidad Temática
(Course signature assignment – must be also uploaded to TaskStream, Standard 4)
BILA Standards 4 & 6.

15 puntos

Esta es una unidad sobre la enseñanza del español para los hablantes nativos o programas de lenguaje dual, español como segunda lengua (lengua extranjera), o español para hispanohablantes. ¡Tienen muchas opciones! Nuestro objetivo principal es enseñar el español. Para esta tarea se aplicarán las metodologías bilingües discutidas en nuestros cursos (EDUC 653 y EDUC 654) que ocupan el estándar 4 - Metodología Bilingüe y lecturas de nuestros libros y artículos. El plan de la mini-unidad temática debe ser apropiado para la lengua materna de los hispanohablantes y / o hablantes nativos de inglés que aprenden el español como segunda lengua en los grados K-12.

El plan de la unidad consta de 3-5 lecciones consecutivas con evaluaciones. La "unidad" se define como una secuencia de lecciones sobre un tema central que se desarrolla en tres días (vea muestras en Cougar Course). Nuestro objetivo es de enseñar el lenguaje español por medio del contenido. Por ejemplo, el contenido puede ser el desarrollo de una leyenda latina, cuento o fábula de los países de habla hispana que se relacione con tu área de concentración. Puede también ser la enseñanza del lenguaje español – modismos, refranes, o dichos latinos. Utiliza la plantilla de las lecciones para la unidad que es específica para esta tarea en Cougar Course. Cada día de la lección no debe ser más de 1 página escrita.

TEMPLATE / Plantilla – Mini Unit Plan

Parte 1: Elementos básicos de la unidad temática BILA Standards 4.1, 4.2, 4.4, 4.6, 4.7 (P), 6.1 (P)	
I. Contexto General	<ul style="list-style-type: none"> • Materia Académica: • Nivel de grado: • Tema de la unidad: • Duración de la unidad: Cinco días
II. Datos importantes acerca del grupo:	Los estudiantes en esta clase son ...
III. Estándares en la unidad: Indica cuales estándares usarás 4.1, 4.2, 4.5, 4.6 (P)	<ul style="list-style-type: none"> • CA Common Core Español • CA Spanish Language Development Standards • CA English Language Development Standards (for bridging only) • CA World Language Standards • Global Competence Framework
IV. Evaluación de la unidad: 4.6, 4.7 (P)	Durante el curso de la unidad los estudiantes tendrán que cumplir varios métodos de evaluación que ayudaran al maestro con el aprendizaje de los estudiantes. <ul style="list-style-type: none"> • Los estudiantes serán evaluados usando ...
V. Lista de recursos y materiales: 4.4, 4.6, .4.7 (P)	
VI. Otros datos acerca de la unidad:	
Parte 2: Mini-Unidad Temática BILA Standards 4.1, 4.2, 4.3, 4.4, 4.5 (P), 6.1 (P)	
A. Conceptos Primordiales 4.4 (P)	
B. Objetivos para el contenido – esto se relaciona con tus estándares 4.1, 4.2, 4.3, 4.4, 4.5 (P)	
C. Objetivos del lenguaje español para estudiantes que necesitan más apoyos: Estos se relaciona con los estándares de SLD 4.3 (P)	Estos se relaciona con los estándares de SLD 4.3 (P) <ol style="list-style-type: none"> a. Escuchar b. Hablar c. Leer d. Escribir
D. Objetivos del lenguaje inglés: Estos son relacionados con los estándares de ELD por su vas a tener una conexión con ELD. ¿Recuerdas el puente lingüístico entre dos idiomas? 4.1, 4.2, 4.3 (P)	
Lecciones para la semana BILA Standards 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 (P), 6.1 (P)	
Día 1: Introduce y enseña la selección de la lectura (habilidades interpretativas), recuerda que los estudiantes necesitan colaborar (hablar / escuchar). ¿Cómo vas a evaluar el aprendizaje de hoy? (enfoque la lectura)	
<ul style="list-style-type: none"> • Comienzo - Apertura de la lección: ¿Cómo motivaras a tus estudiantes con el tema/lección de hoy? 	
<ul style="list-style-type: none"> • Entre - Presentación de la lección: ¿Cómo va el maestro a facilitar la enseñanza con sus estudiantes? 	
<ul style="list-style-type: none"> • Práctica, Aplicación e interacción: ¿Cómo van a demostrar el aprendizaje en clase y con sus compañeros? 	
<ul style="list-style-type: none"> • Evaluación: ¿Cómo sabrás si los estudiantes aprendieron los objetivos de hoy? 	

<ul style="list-style-type: none"> • Expansión: ¿Cómo puedes conectar la lección de hoy con otra materia que están estudiando o alguna extensión de la lección en casa, la comunidad o la escuela?
<p>Día 2: Enseña un aspecto gramatical o lenguaje académico conectado a la lectura / escritura / lenguaje oral, recuerda que los estudiantes necesitan colaborar (hablar / escuchar). ¿Cómo vas a evaluar el aprendizaje de hoy? Recuerda las actividades y lecturas este semestre de J. Zwiers (<i>Content Area Variations of Academic Language & Training Students for Advanced Conversations</i>) (enfoque la gramática o el vocabulario)</p>
<ul style="list-style-type: none"> • Comienzo - Apertura de la lección:
<ul style="list-style-type: none"> • Entre - Presentación de la lección (maestro y estudiantes):
<ul style="list-style-type: none"> • Práctica, Aplicación e interacción:
<ul style="list-style-type: none"> • Evaluación para el trabajo de hoy:
<ul style="list-style-type: none"> • Expansión – Después de la lección:
<p>Día 3: Enseña una lección que incorpore la escritura (habilidades productivas), recuerda que los estudiantes necesitan colaborar (hablar/escuchar). ¿Cómo vas a evaluar el aprendizaje de hoy? Recuerda las actividades y lecturas este semestre de J. Kerper Mora, <i>Linguistic Foundations of Biliteracy</i>, y Thomlinson, <i>Differentiating Products</i>. (enfoque la escritura)</p>
<ul style="list-style-type: none"> • Comienzo - Apertura de la lección:
<ul style="list-style-type: none"> • Entre - Presentación de la lección (maestro y estudiantes):
<ul style="list-style-type: none"> • Práctica, Aplicación e interacción:
<ul style="list-style-type: none"> • Evaluación para el trabajo de hoy:
<ul style="list-style-type: none"> • Expansión – Después de la lección:
<p>Día 4 - opcional: Enseña sobre la cultura del país del cual se inicia la literatura, recuerda que los estudiantes necesitan colaborar (hablar / escuchar). ¿Cómo vas a evaluar el aprendizaje de hoy? (enfoque la cultura)</p>
<ul style="list-style-type: none"> • Comienzo - Apertura de la lección:
<ul style="list-style-type: none"> • Entre - Presentación de la lección (maestro y estudiantes):
<ul style="list-style-type: none"> • Práctica, Aplicación e interacción:
<ul style="list-style-type: none"> • Evaluación para el trabajo de hoy:
<ul style="list-style-type: none"> • Expansión – Después de la lección:
<p>Día 5 - opcional: <i>Bridging</i> lección (punto lingüístico) - ¿qué aspecto de esta lección se puede conectar con los dos idiomas para los estudiantes? Recuerda nuestras lecturas de Beeman y Urow en EDUC 653 sobre la conexión lingüística de las lenguas? ELD también puede ser parte de este plan de unidad para los aprendices de inglés. ¿Cómo vas a evaluar el aprendizaje de hoy? (enfoque el puente lingüístico o conexión con otra materia)</p>
<ul style="list-style-type: none"> • Comienzo - Apertura de la lección:
<ul style="list-style-type: none"> • Entre - Presentación de la lección (maestro y estudiantes):
<ul style="list-style-type: none"> • Práctica, Aplicación e interacción:
<ul style="list-style-type: none"> • Evaluación para el trabajo de hoy:
<ul style="list-style-type: none"> • Expansión – Después de la lección:

Requerido - **Añade** rúbricas, gráficas organizadoras, hojas de trabajo, diagramas, evaluaciones, auto-evaluaciones para los estudiantes, listas (checklists), marcos de oraciones/párrafos, etc. Lo que se necesite para el desarrollo de la unidad.

Importante: Recuerda que debes incorporar la **tecnología** en tu plan temático. Incluye los trabajos de la lección: organizadores, marcos de oraciones, vocabulario, hojas de trabajo, asesoramientos, lectura, rubricas, etc. Lo que digas que vas a usar o desarrollar en tu unidad, lo debes incorporar. Recuerda las lecturas de *Technological Literacy* (Gregory & Burkman, 2012).

Opcional - Puedes trabajar con un compañero/a para crear la unidad juntos, pero recibirán la misma calificación en los trabajos. Se recomienda que el trabajo esté claramente dividido equitativamente. Deben de subir el trabajo a Cougar Course y TaskStream para recibir crédito. Este plan de unidad es una evaluación crítica de la Autorización Bilingüe.

IMPORTANTE: Todos los trabajos vencen el día señalado (vea el plan de estudios para la fecha actual). Trabajos que se entreguen tarde, recibirán reducción de puntuación. Esta asignación debe cumplir con el Estándar 4 - Metodología Bilingüe para el Programa de Autorización Bilingüe (vea la rúbrica) y el candidato debe recibir una calificación mínima aprobatoria de una B- (80%). El plan de unidad será tu artefacto para TaskStream - Standard 4.

Evaluación: 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 lingüística. Esta asignatura corresponde a TPEs 1.6, 3.1, 3.5, 5.7, Foundational TPEs F2, F3 y Bilingual Authorization Standards 4 & 6. **Entrega la unidad para recibir retroalimentación, pero tiene que estar completa en todas sus partes y con los materiales requeridos, sino se les devolverá. No se aceptará asignaturas incompletas.**

Mini-Thematic Unit Plan / Presentation Rubric (15 points) BILA Standards 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 (A), 6.1 (A)			
Criteria	Credit Range Minimal or None 0-9 pts.	Credit Range Approaching, 10-11pts.	Credit Range Meets 12-15 pts.
Lessons follow bilingual educ. pedagogical theories & principles 5 points 4.1, 4.2, 4.5 (A)	Part 1: Candidate knows and applies few of the pedagogical theories, principles, & instructional practices of bilingual educ. Candidate does not comprehend key academic concepts for lesson dev. Lacks knowledge of to tie objectives to lesson, domains of language, & culturally responsive.	Part 1: Candidate knows some pedagogical theories, principles, and practices of bilingual education. Candidate partially applies pedagogy in a comprehensive manner. Some of the lesson components are included, but ideas are partially developed or inconsistent with content and language objectives, domains of language, & culturally responsive.	Part 1: Candidate knows and can apply pedagogical theories, principles, and instructional practices for comprehensive bilingual instruction in Spanish, including content/language objectives, 4 domains of language, & culturally responsive.
Lesson are strongly connected throughout unit 5 points 4.3, 4.6 (A)	Part 2: Candidate followed few directions on how to write lessons & lacked standards, proficiency levels, materials to content throughout a thematic unit approach Components are inconsistent in lessons.	Part 2: Candidate followed some directions on how to write lessons & connected some standards, proficiency levels, materials to content throughout a thematic unit approach. Components are partially developed in lessons.	Part 2: Candidate clearly followed all directions on how to write lessons & strongly connected all standards, proficiency levels, materials to content throughout a thematic unit approach. Components are clearly stated and developed in lessons.
Assessments in unit plan measure content and language objectives 3 points	Part 3: Candidate does not have working knowledge of designing appropriate assessments for lessons. Limited examples included in the unit plan. Lacks appropriate	Part 3: Candidate has some working knowledge of designing appropriate assessments for each of the lessons. Some examples included in the unit plan. Assessments partially or inconsistently measure content	Part 3: Candidate knows how to design appropriate assessments for each of the lessons and has included examples in the unit plan. Assessments are excellent

4.4, 4.7 (A)	assessments for content and language objectives.	and language objectives.	measures of content and language objectives.
Guidelines & conventions 2 points 6.1 (A)	Candidate has followed few directions on how to structure and submit Thematic Unit Plan. Lack of participation in preparation & planning. Lesson written & presented in class with various errors that distract the reader's or listener's comprehension.	Candidate followed some directions on how to structure/submit Thematic Unit Plan. Partial or full preparation & planning. Lesson written & presented in class with some errors in Spanish. However, errors do not distract the reader's or listener's comprehension. Includes submitting a draft for professor approval.	Candidate has followed all directions on how to structure & submit Thematic Unit Plan. Full participation in preparation & planning. Lesson well written and presented in class with minimal errors in Spanish. This also includes submitting a draft for professor approval.

Talleres y reporte de la alfabetización tecnológica con los padres y familias
BILA Standards 3 & 6

15 puntos

Reconocer que las familias son recursos lingüísticos y culturales para sus hijos y deben de asumir su presencia en los asuntos escolares. Participarán en un taller con padres y familias en uno de los distritos. Los talleres son para enseñarles a los padres sobre la tecnología móvil. Un maestro del distrito coordinará los talleres y ustedes ayudarán con las lecciones esas noches. Escojan 1 noche de la lista que compartiremos en clase. La profesora proporcionará clases para esta asignatura – el maestr@ del distrito verificará su asistencia/participación en los talleres. También se les asignará una familia para corresponder con ellos y aportarles apoyo tecnológico.

Escogerán una fecha para participar y deben llenar un permiso de CSUSM si la reunión es presencial – creo que este año serán virtuales las clases:

- Valley Center-Pauma USD (Valley Center Middle School - Google Meets) – Rosa Ortiz Estrada, Capacitadora
- Fallbrook Union Elementary SD (Maie Ellis Elementary – Google Meets) – Eliseo Higinio
- Oceanside USD (Reynolds Elementary, TBD) – Alma Sánchez

IMPORTANTE: Deben de llenar los siguientes documentos si las juntas son presenciales o **no podrán participar:**

1. Travel Request Form for mileage reimbursement (please refer to the Travel Request Instructions Form for help, specifically the mileage section)
2. Student Conduct Agreement Form
3. Participant Travel Release of Liability Form <http://www.csusm.edu/corp/documents/rm/waiverrelease.pdf>
4. Auto Insurance Certificate Form (please fill out page 3 only, not page 1) [Automobile Insurance Certification \(DOC\)](#)

También, los candidatos escribirán un reporte utilizando las preguntas siguientes después de su participación con los padres y familias. Las preguntas corresponden a la experiencia de los talleres y la colaboración con los padres y familias.

TEMPLATE / Plantilla

BILA Standards 3.6, 3.7 (P), 6.1 (P)

El reporte debe incluir estas áreas:
Proporciona evidencia de...
1. ¿Cuáles fueron algunos de los objetivos de las lecciones con los padres y familias? ¿Qué aprendieron ellos y ustedes acerca de la tecnología escolar? 3.6
2. ¿Cómo facilitaste el aprendizaje de los padres/familias? 3.7
3. ¿Qué aprendiste sobre la participación y colaboración entre padres y maestros para el éxito del estudiante? 3.6
4. ¿Qué aprendiste sobre el uso del lenguaje primario y los recursos culturales (funds of knowledge) de las familias o padres? 3.7
4. ¿Cómo involucrarías a padres/familias en talleres educativos cuando seas maestro/a? 3.6
5. ¿Qué tema de justicia social y equidad con padres y familias te gustaría implementar o transformar? ¿Cómo lo lograrías? 3.6
6. ¿Qué recomendaciones tienes respecto a los entrenamientos para padres/familias?
7. Otros comentarios sobre sus experiencias con los padres y las familias.

Evaluación: 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 lingüística. Esta asignatura corresponde a TPEs 1.6, Foundational TPEs F2, F3 y Bilingual Authorization Standards 3 & 6.

Parent Workshop Participation and Report – Scoring Rubric (15 points) BILA Standards 3.6, 3.7 (A), 6.1 (A)			
Criteria/Prompts	Credit Range Minimal 0-9 pts.	Credit Range Approaching 10-11 pts.	Credit Range Meets 12-15 points
¿Cuáles fueron los objetivos de la lección y como facilitaron el aprendizaje para los padres/familias en un ambiente bilingüe? 5 points 3.6 (A)	Candidate attended none to 1 workshop and provided limited participation in the learning of digital literacy with parents and families. Feedback from district liaison was below satisfactory .	Candidate attended 1 workshop and satisfactorily participated in the learning of digital literacy with parents and families. Feedback from district liaison was satisfactory .	Candidate attended 1 workshop and fully participated and facilitate the learning of digital literacy with parents and families. Feedback from district liaison was excellent .
¿Qué aprendieron ustedes acerca de los entrenamientos? ¿Qué recomendaciones tienen? 5 points 3.6, 3.7 (A)	Candidate has limited and narrow understanding of how to work with EL parent and families. Candidate provides limited and narrow description of knowledge in engaging parents in the learning outcomes. Demonstrate limited understanding of the family	Candidate adequately understands how to work with EL parent and families. Candidate adequately addresses and provides description of knowledge in engaging parents in the learning outcomes. Demonstrate a satisfactory understanding of the family	Candidate fully understands how to work with EL parent and families. Candidate clearly addresses and provides excellent description of knowledge in engaging parents in the learning outcomes. Demonstrate an excellent understanding of the family as a primary

	as a primary language and cultural resource.	as a primary language and cultural resource.	language and cultural resource.
¿Cómo involucrarían a los padres/familias en la educación cuando sean maestros/as? 5 points 6.1 (A)	Candidate demonstrates limited written proficiency and discussion of future parental involvement in Spanish.	Candidate demonstrates adequate written proficiency and discussion of future parental involvement in Spanish.	Candidate demonstrates excellent written proficiency and discussion of future parental involvement in Spanish.

The following scale will be used to score your oral Spanish proficiency in class and assignments.

Para las asignaturas y participación en clase los candidatos son evaluados en su capacidad lingüística (escalas ACTFL) y el contenido de la información (rúbrica) por el instructor (Tabla Resumen: ILR y ACTFL Escalas de dominio del idioma | Summary Table: ILR & ACTFL Scales of Language Proficiency).

Summary Table: ILR & ACTFL Scales of Language Proficiency – BILA Standard 6

Language Skills	Interagency Language Roundtable (ILR) Foreign Service Institute (FSI) Scale Intermediate High (3.5)	American Council for the Teaching of Foreign Language (ACTFL) Advanced Low
Listening 6.1 (A)	Sufficient comprehension to understand. Comprehends most of the content & intent of a variety of forms & styles of speech pertinent to professional needs, as well as general topics & social conversation. Ability to comprehend many sociolinguistic & cultural references. Can follow some unpredictable turns of thought readily in, for example, informal/formal speeches covering editorial, conjectural, & literary material in subject-matter areas directed to the general listener.	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
Speaking 6.1 (A)	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Has a general vocabulary that is broad enough that he or she rarely has to grope for a word. Has an accent that may be obviously foreign; has a good control of grammar; and whose errors virtually never interfere with understanding and rarely disturb the native speaker. Occasional patterned errors occur in low- frequency and highly complex structures.	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
Reading 6.1 (A)	Proficiency includes comprehension of a variety of styles and forms pertinent to professional needs. Readers are able to comprehend many sociolinguistic and cultural references, but may miss some nuances and subtleties. They typically able to read with facility understand and appreciate contemporary expository, technical, or literary texts that do not rely heavily on slang and unusual idioms.	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent.
Writing 6.1 (A)	Able to write the language prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience. Able to write using simple low-frequency complex structures, vocabulary, and express subtleties and nuances. Able to write on some topics pertinent. The writer employs simple organizational patterns. Able to write on all topics normally pertinent to professional / educational needs and on social issues of a general nature. Writing adequate to express his/her experiences.	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

Name: _____

Date _____

Checklist for assignments**EDUC 654****Dra. Hernández**

Assignments	Possible Points	Points Earned	Upload assignment to...
Attendance, Participation & Personal Disposition	10 points	Professor's discretion	N/A
Reading Response 1	5 points		Cougar Course
Reading Response 2	5 points		Cougar Course
Reading Response 3	5 points		Cougar Course
Fotovoz: Mi Cultura e Identidad	20 points		Cougar Course
Ensayo de evento histórico – Migración a EE.UU.	20 points		Cougar Course
Mini-unidad temática (BILA – estándar 4) (course signature assignment)	15 points		Cougar Course and Taskstream - Standard 4
Alfabetización tecnológica con los padres y familias – visitas a escuelas	15 points		Cougar Course
KOSKO	5 points	Professor's discretion	N/A
Total	100 points		

GENERAL CONSIDERATIONS | CONSIDERACIONES GENERALES**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/policias/active/documents/Academic_Honesty_Policy.html

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

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 4200, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- 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 traditional face-to-face instruction following a 16-week cycle.

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, 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.
<p>Foundational TPE Elements</p> <p>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.</p>			
<p>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.</p> <p>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.</p> <p>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, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation,</p>	<p>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.</p> <p>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.</p> <p>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 backgrounds – taking into consideration language, culture, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith,</p>	<p>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.</p> <p>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.</p> <p>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 into consideration language, culture, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation,</p>	<p>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.</p> <p>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.</p> <p>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 language, culture, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation,</p>

and immigrant status of students and their families.	gender, sexual orientation, and immigrant status of students and their families.	and immigrant status of students and their families.	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.