California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	**EDUC 655 (01)**
Title	**Application of Bilingual and Second Language Acquisition Theories and Principles: Practicum of Instruction in Bilingual Settings**
CRN Number	**23055**
Days	**By arrangement**
Time	**By arrangement**
Course Location	**Synchronous Virtual Instruction - Zoom meetings**
Semester / Year	**Spring 2021**
Professor	**Ana M. Hernández, Ed.D.**
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Office	**UNV 400**
Hours	**By appointment**

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

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

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

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Syllabus is subject to change.

<h1 style="text-align:center">COURSE DESCRIPTION | DESCRIPCIÓN del CURSO</h1>

This course is an examination and application of theoretical and methodological issues in designing instruction for English learners in bilingual classroom settings through reflective, critical analysis of practice. Aspects of second language development will be covered, including curriculum planning and development. The course focuses on various curricular and instructional programs designed for EL students in bilingual settings, methods of language and content assessment, role and utilization of primary language in ELD content instruction, grouping configurations and application to the classroom.

Course Prerequisites
Admission to the Bilingual Authorization and hold a valid CA Teaching Credential.

Course Objectives | Objetivos del curso
1. understand theoretical foundations of second language learning and apply them to practice
2. use methods that incorporate language and content objectives into lessons
3. critically examine practice to continually improve upon pedagogy
4. design comprehensive curriculum for English learners in bilingual settings

Unique Course Requirements
Field experience/practicum in a bilingual setting.

Credit Hour Policy Statement
This course is delivered in a face-to-face/virtual instruction and fieldwork. This practicum is graded as Credit or No Credit.

<h1 style="text-align:center">REQUIRED TEXTS, MATERIALS AND ACCOUNTS</h1>

Links to Resources/Materials – No textbook required
- 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/rl/cf/elaeldfrmwrksbeadopted.asp
- Free Download CA Common Core State Standard, California Department of Education Common Core at www.cde.a.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 2: Assessment of Candidate Competence
Prior to recommending each candidate for a bilingual authorization, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of program standards including language proficiency as they apply to bilingual authorization. During the program, candidates are guided and coached on their performance in bilingual instruction using formative assessment processes. Verification of candidate's performance is provided by both institutional and field-based individuals with bilingual expertise and/or possessing bilingual authorization.

A portfolio (TaskStream) will be used to document evidence of *Teacher Performance Expectations (TPEs), including Standard 2.* Candidates must demonstrate with their field experience that they have: a) applied pedagogy, theories and principles for biliteracy programs, b) assessed and addressed the needs of biliterate students, and c) designed biliteracy curriculum utilizing developmentally appropriate instructional approaches for biliterate students. The Bilingual Authorization courses are designed for credential candidates and classroom teachers (add ons) who will apply knowledge learned in each course to their current or future teaching experiences.

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

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 Bilingual Authorization as an "add on" program to a current credential held by student/teacher. The student will be able to merge theory and practice in fieldwork:

- **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, *perceived* competence/ability (pick one or use both), neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families
F4 - Collaborate with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:
1. understand theoretical foundations of second language learning and apply them to practice - Foundational TPEs F2 & F3, TPE 1.6
2. use methods that incorporate language and content objectives into lessons - TPEs 1.6, 3.5
3. critically examine practice to continually improve upon pedagogy – Standard 2, TPE 5.7
4. design comprehensive curriculum for English learners in bilingual settings - TPE 3.1
5. 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.* Standard 6

SCHEDULE / COURSE OUTLINE
Timeline subject to change due to "Teachable" Moments

Date	Topic	Assignments
Week 1 **January**	Orientation to Course, Practicum Requirements and Expectations	Meet with professor to develop a timeline of activities for practicum and weekly meeting days. Discuss syllabus.
Week 2 **February**	Content Instruction in a Bilingual Setting	Set up class observations in a bilingual setting with professor. Establish protocols for visiting classes during virtual/f2f instruction. Meet DLE teacher and set goals.
Week 3 **February 8**	**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. Foundational TPEs F2 & F3, TPE 1.6
Week 4 **February**	Field Experience - practicum	Observe a bilingual class and discuss observation with teacher and professor. Standard 2 (Introduced) TPE 5.7
Week 5 **February**	CA Standards for Bilingual Education	Review State Standards – Common Core Español for your grade level. Think about how you will incorporate the standards to design curriculum/lessons. https://commoncore- yespanol.sdcoe.net/ TPEs 1.6, 3.5
Week 6 **March**	CA Standards for Bilingual Education	Review State Standards – Spanish Language Development (SLD) https://commoncore-espanol.sdcoe.net/Portals/commoncore-espanol/Documents/2018_09_18_K-12_SLD_Standards_Translated.pdf?ver=2018-09-18-101554-827 and English Language Development (ELD) for your grade level https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf Think about how you will incorporate the standards to design curriculum/lessons. TPEs 1.6, 3.5
Week 7 **March**	Field Experience - practicum	Observe a bilingual class and discuss observation with teacher and professor. Standard 2 (Introduced) TPE 5.7
Week 8 **March**	Bilingual Resources	Sign-up or watch a recorded webinar on bilingual strategies. Get ideas for your lesson plan. • Be GLAD https://begladtraining.com/blog, • WestEd/ELs https://www.wested.org/wested_event/supporting-multilingual-english-learners-during-distance-learning-webinar-series/ • Multilingual CA https://mcap.gocabe.org/
March 22-26	Spring Break	Enjoy!
Week 9 **March**	Lesson Plan 1	Develop your bilingual lesson plan for your own observation. And get feedback from professor. Use lesson plan template provided. Standards 2 & 6 (Practiced) TPE 3.1
Week 10 **April**	Lesson Observation 1	Implement your lesson plan and receive feedback from professor. Standards 2 & 6 (Assessed)

Date	Topic	Assignments
Week 11 April	Bilingual Resources	Sign-up or watch another recorded webinar on bilingual strategies. Get ideas for your next lesson plan. • Be GLAD https://begladtraining.com/blog, • WestEd/ELs https://www.wested.org/wested_event/supporting-multilingual-english-learners-during-distance-learning-webinar-series/ • Multilingual CA https://mcap.gocabe.org/
Week 12 April	Lesson Plan 2	Develop your bilingual lesson plan for your own observation. And get feedback from professor. Use lesson plan template provided. Standards 2 & 6 (Practiced) TPE 3.1
Week 13 April	Lesson Observation 1	Implement your lesson plan and receive feedback from professor. Standards 2 & 6 (Assessed)
Week 14 May	Self-Assessment, Reflections and Portfolio	Upload your lesson feedback to TaskStream, Standard 2 – Password BLA2021. Write a reflection on your learnings this semester during your practicum. Submit reflection to professor. Standards 2 & 6 (Assessed)
Week 15 May	Evaluate Course Conversations with Professor	Discussions with professor on your next steps, personal reflection and feedback.
Week 16 May	No final for this course.	Enjoy your summer.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

The context for, and scope of this course is aligned with standards for the Bilingual Authorization Program, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the School of Education in development of the program approval documents. 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 Requirements/Assignments for Credit/No Credit
- Attendance, participation, efforts and professional disposition
- Exploring Bilingual Resources
- Two Field Observations of Bilingual Contexts in Education – to be arranged
- Two Spanish Lesson Plans and Implementation in a Bilingual Setting
- Final Reflection

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 and activities. 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. ***This practicum is graded as Credit or No Credit.*** All assignments must be completed, assessed and submitted to the candidate's Bilingual Authorization Portfolio (on TaskStream and or Cougar Course) in order to receive a "Credit" for this practicum.

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).*

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

1. Attendance, Effort, Professional Disposition, and Class Participation   credit / no credit

La expectativa es que van a asistir a todas las sesiones de clase preparados para participar activamente. 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.**

2. Exploring Bilingual Resources   credit / no credit
BILA Standard 2 (Introduced & Practiced) through webinars, materials & observations; Standard 2 also assessed through implementation).

Spend time exploring resources, materials, readings, demonstrations, and strategies needed for successful implementation of practices in bilingual settings. Visit websites, attend webinars, blogs and chats related to bilingual pedagogies that you can utilize in your lesson plan development and implementation of strategies. You can review as many resources as you would like prior to the development of your lesson plans. Here is a sampling of some websites to visit, there are also other resources related to the teaching of Multilingual/English learners. Please make sure strategies align to the CA State Standards and Bilingual Authorization Standards. Sign-up or watch recorded webinars on bilingual strategies or review resorces. Get ideas for your next lesson plan.
- *Improving Education for Multilingual and English Learner Students: From Theory to Practice* (CDE, 2020) https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf
- Be GLAD Strategies (Guided Language Acquisition Design) https://begladtraining.com/blog,
- WestEd/ELs https://www.wested.org/wested_event/supporting-multilingual-english-learners-during-distance-learning-webinar-series/
- CA English Learner Roadmap https://www.cde.ca.gov/sp/el/rm/documents/caelroadmap.docx
- Multilingual CA – Professional Development https://mcap.gocabe.org/

3. Two Field Observations of Bilingual Contexts in Education   credit / no credit
TPEs 1.6, 3.1, 3.5, 5.7, Foundational TPEs F2, Bilingual Authorization Standards 2 & 6 (Practiced).

Your professor will coordinate efforts for you to observe a bilingual education classroom. You will observe implementation of strategies, use of bilingual materials, classroom routines, scheduling of content instruction in English/Spanish. Class must have students who are identified as English learners and receiving instruction in their primary language. Due to COVID-19 this experience might be through virtual instruction (synchronous). You will take notes to share with your professor at a later class meeting. If possible, you will coordinate efforts to debrief lesson observed with teacher for clarification and additional information about the instructional practices.

4. Two Spanish Lesson Plans and Implementation   credit / no credit
TPEs 1.6, 3.1, 3.5, 5.7, Foundational TPEs F2, Bilingual Authorization Standards 2 & 6 (Practiced).

Lesson Plans: Escribir dos lecciones para implementar que deben incluir claramente las metodologías de alfabetización bilingüe, los métodos de enseñanza para el desarrollo del idioma español y lo que has aprendido en los cursos bilingües. Cada lección debe ser apropiada para el lenguaje primario (español) y debe centrarse en el desarrollo del lenguaje en las Artes del Lenguaje Español (Multiple Subject) o español como lengua extrajera (Single Subject). Usa la plantilla para escribir tu leccion.

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

Se usará la rúbrica de ACTFL Escalas de dominio del idioma | ACTFL Scales of Language Proficiency para la evaluación - Standard 6. Esta asignatura deberá ser entregada al Curso Cougar.

Observation/Evaluation: The FIELD EXPERIENCE OBSERVATION FORM – will be used by professor to evaluate lesson implementation. Form requires signature of observer and candidate. After successful implementation, candidate must submit signed form to TaskStream, Standard 2. Candidate must be observed teaching in a bilingual setting by a qualified field-based individual (as determined by the Multicultural/Multilingual Ed. faculty) using the Field Experience Observation Form – Standard 2 for the Bilingual Authorization Program. During the field observation, candidate must demonstrate that he/she has met the following criteria:

- Applies pedagogy, theories, and principles for biliteracy programs
- Assesses and addressing the needs of biliterate students
- Designs biliteracy curriculum utilizing developmentally appropriate instructional approaches for biliterate/English learner students
- Uses a language proficiency level that is equivalent to the passing standard on the appropriate CSET: LOTE III language examination in listening, speaking, reading, and writing

Lesson Template - BILA Standards 2 & 6	
Preparación para la lección	
Título de la lección:	**Materia:** **Grado:**
Estándares CA CC Español o tu materia de enseñanza:	**Estándares CA Spanish Language Development (SLD):**
Objetivo(s) del contenido de acuerdo al grado:	**Objetivo**(s) para niveles lingüísticos: colaborativo, interpretativo, productivo y cómo funciona el lenguaje
Objetivo(s) para el puente lingüístico - transferencia entre 2 idiomas (conexiones a las lenguas):	**Vocabulario Académico**: 5-10 palabras Mi plan para enseñar el vocabulario: sorteado, dibujos, juegos, gráficas…
Materiales:	**Evaluación**: formativa – conocimiento de la lección y el lenguaje
Desarrollo de la lección	

Desarrollo de la lección - (Building Background)

Comienzo: Apertura de la lección para motivar a los estudiantes: fomentar los conocimientos

Entre: Secuencia de la lección / presentación / procesos

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

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

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

Syllabus is subject to change.

Rubric for Spanish Lesson Plan – Credit – No Credit **BILA Standards 2 & 6 Assessed**			
Criteria	**No Credit Range** **Minimal or None**	**Credit Range** **Approaching**	**Credit Range** **Meets**
Lesson meets pedagogical theories, principles, & instructional practices in teaching Spanish	Applies few pedagogical theories, principles, & instructional practices for comprehensive instruction in Spanish that is limited to TPEs and standards. Format limited or absent in addressing all components in lesson, models, instructional strategies, and materials and variety materials suitable for students. Lacked objectives that addressed the four domains of listening, speaking, reading and writing.	Applies some pedagogical theories, principles, & instructional practices for comprehensive instruction in Spanish to TPEs and standards. Format partially / inconsistently addressed all components in lesson, models, instructional strategies, and materials and variety materials suitable for students. Some objectives addressed the four domains of listening, speaking, reading and writing.	Applies pedagogical theories, principles, & instructional practices for comprehensive instruction in Spanish that is fully aligned to TPEs and standards. Format clearly addressed all components in lesson, models, instructional strategies, and variety materials suitable for students. Objectives addressed the four domains of listening, speaking, reading and writing.
Lesson grounded in research-based practices	Limited instructional strategies grounded in research-based practices & equitable outcomes for all students from different linguistic, cultural, and academic backgrounds. Scant or inappropriate in some or all of the following: scaffolding, differentiation to language proficiency levels, transference of skills in L1 and L2, student engagement and interaction.	Some instructional strategies grounded in research-based practices and provided equitable outcomes for all students from different linguistic, cultural, and academic backgrounds. Inconsistent with some or all of the following: scaffolding, differentiation to language proficiency levels, transference of skills in L1 and L2, student engagement and interaction.	Instructional strategies grounded in research-based practices and provided equitable outcomes for all students from different linguistic, cultural, and academic backgrounds. Lesson included: scaffolding, differentiation to language proficiency levels, transferability between primary and target language, student engagement and interaction.
Lesson includes appropriate assessments	Lacked evaluation of assessments aligned to standards-aligned content, language objectives and materials.	Included some evaluation of assessments aligned to standards-aligned content, language objectives, and materials.	Included appropriate evaluation of assessments aligned to state-standards, content, language objectives, and material.
Lesson draft and final copies & Conventions	Did not follow directions on how to structure and/or submit lesson plan. Lesson written with various errors in Spanish that distract the reader's or listener's comprehension. Did not submit a draft of lesson for feedback.	Followed some directions on how to structure and/or submit lesson plan. Lesson written with some errors in Spanish. Errors do not distract the reader's or listener's comprehension. Submitted a draft of lesson for feedback.	Followed all directions on how to structure and submit lesson plan. Lesson well written with minimal errors in Spanish. Submitted a draft of lesson for feedback.

Syllabus is subject to change.

FIELD EXPERIENCE OBSERVATION FORM
CSU SAN MARCOS BILINGUAL AUTHORIZATIONPROGRAM – STANDARD 2

SCHOOL _____

Teacher candidate: _____ Date: _____

Observer: _____ Class: _____

Title of lesson: _____

[ ] Well-constructed lesson plan for: 　　　[ ] Bilingual 　　　[ ] ELD 　　　　[ ] SDAIE [ ] Materials ready [ ] Efficient routines [ ] Appropriate appearance [ ] Unit and placement of lesson in the unit: 　　_____ 　　_____	**Bilingual Authorization Program Standards: Spanish** 1. Program Design 2. Assessment of Candidate Competence 3. The Context for Bilingual Education and Bilingualism 4. Bilingual Methodology 5. Culture of Emphasis 6. Assessment of Candidate Language Competence
What I saw: 	

Syllabus is subject to change.

Questions	Kudos

Suggestions	Concerns

Candidate's goal for next observation:

Bilingual Authorization Program Standard 2: (Criteria for meeting Standard 2)
Applies pedagogy, theories and principles for biliteracy programs
Assesses and addresses the needs of biliteracy students
Designs biliteracy curriculum utilizing developmentally appropriate instructional approaches for biliterate students

Candidate met Standard 2 _____ **YES** _____ **NO**

Candidate Signature _____ Date _____

Observer Signature _____ Date _____

Syllabus is subject to change.

5. Final Reflection   **Credit / no credit**

At end of semester, write a 1-page reflection of your course learnings. Reflect on your bilingual resources, observations and implementation of lesson plans. Submit to Cougar Curse.
- Knowledge gained throughout course
- Insightful connections
- Check your Spanish grammar/spelling

<table>
<tr><td colspan="4" align="center">Reflection – Rubric Credit – No Credit
BILA Standards Assessed 2 & 6</td></tr>
<tr>
<td>Criteria</td>
<td align="center">No Credit Range
Minimal or None</td>
<td align="center">Credit Range
Approaching</td>
<td align="center">Credit Range
Meets</td>
</tr>
<tr>
<td>Knowledge</td>
<td>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.</td>
<td>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/settlement in US.</td>
<td>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/settlement in US.</td>
</tr>
<tr>
<td>Insightful Connections</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Conventions</td>
<td>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.</td>
<td>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.</td>
<td>Paper well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit reading reflection.</td>
</tr>
</table>

Syllabus is subject to change.

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.

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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/policies/active/documents/Academic_Honesty_Policy.html

<u>For this class</u>: 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.

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RUBRIC for Foundational TPE: Social Justice and Equity

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

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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.