



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

Department of Education

MATTC

EDUC 257/282 (3 units)

English Language Development in Schools

Fall

Instructor: Dr. Claudia Rodriguez-Mojica
SCU Email: crodriguezmojica@scu.edu
Office phone: (408) 551-3498
Cell phone: (530) 321-7356

Office: Guadalupe Hall 254
Office Hours: By appointment
Course Meeting Dates: Wednesdays 5-8pm
Classroom: Virtual

1. Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

- Make student learning our central focus
- Engage continuously in reflective and scholarly practice
- Value diversity
- Become leaders who model ethical conduct and a commitment to social justice
- Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

2. Course Description

This course is designed to provide knowledge of the linguistic and cultural aspects of developing English language proficiency. Students develop an understanding of the theory and methods of teaching linguistically diverse learners, including models for designated and integrated English language development as well as sheltering strategies to make content more accessible. A key feature of the course includes addressing the needs of ELLs with learning disabilities.

3. Course Objectives

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed			
		DG #	PLG #	TPE #	MMSN TPE #
1	Apply California's English Language Development (ELD) Standards or Preschool Learning Foundations to content and language arts instruction.	1	1 2	3.1 7.7 (IPA) 7.11(I PA)	7.4
2	Deduce characteristics of effective programs for English learners including appropriate materials, organization, and planning.	2	4	3.6	
3	Summarize the tensions with academic language by describing how it can be helpful and imprecise and summarize how students' behavior is a form of communication.	3	1 2	3.5	2.5 (PA)
4	Describe and critique the various instruments used to assess English language proficiency as well as how to interpret and use results gathered (with help from specialists) to analyze the diverse set of variables that impact second language acquisition.	1 5	3 4	4.1; 5.2; 5.6; 5.7	
5	Describe the cultural, experiential, cognitive, pedagogical and individual student differences that impact the achievement of English learners, with particular understanding of the distinction between language disorders, disabilities and language differences.	2	4	1.1; 2.2	5.5 (PA)
6	Develop instructional plans with language objectives that utilize sheltered instructional	3	1 2	1.6	1.2 (I). 7.4

	techniques to foster EL access to content and build content comprehension, with particular attention to ELs with complex communication needs.			7.7 (IPA) 7.11 (IPA)	
7	Interpret and apply theories of language acquisition, including language acquisition across disabilities and the life span, and policies from which pedagogical strategies, methods and techniques derive to deliver content, language & literacy instruction to English learners.	1 4	4 2	1.6	1.3 (PA)
8	Describe the implementation of IEP specifications that include instructional goals rooted in the CCSS.	1	1		1.1 (IP)
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard; MMSN TPE= SPED TPEs					

I: Introduce, P: Practice, A: Assess

4. Required Text(s) & Readings

- Klinger & Eppollito (2014). *English Language Learners: Differentiating Between Language Acquisition and Learning Disabilities*. VA: Council of Exceptional Children.
- Diaz-Rico, L. & Weed, K. (2018). *The crosscultural, language, and academic development handbook*. Sixth Edition. Upper Saddle River, New Jersey: Pearson Education, Inc. [TPEs 7.7 (IPA), 7.11 (IPA)]

English Language Development Standards: <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

California Preschool Learning Foundations:

<https://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

Additional readings will be provided on Camino (SCU online course management system)

Recommended Readings (optional)

Echevarria, J., Vogt, M., & Short, D. J. (2005). *Making Content Comprehensible for English Language Learners: The SIOP Model*. MA: Boston Allen & Bacon. [TPEs 7.7 (IPA), 7.11 (IPA)]

García, O., & Kleifgen, J. A. (2010). *Educating emergent bilinguals: Policies, programs, and practices for English language learners*. Teachers College Press.

Hudley, A. H. C., & Mallinson, C. (2011). *Understanding English language variation in US schools*. Teachers College Press.

Valdés, G., Capiteli, S. & Alvarez, L. (2011). *Latino Children Learning English: Steps in the Journey*. NY: Teachers College, Columbia University.

5. Course Requirements/Assignments

Grades are based on a 100-point total. The distribution of points across assignments is as follows:

Assignment		Points	TPE Assessed	MMSN TPE
1	Class attendance & participation	40	-	
2	Literature Circle	20	3.5; 3.6; 3.1, 7.7 (IPA), 7.11 (IPA)	2.5 (PA), 5.5 (PA), 1.1 (IP), 1.3 (PA)
3	Case Study* (<i>Signature Assignment</i>) A) Case Study Presentation (20) B) Lesson Plan (20)	40	Case Study Presentation: 4.1; 5.2; 5.6; 5.7; 1.1; 2.2; 7.7 (IPA), 7.11 (IPA) Lesson Plan: 1.6; 3.1, 7.7	1.2 (I), 7.4

1. Class Attendance & Participation

Regular attendance at class meetings is a program requirement. You will each receive a Free Week (FW) for this course that you can use if you have to miss a class. Please let me know if you want to use your week off.

Each absence and missed participation will be -3 points. Let me know if you have an emergency. Your health and well-being and that of your family is most important, I want to support you in any way that I can.

Students will not be penalized for absences due to the celebration of religious holidays that fall on our scheduled school day. Please notify me of these absences so that I can make any necessary accommodations. All other absences are unexcused and will affect your grade.

Punctuality. Coming to class (and returning from breaks) on time is another course requirement. Your first lateness will be excused; your second lateness will cause 1 point to be deducted from your final course grade; your third lateness will cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at the instructor's discretion. Attendance and punctuality are the only policies with the immediate potential to impact your course grades. Through ongoing observation and documentation, I gather data documenting your adherence to the policies listed here. These data are a primary factor in the assessment of your mastery of TPE 12- "Professional, ethical, and legal obligations."

If I have reason to feel you are not meeting all the expectations spelled out below, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach those expectations. If I do not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact me at any time and I will be glad to share my assessment with you.

As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact me for further information.

Note: Points lost due to poor attendance and/or lack of punctuality will be deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic lateness.

2. Literature Circle

Course Objectives Assessed Through Lit Circles:

Objective 2: Deduce characteristics of effective programs for English learners including appropriate materials, organization, and planning. **TPE 7.7 (IPA), 7.11 (IPA)**

Objective 3: Summarize the tensions with academic language by describing how it can be helpful and imprecise and summarize how students' behavior is a form of communication. **(MMSN TPE Practice & Assess 2.5)**

Objective 4: Describe and critique the various instruments used to assess English language proficiency as well as how to interpret and use results gathered (with help from specialists) to analyze the diverse set of variables that impact second language acquisition.

Objective 7: Interpret and apply theories of language acquisition, including language acquisition across disabilities and the life span, and policies from which pedagogical strategies, methods and techniques derive to deliver content, language & literacy instruction to English learners. **(MMSN TPE Practice & Assess 1.3; TPE 7.7 (IPA), 7.11 (IPA))**

Objective 8: Describe the implementation of IEP specifications that include instructional goals rooted in the CCSS. **(MMSN TPE Introduce & Practice 1.1)**

A common book discussion routine used in reading programs is the *Literature Circle*-an instructional approach where students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re) read and discuss readings.

Each student will be responsible for leading a Literature Circle on the readings throughout the course. Literature Circle leaders should come to class (whether on-line or in person) prepared with handouts for each member of your group (4/5 students) that outline the assigned readings with the asterisked headings listed below under the "LC Components" heading. The "*Literature Circle Discussion Format*" outlines how the literature circle would unfold.

Literature Circle Components	Literature Circle Discussion Format
*Author's Message. To zero in on the topic for discussion, write down your version of the author's main message. Include 1 quote that was memorable for you.	Allocation of Time. Budget 40 minutes for review of key themes and illustrating visual representation

<u>*Definition of terms.</u> List all the words of which you are unsure and define them in your own words	<u>Discussion of Major Themes and Subtopics.</u> Discuss major ideas brought forth by author(s). Ensure to provide evidence from text. Be sure to have readings available to reference.
<u>*Integration of Material with other Knowledge.</u> Make connections of the readings to ideas/concepts acquired in previous meetings or other learning situations. How do these ideas parallel or contradict other theories or readings you have done?	<u>Visual Representation.</u> As a group, create a graphic re-presentation (image, quote or other format) that captures your groups discussion.
<u>*Application of the Material.</u> Assess the possible applications and implications of the material to learning settings. How might these notions help shape your pedagogy?	<u>Share Findings.</u> Group leader report to the whole class main topics of group discussion, using the visual representation as a guide.
<i>*Brings and shares tangible instructional connection (e.g., book, TED video, lesson from curricula) that extends understanding of readings for Exceeding Expectation score.</i>	

3. Case Study*

Course Objectives Assessed in Case Study:

(MMSN TPE Practice & Assess 1.2 5.5) (UTPE:1.1, 1.2, 2.2, 7.1, 7.11 Assess)

Parts A:

Objective 5: Describe the cultural, experiential, cognitive, pedagogical and individual student differences that impact the achievement of English learners, with particular understanding of the distinction between language disorders, disabilities and language differences. (MMSN TPE Practice & Assess 5.5) (UTPE: 2.2 Assess)

Part B:

Objective 1: Apply California's English Language Development (ELD) Standards to content and language arts instruction TPE 7.7 (IPA), 7.11 (IPA)

Objective 6: Develop instructional plans with language objectives that utilize sheltered instructional techniques to foster EL access to content and build content comprehension, with particular attention to ELs with complex communication needs. (MMSN TPE Introduce 1.2) (UTPE: 1.1 Assess) TPE 7.7 (IPA), 7.11 (IPA)

For this assignment, you will create a linguistic composite of a student identified as an English language learner. Identify an English language learner at a school site, afterschool program, or summer program. You may use a family member or child/adolescent of a friend as long as you confirm that the student is classified as an English learner.

Gather the following information about this student in a Google Drive Folder & share folder with Dr. Rodriguez-Mojica (2 Camino Participation points) (UTPE: 4.1; Assess)

1. Demographics & personality: age, gender, language(s) spoken, degree of bilingualism, personality characteristics
2. Language Proficiency: include Overall ELPAC score AND listening, speaking, reading & writing subscores and/or levels
3. Academic Achievement: Math, Science, Language Arts scores from a recent report card or state test results.
4. Review student work to gain insight into the students' strengths and areas of need
5. Interview the student, parent or teacher, or observe the student in the (virtual) classroom to gain insight into the students' strengths and areas of need

Part A: Case Study Presentation (20 points)

You will represent your case study's linguistic composite using the options below. Include quotes from course readings or videos. TPE 7.7 (IPA), 7.11 (IPA)

Presentation options:

- 7-10 minute Podcast (think: "This American Life")
- 7-10 minute Video
- Poster or Artwork with narration
- 5-6 page paper (double spaced, use APA style for references)

Part B: Integrated ELD Lesson Plan (20)

- Based on the information you have gathered above, identify (1) a specific area of English language proficiency area (speaking, listening, reading or writing) and (2) content area of need that as your focal student's teacher you would target through an Integrated ELD lesson. (UTPE: 5.2; 5.6 Assess)
- Develop a mini-Integrated ELD lesson plan that scaffolds the learning of language learners with complex communication needs. You will need to turn in a copy of the lesson plan on the due date. The lesson will be evaluated according to: academic concepts involving ELD, presence of more than one language domain (reading, writing, listening, speaking) and language objective, and manner in which lesson is adapted for culturally and linguistically

diverse students as well as lesson plan structure. A Lesson Plan Template, Lesson Plan Guide, and Rubric will be available on Camino. **TPE 7.7 (IPA), 7.11 (IPA)**

6. Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.

2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for all missed content and in-class work.

3. Letter grades are assigned on the standard scale based upon a possible total of 100 points.

A	94-100	C+	77-79
A-	90-93	C	74-76
B +	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	63-66

4. For assignments done in pairs or triads, all partners will receive the same grade, unless otherwise stated.

5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.

6. All assignments are expected on their due dates in the room where our class meets. I cannot be responsible for papers submitted at other times or in other formats. Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.

Canvas/Camino Course Management System

To access course materials and participate in On-line activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

Santa Clara University Policies & Resources

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Discrimination, Harassment and Sexual Misconduct (Title IX)

SCU faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of discrimination, harassment or sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. I encourage you seek support and report incidents to the Director of Equal Opportunity and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. For more information about reporting options and resources at Santa Clara University and in the community, please visit <https://www.scu.edu/title-ix/>. If you wish to speak with a confidential resource, please visit <https://www.scu.edu/title-ix/resources/student/>.

Accommodations for Pregnant and Parenting Students

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and child-birth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. <https://www.scu.edu/title-ix/resources/pregnancy/pregnancy>.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oea@scu.edu, <http://www.scu.edu/oea>) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of COVID-19, unless otherwise stated, exams will be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Use of Classroom Recordings

All online class meetings will be recorded and made available on Camino. As is stated in the Student Conduct Code: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may

result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement

Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support

SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get 24/7 support from Zoom by calling 1-888-799-8854.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, ecampus, hardware and software issues, and more.

Diversity, Inclusion and Wellness

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Land Acknowledgment

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

Wellness Statement

This is a very strange time. And we are all anxious. So take care, especially now. Do your best in this class (and all of your classes). And cut yourself a break. Be kind to others and yourself. Get plenty of sleep, drink lots of water, move, get outside, and pay attention to beauty that isn't coming to you on a screen. Eat good food; enjoy friends and family; look for opportunities to connect with others in new ways; pray, meditate or otherwise attend to your spirit. And ask for help when you need it. Lots of folks, including me, are here to support you. These resources may be especially helpful:

<https://www.scu.edu/wellness/>

The Wellness center provides resources to aid and promote student well-being. It is home to three student groups: the Peer Health Educators, the Violence Prevention Educators, and the Collegiate Recovery Program.

<https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>

Santa Clara students are provided counseling sessions at no cost with Counseling and Psychological Services. Due to COVID-19, in Fall 2020 these services will be offered remotely. See website for details and eligibility.

<https://www.scu.edu/osl/culture-of-care/>

If you are concerned for the mental or physical welfare of one of your peers, the Compassionate and Responsive Educators website provides resources for recognizing and helping someone in distress.

7. Course Outline & Class Schedule (subject to change)

<i>Date/Session</i>	<i>Course Topics</i>	<i>Course Readings</i>	<i>Assignments</i>
Session 1 9/23	Introduction Topic: <i>Who are emergent bilinguals? Shifting the Discourse</i> Course overview, Establishing norms, LC signups Mini-lectures: • How are “English learners” identified? (p.14) • How are they reclassified/RFEP? (p.18, 40) • Intro to ELs with a Learning Disability (Klinger & Eppolito, 2014) <i>Objective 7:</i> Interpret and apply theories of language acquisition, including language acquisition across disabilities and the life span, and policies from which pedagogical strategies, methods and techniques derive to deliver content, language & literacy instruction to English	Course Syllabus “Mother Tongue” by Amy Tan Brooks, M.D. (2017). How and When Did you Learn Your Languages? Bilingual Students Linguistic Experiences and Literacy Instruction <i>Optional:</i> What’s in a Name? The Terms We Use to Talk About English Learners, the Theories They Reflect, and Why Labels Matter (2020). Webinar Conversation between Aída Walqui and Guadalupe Valdés (56 minutes)	

	learners. (MMSN TPE Practice & Assess 1.3)		
Session 2 9/30	First & Second Language Acquisition Theories • Language acquisition theories • Cummins' BICS/CALP Distinctions • Academic Language • Language issue or Special Need? <i>Objective 7:</i> Interpret and apply theories of language acquisition, including language acquisition across disabilities and the life span, and policies from which pedagogical strategies, methods and techniques derive to deliver content, language & literacy instruction to English learners. (MMSN TPE Practice & Assess 1.3) <i>Objective 3:</i> Summarize the tensions with academic language by describing how it can be helpful and imprecise and summarize how students' behavior is a form of communication. (MMSN TPE Practice & Assess 2.5)	Baker, C. (2011). Foundations of Bilingual Education and Bilingualism. Ch. 8: Theories of Bilingualism & the Curriculum Klinger & Eppolito (2014). Ch. 2 What are some of the characteristics of Language Acquisition that can mirror LD? Jensen & Thompson (2020). Equity in teaching academic language – an interdisciplinary approach What is translanguaging? (CUNY NYSIEB video, 12:21mins) Andy Brown Why Translanguage in Your Class? (CUNY NYSIEB video, 2:33mins) <i>Optional:</i> Explore the following CUNY NYSIEB website to learn how Maestra Gladys use translanguaging in her 4th grade dual language bilingual classroom. (https://www.cuny-nysieb.org/classroom-videos/ambassador/gladys/)	Literature Circle Leaders Group A (3) (MMSN TPE Practice 1.3) (MMSN TPE Practice 2.5)

		<i>Optional:</i> When an English Learner Struggles Academically: Telling the Difference Between Language Acquisition and a Possible Learning Disability (2016). WestEd Webinar, 1hr	
Session 3 10/7 ONLINE/ ASYNCHRONOUS	Language Policy in the US, Newcomers and LTELs • Lau v. Nichols • The Bilingual Education Act • Newcomer Emergent Bilinguals <i>Objective 7: Interpret</i> and apply theories of language acquisition, including language acquisition across disabilities and the life span, and policies from which pedagogical strategies, methods and techniques derive to deliver content, language & literacy instruction to English learners. (MMSN TPE Practice & Assess 1.3) <i>Objective 2:</i> Deduce characteristics of effective programs for English learners including appropriate materials, organization, and planning.	Garcia and Kleifgen (Ch. 3). Programs & Policies for Educating Emergent Bilinguals The Four Principles – CA EL Roadmap Policy (video 5mins) Explore the Supporting Newcomer Emergent Bilinguals: Tips from CUNY-NYSIEB website: - o Read B: Supporting Newcomer Emergent Bilinguals at the Classroom Level 1-6 - o Read: Spotlight on Students: Newcomer Emergent Bilinguals, Isabela and Kasun Brooks, M.D. (2020). Ch.1: More than Long-Term English Learners (p.1 - 5)	Camino Participation (3) (MMSN TPE Practice & Assess 1.3)

Session 4	What Teachers Need to Know About Language & Communication Oral, Written and Behavioral Linguistic Racism & Education <i>Objective 5:</i> Describe the cultural, experiential, cognitive, pedagogical and individual student differences that impact the achievement of English learners, with particular understanding of the distinction between language disorders, disabilities and language differences. (MMSN TPE Practice & Assess 5.5) <i>Objective 3:</i> Summarize the tensions with academic language by describing how it can be helpful and imprecise and summarize how students' behavior is a form of communication. (MMSN TPE Practice & Assess 2.5)	Wong Fillmore & Snow (2000). What Should Classroom Teachers Know About Language? (pgs. 13-32) (UTPE: 3.5; Introduce) Baker-Bell (2020). Linguistic Justice: Black Language, Literacy, Identity & Pedagogy. Ch. 2: "What's Anti-Blackness Got To Do Wit It?" Watch Behavior is Communication - A Michigan Alliance for Families Webinar (1hr 12mins)	Literature Circle Leaders Group B (3) In Class Quiz: (MMSN TPE Assess 2.5)
Session 5 10/21	ELD Standards & Supporting Language Learners in the Content Areas	Intent, Structure, and Elements of the CA ELD Standards (WestEd video tutorial 14mins)	Camino Participation (8)

ONLINE/ ASYNCHRONOUS	• CA ELD standards • Content area language demands • Classroom discussion on strategies and activities to support content area learning (UTPE: 7.7 Introduce; MM 7.4 Introduce) <i>Objective 1:</i> Apply California's English Language Development (ELD) Standards and Preschool Learning Foundation to content and language arts instruction TPE 7.7 (IPA), 7.11 (IPA)	• Have CA ELD standards ready to view the tutorial (UTPE:3.1; Practice) What are the Proficiency Level Descriptors? (WestEd video tutorial 5 mins) Using the CA ELD Standards in Integrated and Designated ELD (WestEd video tutorial 4mins) Valdés G., Menken K., Castro M. (2015). "Content-Area Language Demands" (pgs. 155-167) EL Roadmap Principle #2: Intellectual Quality of Instruction & Meaningful Access (p.22, 29 – 32) (MM EX7.4 Introduce) Video Tutorial: Drafting an Integrated ELD lesson plan Explore CQELL strategies to support EL content learning Integrated ELD in practice: Watch: Using ELD strategies to support Content area writing (Vimeo video, 11mins)	• (2) Case Study Material in Google Drive folder. Share Folder w/ Dr. Rodriguez-Mojica • Practice (3): CCSS, ELD standards & Content and Language Objectives • Practice (3): Using strategies to support language acquisition
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Session 6 10/27 ZOOM	Integrated ELD - Instructional Scaffolding (Assistive technologies; adaptations) (UTPE: 3.6; Introduce) - Classroom strategies and activities to support content area learning Activity. Practice drafting an Integrated Lesson plan (UTPE: 7.7 Practice) <i>Objective 1:</i> Apply California's English Language Development (ELD) Standards to content and language arts instruction. TPE 7.7 (IPA), 7.11 (IPA) <i>Objective 6:</i> Develop instructional plans with language objectives that utilize sheltered instructional techniques to foster EL access to content and build content comprehension, with particular attention to ELs with complex communication needs. (MMSN TPE Introduce 1.2) TPE 7.7 (IPA), 7.11 (IPA)	de Oliveira & Athanases (2017). A Framework to Reenvision Instructional Scaffolding for Linguistically Diverse Learners (MM EX7.4 Introduce) Klinger & Eppolito (2014). Ch. 4 What Does it Mean to Consider "Opportunity to Learn" When Determining Whether Students May Have LD? (MMSN TPE Introduce 1.2) WIDA Focus On (2017). Providing ELLs with Disabilities with Access to Complex Language (MMSN TPE Introduce 1.2) Integrated ELD in practice: Watch: Dual Language Learners: Developing Literacy (Teaching Channel video, 4mins) Watch: Socratic Seminar Strategies for the Second Grade Classroom Watch: Integrating ELD in an inquiry-based lab (Vimeo video, 8mins)	Literature Circle Leaders Group C (3) DUE: Case Study

Session 7 11/4 ONLINE/ ASYNCHRONOUS	Language Assessment • Informal Assessment • ELPAC Assessment <i>Objective 4:</i> Describe and critique the various instruments used to assess English language proficiency as well as how to interpret and use results gathered (with help from specialists) to analyze the diverse set of variables that impact second language acquisition.	¡Colorín Colorado! Using Informal Assessments for English Language Learners Conversation Analysis Tool (preview) Argumentation Analysis Tool (preview) 2019-2020 English Language Proficiency Assessments for CA: Information Guide (read pgs. 6-12, 19-21 <i>SPED</i>, 30-31) EL Roadmap Principle #3: System Conditions That Support Effectiveness (p.45)	Camino Participation (8) • Understanding of Content (2) • Practice: Using one of the tools for assessment (5)
Session 8 11/11 ZOOM	Designated ELD • Accountable talk • Academic Language • Strategies and activities to support English language development	Michaels, S., O'Connor, M. C., Hall, M. W., & Resnick, L. B. (2016). Accountable talk sourcebook: For classroom conversation that works (pgs. 21-28) Valdés G., Menken K., Castro M. (2015). "Fundamental Language Issues" (pgs. 47-61)	Literature Circle Leaders Group D (3) (MMSN TPE Practice 2.5)

	(Designated ELD MOOC from Understanding Language) <i>Objective 6:</i> Develop instructional plans with language objectives that utilize sheltered instructional techniques to foster EL access to content and build content comprehension, with particular attention to ELs with complex communication needs. (MMSN TPE Introduce 1.2) TPE 7.7 (IPA), 7.11 (IPA) <i>Objective 3:</i> Summarize the tensions with academic language by describing how it can be helpful and imprecise and summarize how students' behavior is a form of communication. (MMSN TPE Practice & Assess 2.5)	Explore: Designated ELD Sample Lesson Plans Designated ELD in practice Kinder Integrated & Designated ELD (grade K, 13mins) Making a Claim about Variation: Designated ELD (grade 2, Teaching Channel video 9mins)	
Session 9 11/18 ZOOM	Emergent Bilinguals with Disabilities - Referring Emergent Bilinguals for comprehensive evaluation - IEPs and Emergent Bilinguals <i>Objective 5:</i> Describe the cultural, experiential, cognitive, pedagogical and	Klinger & Eppolito (2014). Ch. 9 How can we tell which ELLs should be referred for a comprehensive evaluation? Klinger & Eppolito (2014). Ch. 8. How Are Families Involved in the Process?	Literature Circle Leaders Group E (3) In Class Quiz: (MMSN TPE Assess 2.5, 5.5)

	individual student differences that impact the achievement of English learners, with particular understanding of the distinction between language disorders, disabilities and language differences. (MMSN TPE Practice & Assess 5.5)	Optional: Ch. 6: Tools and Resources for Addressing English Learners with Disabilities (2016). U.S. Department of Education	
Session 10 11/25	Emergent Bilinguals with Disabilities (cont.) & Course Conclusion Hoover & Patton (2017). Ch. 2: Essential Components of IEPs for English Language and Other Diverse Learners. (MMSN TPE Introduce 1.1) Hoover & Patton (2017). Ch. 6: Delivering Appropriate IEP Services. (MMSN TPE Introduce 1.1) <i>Objective 8:</i> Describe the implementation of IEP specifications that include instructional goals rooted in the CCSS. (MMSN TPE Introduce & Practice 1.1) In class activity: Practice collaborative development of IEP with ELA content goals (MMSN TPE Practice 1.1)		DUE: Integrated ELD Lesson Plan (Sunday midnight)

Assignment Excerpt with MMSN addition 1.3 (PA), 2.5 (PA) & 5.5 (PA):

EDUC 257/282 2020		LITERATURE CIRCLE ASSIGNMENT RUBRIC			Fall
SCALE	CONCEPTUAL ACCURACY TPE 7.7 (IPA), 7.11 (IPA)	INTEGRATION WITH OTHER KNOWLEDGE	PEDAGOGICAL CONNECTIONS TPE 7.7 (IPA), 7.11 (IPA)	MANAGEMENT	
4 EXCEEDS EXPECTATIO NS	For all readings & videos: · Accurately & precisely captures author's message · Includes key quote(s) w/explanation for selection · Provides clear definition of unfamiliar terms w/information of related terms and author's intended meaning · Presents clear distinctions between language disorders, disabilities, and language differences and language acquisition across disabilities, including behavior as a form of communication (applies to Lit Circle themes: "1st & Second Language	For all readings & videos: · Makes connections to readings that are both personal/home/communi ty and prior learning · Prior learning connections to readings are varied (theories, textbooks, lectures, discussions) (both that parallel & contradict readings)	For all readings & videos: · Assesses the possible instructional application · Considers how her/his instruction will be shaped by readings (both parallels & contradictions) · Brings tangible instructional connection (e.g., TED video, curricula) that extends understanding of readings	· Provides overview of readings & videos · Budgets and manages time efficiently · Assures all members participates · Comes to class with all materials necessary (text, copies/links of LC handout) · Facilitates presentation	

	Acquisition Theories”, “Emergent Bilinguals with Disabilities” & “What Teachers Need to Know About Language & Communication”			
3 MEETS EXCPECTATI ONS	For all readings & videos: · Accurately captures author’s message · Includes key quote · Provides clear definition of unfamiliar terms · Presents distinctions between language disorders, disabilities, and language differences and language acquisition across disabilities, including behavior as a form of communication (applies to Lit Circle themes: “1st & Second Language Acquisition Theories”, “Emergent Bilinguals with Disabilities” & “What Teachers Need to Know About	For all readings & videos: · Makes connections to readings that are either personal/home/communi ty or prior learning · Prior school learning connections to readings are varied (theories, textbooks, lectures, discussions)	For all readings & videos: · Assesses the possible instructional application · Considers how her/his instruction will be shaped by readings · Brings tangible instructional connection (e.g., TED video, curricula) (<i>for just one reading</i>)	· Provides overview of readings · Budgets and manages time efficiently · Assures all members participates · Comes to class with all materials necessary (text, copies/links of LC handout) · Facilitates presentation

	Language & Communication"			
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Course Objectives Assessed in Case Study (see rubric below)

(MMSN TPE Practice & Assess 1.2 5.5) (UTPE:1.1., 1.2, 2.2, 7.1, 7.11 Assess)

Parts A:

Objective 5: Describe the cultural, experiential, cognitive, pedagogical and individual student differences that impact the achievement of English learners, with particular understanding of the distinction between language disorders, disabilities and language differences.

(MMSN TPE Practice & Assess 5.5) (UTPE: 2.2 Assess)

Part B:

Objective 1: Apply California's English Language Development (ELD) Standards to content and language arts instruction TPE 7.7 (IPA), 7.11 (IPA)

Objective 6: Develop instructional plans with language objectives that utilize sheltered instructional techniques to foster EL access to content and build content comprehension, with particular attention to ELs with complex communication needs. (MMSN TPE Introduce 1.2) (UTPE: 1.1 Assess) TPE 7.7 (IPA), 7.11 (IPA)

For this assignment, you will create a linguistic composite of a student identified as an English language learner. Identify an English language learner at a school site, afterschool program, or summer program. You may use a family member or child/adolescent of a friend as long as you confirm that the student is classified as an English learner.

Gather the following information about this student in a Google Drive Folder & share folder with Dr. Rodriguez-Mojica (2 Camino Participation points) (UTPE: 4.1; Assess)

6. Demographics & personality: age, gender, language(s) spoken, degree of bilingualism, personality characteristics
7. Language Proficiency: include Overall ELPAC score AND listening, speaking, reading & writing subscores and/or levels
8. Academic Achievement: Math, Science, Language Arts scores from a recent report card or state test results.
9. Review student work to gain insight into the students' strengths and areas of need
10. Interview the student, parent or teacher, or observe the student in the (virtual) classroom to gain insight into the students' strengths and areas of need

Part A: Case Study Presentation (20 points)

You will represent your case study's linguistic composite using the options below. Include quotes from course readings or videos. TPE 7.7 (IPA), 7.11 (IPA)

Presentation options:

- 7-10 minute Podcast (think: “This American Life”)
- 7-10 minute Video
- Poster or Artwork with narration
- 5-6 page paper (double spaced, use APA style for references)

Part B: Integrated ELD Lesson Plan (20)

- Based on the information you have gathered above, identify (1) a specific area of English language proficiency area (speaking, listening, reading or writing) and (2) content area of need that as your focal student's teacher you would target through an Integrated ELD lesson. (UTPE: 5.2; 5.6 Assess)
- Develop a mini-Integrated ELD lesson plan that scaffolds the learning of language learners with complex communication needs. You will need to turn in a copy of the lesson plan on the due date. The lesson will be evaluated according to: academic concepts involving ELD, presence of more than one language domain (reading, writing, listening, speaking) and language objective, and manner in which lesson is adapted for culturally and linguistically diverse students as well as lesson plan structure. A Lesson Plan Template, Lesson Plan Guide, and Rubric will be available on Camino. TPE 7.7 (IPA), 7.11 (IPA)

<i>Scale</i>	Demographic Information	Psycholinguistic Dimensions	Language Proficiency & Content Understanding TPE 7.7 (IPA), 7.11 (IPA)	Pedagogical Considerations TPE 7.7 (IPA), 7.11 (IPA)	Poster Presentation
<i>Exceeds Expectations</i>	- Language learning & Social setting described (e.g., school, grade, population, type of classroom—SEI, bilingual, early exit, EO) or other out of school setting description - Case Background described including L1, family home country, language use, Special Needs (if any)	- Includes & supports with evidence student's motivation to learn L2 & sustain L1 - Includes description of efficacy toward L1 & L2 - Includes speaking patterns with others and social spaces	Clearly illustrates and supports with evidence strengths & needs of content understanding (e.g., conceptual, reasoning, skills) and language proficiency (e.g., reading, writing, speaking, listening, vocabulary) with L1 & L2	- Clearly adds SDAIE strategies (4) that align with needs of case (supported by evidence) - Includes key diverse quotes that are appropriate and aligned with Case Study description	- On time & presents <u>Case Study</u> during Session 10 - Actively <u>participates</u> during all aspects of session 10. - Poster clearly <u>articulates student's</u> Linguistic composition - Visual display is appealing - Includes Wild Card
<i>Meets Expectations</i>	- Language learning setting mostly described (school grade span, population, type of classroom—SEI, bilingual, early exit, EO) or other out of school setting description - Case Background described including L1, family home country, language use, Special Needs (if any)	- Includes & supports with evidence student's motivation to learn L2 & sustain L1 - Includes description of efficacy toward L2 - Includes speaking patterns with others and/or social spaces	States and mostly supports with evidence strengths & needs of content understanding (e.g., conceptual, reasoning, skills) and language proficiency (e.g., reading, writing, speaking, listening, vocabulary) with L2	- Includes SDAIE strategies (3) that could influence success of case (supported with evidence) - Includes quotes that align with Case Study description	- On time and presents Case Study during session 10 - Mostly active participation during session 10. - Presentation articulates most aspects of student's linguistic composition - Visual display is appealing
<i>Approaching Expectations</i>	- Language learning setting described (school grade span, population, type of classroom—SEI, bilingual, early exit, EO) or other out of school setting description - Case Background described including some of following: L1, family home country, language use, Special Needs (if any)	- Includes student's motivation to learn L2 - Includes description of efficacy toward L2 - Includes speaking patterns with others or social spaces	States either mostly strengths or needs of content understanding (e.g., conceptual, reasoning, skills) and language proficiency (e.g., reading, writing, speaking, listening, vocabulary)	- Includes SDAIE strategies (2) that could influence success of ELs (supported with evidence) - Includes quotes that are vaguely align with Case Study description	- Late submission. - Some participation during session 10. - Presentation articulates some aspects of student's linguistic composition. - Visual display is basic.
<i>Below Expectations</i>	- Language learning setting vaguely or not described - Case Background vaguely or not described	- Includes vague description of student's motivation to learn L2 - Includes description of efficacy toward L2 not supported with evidence	States either strengths or needs of content understanding (e.g., conceptual, reasoning, skills) or language proficiency (e.g., reading, writing, speaking, listening, vocabulary) but not clear connection with data collected	- SDAIE strategies suggested are inappropriate for Case Study description - If quotes included, they do not speak to the information provided about the Case Study	- Very late submission. - Minimal participation in session 10. - Presentation articulates minimal aspects of student's linguistic composition - Presentation composition is difficult to discern. - Visual display is unappealing.