



Fall 2025

EDCC 356: Multicultural Education, 4 Units

Instructor: Dr. Annita White

E-mail: amwhite@centerforinnovativeteaching.com

Phone: 916-289-6892 text, please

Office Hours: by appointment

Class Hours: Asynchronous

Required Resources:

- California Department of Education. (2011). *ELA/ELD Standards*. Retrieved from
 - o Retrieved from <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- California Department of Education. (2015). *ELA/ELD Framework*.
 - o Retrieved from <http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf>
- Commission on Teacher Credentialing (2016). *California Teacher Performance Exp*
 - o Retrieved from <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>
- California Dyslexia Guidelines:
<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>
- English Language Proficiency Assessment for California: <http://www.elpac.org>
- Other materials noted in the course schedule (links are provided)

CA State Adopted Documents

- *Next Generation Science Standards (NGSS)*. 2013
 - o Retrieved from <https://www.nextgenscience.org/search-standards>
- *Common Core State Standards (CCSS)*. 2010
 - o Retrieved from <http://www.corestandards.org>
- *History-Social Science Framework (HSSF)*. 2016
 - o Retrieved from <https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>
- *California Standards for the Teaching Profession (CSTPs)*. CTC, 2009
 - o Retrieved from <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>
- *ISTE National Educational Technology Standards (NETS)* 2000



- o Retrieved from <https://www.iste.org/standards>
[California Dyslexia Guidelines - Announcements & Current Issues \(CA Dept of Education\)](#)

RECOMMENDED RESOURCES:

As identified by the instructor

PREREQUISITE:

Acceptance into the Humphreys University Multiple Subject Teacher Credential program

COURSE DESCRIPTION:

The course introduces students to the historical, political, and legal foundations of educational programs and policy for English Learners. Theories of second language learning and the research on the effectiveness of bilingual education programs are discussed. The course also exposes students to research-based methods of facilitating and measuring growth in second language and literacy acquisition, as well as creating learning environments, which promote language development in both Designated and Integrated classroom instructional settings. The course is focused on increasing the ability of candidates to work and communicate effectively and confidently with students and parents from diverse cultural, linguistic, and socio-economic backgrounds. The course also seeks to increase their ability to identify and apply basic ELPAC competencies, to participate in culturally and linguistically effective programs, and to develop teaching strategies for multicultural populations.

COURSE LEARNING OUTCOMES - CLO'S (PLOS ADDRESSED):

1. Explain the historical theories of second language development, current theories of language development, and the psychological and sociological factors that impact second language acquisition. (PLO 1, 5. CSTP 1,2)
2. Demonstrate knowledge of the English Language Development Standards and methods of English language development (ELD) instruction based upon the Teaching and Learning Cycle (Linn-Nieves & Spycher, 2014, ELA/ELD Framework), understand the importance of providing language rich listening, speaking, reading and writing opportunities, clarification checks, and appropriate questioning strategies as they pertain to the ELD classroom. (PLO 1, 3, 5. CSTP 3,4, 6)
3. Demonstrate an understanding of the theoretical bases for both Designated and Integrated ELD instruction, including language acquisition instructional approaches and strategies based upon the Teaching and Learning Cycle (Linn-Nieves & Spycher, 2014) from the ELA/ELD Framework. (PLO 1, 2, 5. CSTP 1, 3, 4)



4. Demonstrate an understanding of the evolution of bilingual education in the United States from the perspectives of legal decisions, educational issues, and parent involvement. (PLO 1, 3, 5, 6. CSTP 2, 6)
5. Explain California's pupils' identification, purpose of assessment, and methods of assessment, pupil placement, and language reclassification or re-designation requirements. (PLO 2, 5, 6. CSTP 1, 2, 4, 5)
6. Demonstrate ways to learn about students, including values, beliefs, practices, and learning styles. (PLO 1, 5. CSTP 1, 2)
7. Evaluate and utilize technology to support, enhance, and reinforce English language development skills. (PLO 1, 3. CSTP 1, 2, 4)

Program Standards, Program Learning Outcomes (PLO) and California Standards for the Teaching Profession (CSTP) are listed in Appendix A of this syllabus. A full description of Teacher Performance Expectation is included in Appendix B.

Program Standards addressed in this course

1. Program Design and Curriculum
2. Preparing Candidates Toward Mastery of the *Teacher Performance Expectations* (TPEs)
3. Clinical Practice
4. Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements
5. Candidate Preparation and Teacher Support

California Standards for the Teaching Profession (CSTP) addressed in this course

All of the CSTPs are introduced and discussed:

Teacher Performance Expectations (TPEs) addressed in this course

All of the TPEs are introduced and discussed:

Each course in the program will focus on specific TPEs and their sub-standards. The TPE focus for this course is TPA 3 & 4.

- Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy
- Planning Instruction and Designing Learning Experiences for All Students

TEACHER PERFORMANCE EXPECTATION CONTINUUM OF LEARNING, APPLICATION, AND REFLECTION



MSTC Course Activities and TPE Matrix

PRESERVICE AND REQUIRED COURSES	Preservice Block I			Core Courses Block II					Clinical Practice Block III			
Multiple Subject Course Activities	EDCC 300 Foundations of Teaching in CA	EDCC 351: Curriculum and Instruction	EDCC 352: Language and Literacy	EDCC 350: Cultural Diversity	EDCC 353: Mathematics Education in the Elem Classroom	EDCC 354: Social Studies in the Elem Classroom	EDCC 355: Science Education in the Elem Classroom	EDCC 356: Multicultural Education	EDCC 372 Seminar A Internship	EDCC 372 Seminar B Internship	EDCC 377 Student Teaching Seminar A	EDCC 377 Student Teaching Seminar B
Class Discussion and Forums	Forum/Class Discussion	Class Discussion	Class Discussion	Forum	Class Discussion	Forum/Class Discussion	Forum/Class Discussion	Class Discussion	Class Discussions	Class Discussions	Class Discussions	Class Discussions
Writing Assignment	Synthesis	Reports	Reports	Reports	Reports	Reports	Reports	Synthesis	TPA Cycle 1	TPA Cycle 2	TPA Cycle 1	TPA Cycle 2
Fieldwork Observations and Report	4 hours	4 hours	4 hours	4 hours	4 hours	4 hours	4 hours	4 hours	4 OBSERVATIONS	4 OBSERVATIONS	4 OBSERVATIONS	4 OBSERVATIONS
Lesson Presentations	4 Lessons	2 Lessons	3 Lessons	2 Lessons	3 Lessons	3 Lessons	3 Lessons	2 Lessons				
Technology Integrated Lesson Plan Presentation	2 Lessons	4 lessons	5 Lessons	2 Lessons	2 Lessons	2 Lessons	2 Lessons	2 Lessons				
Dyslexia Integrated Lessons	2 Lessons	2 Lessons	4 Lessons	1 Lesson	1 Lesson	1 Lesson	1 Lesson	2 Lessons	1 Lesson	3 Lessons	1 Lesson	3 Lessons
PROGRAM LEARNING OUTCOMES												
Engaging and Supporting all Students in Learning												
	I	P	P	I	P	P	P	P	A	A	A	A

<i>Creating and Maintaining Effective Environments for Student Learning</i>													
	I	I	P	P	P	P	P	P	A	A	A	A	
<i>Understanding and Organizing Subject Matter for Student Learning</i>													
	I	I	P	P	P	P	P	P	A	A	A	A	
<i>Planning Instructions and Designing Learning Experiences for All Students</i>													
	I	I/P	P	I	P	P	P	P	A	A	A	A	
<i>Assessing Student Learning</i>													
	I	I	P	I	P	P	P	P	A	A	A	A	
<i>Developing as a Professional Educator</i>													
	I	I/P	P	I	P	P	P	P	A	A	A	A	
<i>Effective Literacy Instructions for All Students</i>													
	I	I/P	P	I	P	P	P	P	A	A	A	A	

Major Emphasis on the TPE Competency Code
Introducing- Level of Learning, Knowledge, and Comprehension
Practicing-Level of Learning, Application and Analysis
Assessing-Level of Learning, Synthesis and Evaluation



CALIFORNIA TEACHER PERFORMANCE EXPECTATIONS (TPEs) are listed in Appendix B of this syllabus.

Complete versions of the following documents can be found in the [G-Suite Library](#):

- Program Standards
- California Standards for the Teaching Profession (CSTP)
- California Teacher Performance Expectations (TPEs)
- California Teacher Performance Assessments (TPAs)
- Common Core State Standards (CCSS)
- Next Generation Science Standards (NGSS)
- History-Social Science Framework (HSSF)
- International Society for Technology in Education (ISTE) Standards

COURSE POLICIES:

- **ATTENDANCE AND CLASS PARTICIPATION:** Please make every effort to be on time and present for each class; be prepared with the assigned readings, written assignments, and make thoughtful contributions to the class discussions. More than one absence will result in a drop of your grade. Two tardies (by arriving late, leaving early or taking calls) will be considered an absence. If you must be absent, please contact the instructor prior to the class and make the necessary arrangements to receive notes and information from the class session. This will be a very active class. In class activities and discussions cannot be made up and may impact your grade. Please no texting or phone calls during class time unless of an emergency.

Students will be allowed one excused absence for the quarter. The second absence, for any reason, will result in a 10% grade deduction.

- **CORE EVALUATIONS:** Core evaluations are assignments found in all subject matter preparation courses.
 - o **Class Discussion:** Class discussions will incorporate both the current and past reading assignments, videos, etc. All reading and videos for each class meeting should be completed before class (including the first meeting). Some class meetings may require you to bring observation notes, student assessments, videos, a book, or a paper to discuss. The success of the course activities and your learning will depend upon your preparedness.



o Writing Assignments: Teacher candidates will produce a number of substantive written products relative to the content of this course. The papers will generally be 2 - 3 pages in length and follow APA 6th edition formatting rules and Standard English conventions. Papers will be evaluated against a standard rubric, included in APPENDIX C of this syllabus.

o Fieldwork Observations and Report: Teacher candidates will complete four hours of observations in a public elementary/secondary classroom. At least two hours of observation must be completed during the first half of the quarter. If those hours are not completed, they cannot be made-up.

1. The professor will determine which of the three options is most appropriate for the class.
 - Four individual one-hour observations completed in at least three different classrooms and two different grade levels.
 - Two cycles of observations where each cycle consists of a 30-minute pre-conference with the classroom teacher, one hour of observations, and a 30-minute post-conference with the teacher. The pre- and post-conference must be face-to-face but can be conducted via the web. Each cycle must be in a different classroom.
 - One cycle and 2 individual one-hour observations. This option must include three different classrooms and two different grade levels.
2. At least two hours of observations must be completed during the first half of the quarter. If those hours are not completed, they cannot be made-up.
3. Fieldwork logs are available in APPENDIX D of this syllabus
4. The purpose of these observations is to examine strategies and models of effective teaching to enhance student learning. Please contact the Professor or Program Supervisor, if needed, to arrange for a fieldwork placement. For this course, the purpose of the fieldwork observations is to examine strategies and models of effective instruction of science, physical education, and health in elementary schools, including: instructional planning, integrating science, physical education, and health across grade-level curriculum, student assessment, the role of culture in teaching science, and the use of technology, to enhance student learning.
5. During and after the observations,



- candidates will complete the Classroom Observation Notes which will help focus on instructional patterns, identified TPEs, and how the lesson aligns with program lesson plan components.
 - candidates will complete the Classroom Observation Reflection which focuses on how the teacher met the TPE and suggestions to strengthen effective teaching practices.
6. Classroom Observation Notes and Classroom Observation Reflection are available in APPENDIX E of this syllabus

o *Observations will culminate with a Classroom Observation Report of 3-5 pages.* The report should address the Candidate's observations with respect to the following dimensions:

- Reflect on the TPE's in relation to the fieldwork observation(s).
- Reflect on effective educational practices used to support students from diverse socio-cultural, ethno-linguistic, and achievement backgrounds, including instructional planning, integrating learning across disciplines, student assessment, and the use of technology, to enhance student learning

The format for the Report and log is included in APPENDIX F. The log and report must be submitted to your student portfolio as one of the core evaluations for this course. Reports will be evaluated against the rubric included in APPENDIX F of this syllabus.

o Lesson Presentations: Teacher candidates must demonstrate proficiency in designing and delivering a number of standards-based lessons in the content area. Candidates will present one or more lessons to their colleagues and those presentations will be evaluated against a standard rubric included in APPENDIX H of this syllabus. For creating individual lessons and units, candidates will use whichever of two different lesson plans meets the objective. Units will be made up of both lesson plan types.

1. The Direct Input lesson plan will be used when the content of the lesson is new to students or it is known information being applied differently enough that instruction is warranted.
2. The Practice/Application lesson plan will be used when students are continuing the application of concepts or practicing their use.

o Technology Presentation: Teacher candidates will demonstrate a web-based application that fosters self-directed learning and exploration within the context of the course topic. The application must be student-centered and correlate to



content and concepts found in content standards or ELD Frameworks. This may be embedded in your lesson plans.

- **WRITING ACROSS THE CURRICULUM:** The Writing-Across-the-Curriculum Program mandates that all Graduate Studies courses contain required writing assignments which factor into course grades.
- **LATE ASSIGNMENTS:** All assignments must be submitted when due. No late assignments will be accepted without the prior approval of the instructor. If assignments are accepted after the due date, a 10% penalty will be applied to the point totals.
- **MAKE-UP POLICY:** Please see the instructor prior to being absent if you need to arrange make-up assignments. You will not be able to make-up for lost attendance / participation points.
- **CHEATING/PLAGIARISM:** *Plagiarism is not condoned or excused. Term papers, research reports and essays are expected to be the individual work of the student. References and sources of information should be identified and accurately documented within the body of any written work. Student work may be submitted to TurnItIn.com to evaluate originality. Violation of the honor code or plagiarism is cause for dismissal.*
- **INFORMATION LITERACY:** Information literacy is a learning outcome of all programs at Humphreys University. Teacher candidates are expected to understand the need for information, how to access information effectively and evaluate and incorporate it into knowledge in order to achieve a given purpose. Papers and research related assignments in this course will require students to use the library's resources, including databases of academic and non-academic journals, magazines, newspapers, monographs, and the collection of hardbound books.
- **UNIVERSITY AND INFORMATION SUPPORT SERVICES:** The Library and Learning Center provides support to students including tutoring services, library reference and help services, and information technology assistance. Additionally, computers are available on the campus for use in accessing information resources, as well as software applications necessary for coursework.
- **Accommodation policy:** The University has the following accommodation policy for students with documented learning or physical disabilities:



o Humphreys University welcomes students with disabilities and is fully committed to complying with the laws regarding equal opportunity for all qualified students with disabilities and promoting the full participation of all qualified students in all aspects of campus life.

All students are expected to meet the academic standards as developed by the faculty. It is only through a student's voluntary disclosure of a documented disability or injury and a request for accommodation that Humphreys can support the student's needs.

A student who wishes to request an accommodation or modification must do so by completing the Request for Accommodation Form on the University web site (search for Accommodation Request). The student's dean will contact the student and request appropriate documentation, which will not be shared with others.

The dean (or designee) will communicate with the student to convey which, if any, accommodations or modifications would be most effective to help the student achieve academic success.

Before completing the Request for Accommodation Form, the student should read and follow the directions in the University catalog (available online); see the section titled Student Services to find more information about how to seek accommodation and the type of documentation that is required.

This is proactive. If students feel they need accommodations, they need to request it from the university administration before taking exams or turning in assignments, not afterwards.

o If you believe you may need an accommodation, I encourage you to request it from the university

- **WITHDRAWAL/DROP:** The instructor does not have the authority to drop you from a class or classes. It is your responsibility to withdraw from this or other courses, if necessary, according to the Withdraw from Course Policy as described in the Humphreys College Catalog. Non-attendance does not constitute withdrawal.

GRADING PROCEDURES:



<i>Course Component:</i>	<i>Weight:</i>
Interactive Presentation	10%
Fieldwork Observation Notes	20%
Fieldwork Report	20%
Lesson Plans	20%
Synthesis of Readings	20%
Discussion Boards	10%

** Note: Fieldwork Log & Report and Final Project must be submitted for review and archival in order to receive a passing grade regardless of percentage in the course.*

Description of Core Assignments

Candidates who score 2 or lower on the writing rubric are strongly encouraged to use the services of the writing tutors available on both the Stockton & Modesto campuses prior to submitting written assignments.

Presentation on Research Paper: (Due week 11)

Review the ELA/ELD Standards. Select one domain at a given level (both grade and competency) and develop a lesson plan. A 15-20 minute lesson presentation at the end of the quarter is required to demonstrate your knowledge on theories/methods in bilingual education and effectively supporting English learners in the classroom with research-based strategies. The presentation should address:

- the rationale as it relates to the chosen standard
- a standards-based lesson that integrates both content and EL standards (see template)
- descriptions of protocols, accommodations, extensions, and differentiation strategies
 - utilizing hands-on learning that supports academic vocabulary development and fosters language proficiency
 - incorporates at least one mode of educational technology in the hands of the EL students

incorporates at least one mode of educational technology in the hands of the students

- Utilizes multiple research-based EL Strategies



Oral Presentation: Teacher candidates must present their research project during class incorporating at least one audio/visual technology (e.g. PowerPoint). A copy of the slides must be submitted to your student portfolio as one of the core evaluations for this course. Presentations will be evaluated against a standard rubric, included in APPENDIX E of this syllabus.

Research Assignment on English Learners and Assessment Practices in the Content Areas: (Due week 11)

Compare and contrast at least 3 articles from professional journals and other resources.

*Summarize key findings in the research(1-2 pages)

* reflect on how assessment for English Learners can be used to establish ambitious learning goals for EL students(1-2 pages)

*provide at least 2 recommendations for enhancing assessment practices (one of these should be a student self-assessment task) across the content areas for EL's(1-3 pages).

Be prepared to present your paper in collaborative groups during Week 11 and receive written feedback

*Create a short lesson plan using one method of teaching a second language and one use of a technological component in instruction. Be prepared to describe your lesson plan, the purpose and benefit of the particular technology you choose, and the model you selected.

Reflective research assignment: home-school relationships: (Due week 8)

Effectively Engaging with Family and Communities Brainstorm/Mapping Activity and Collaborative Discussion:

- Bridging family and community to a student's education
- Cultural differences in home-school relationships
- Effective communication techniques when working with English learners
- Breaking down cultural barriers with families and communities to support student success
- Effective use of interpreters

Fieldwork Observations and Report: (Due week 5 & 10)

Student Outcomes: observation, critical thinking, application of TPE to written analysis

In addition to the information identified in the Classroom Observation Notes and Analysis and Synthesis (Appendix E), candidates will reflect on the language acquisition and literacy demands



in a diverse classroom and what that looks like in terms of curriculum, instructional delivery, EL support, student engagement levels, and experiences in the daily classroom at that grade level. Examine how the instruction aligns with Common Core and the ELA/ELD standards.

Fieldwork Report: (Due week 10)

Spend time observing how the school supports second language learners and special education. Incorporate the following information into your Fieldwork Report:

1. Number/percent Second Language Learners and Special Populations
2. Major immigrant populations represented
3. Number/percent teachers who possess valid authorization to teach second language learners
4. Special resources available for Second Language Learners and Special Populations
5. Representativeness of your organization to the demographics of the district and county
6. Effective teaching practices and strategies to support EL's and Special Populations
7. Structures in place to support equity and access to ensure EL and Special Population success.

In your report, include tables, charts, or graphs to illustrate the data that you present. Relevant information may be available from www.cde.ca.gov and then selecting the data sources for individual school districts. Also, include an analysis of what you observed from your classroom visits in comparison to what you have learned in this course. Include your suggestions as to how the site can improve their language acquisition practices for their ELs.

It may be interesting to add an analysis of #1 - 7 against the information you present as best practices with some suggestions for the site improving in some realistic manner.

Other Assignments may be required. These may include:

- Assignments from readings (links are in the schedule)
- Written statements about your teaching practice and the TPEs
- Written or oral responses to in class discussions
- Written or oral responses to current news about educational issues
- Contributions to group and class discussions

Description of Core Assignments

All submitted work should be double-spaced, 12-point Times New Roman or Calibri font. If references are made, the document should follow American Psychological Association (APA) 6th edition style guidelines.



Candidates who score 2 or lower on Criterion 3 of the writing rubric are strongly encouraged to use the services of the writing tutors available on both the Stockton & Modesto campuses prior to submitting written assignments.

Course Schedule

Throughout the course, the instructor will identify and model a variety of student engagement strategies, questioning strategies, instructional methodologies, and representations of understanding.

Reservation of Rights: The instructor reserves the right to alter the schedule as needed to benefit the class's learning experience.

Week	Resources Content	PLO/T PE	Weekly Course Content
Week 1	Syllabus Review Defining English Language Learners, identification Diversity of ELLs The California English Language Development Standards : Kindergarten	PS: 1, 2, 3 TPE: 1.1, 1.3, 4.2 (I) CLO: 1, 2, 4	Reparable Harm by Dr. Lori Olsen: Jigsaw 60 page document into groups of students. Each group creates a PowerPoint presentation to present to class. Weekly Reading of Preschool Learning Foundations and English Language Development Standards Reading: Preschool Learning Foundations English Language Development, Volume 1 pages 103-110 Reading: English Language Development content standards for kindergarten through third grades, pages 26-56 TPE 4.3 Teacher candidates will be introduced to and practice using subject specific pedagogy as they explore and engage in hands-on activities and problem-solving tasks designed for children in P-3 grades. Videos of children engaged in problem-solving tasks in individual, small group and whole class lessons will provide a realistic lens about how students engage in meaningful learning and use academic language. By engaging in the activities, observing children through video, and participating in collaborative conversations with their colleagues, the teacher candidates will identify ways to plan,



	Through Grade 12	adapt, and implement instruction based on their children's age, grade and developmental levels. The important academic vocabulary for each content area will be addressed through the activities and discussions about the ELD content strand. Through the videos, teacher candidates will observe how children can be engaged in collaborative discussions and speak about English Learners. The teacher candidates will discuss how to plan instruction that provides opportunities for children to be engaged in collaborative discussions with their peers using academic language. Reparable Harm by Dr. Lori Olsen: Jigsaw 60 page document into groups of students. Each group creates a PowerPoint presentation to present to class. Home Language Survey https://www.cde.ca.gov/ta/cr/el/forms.asp Introduce the HLS and what this triggers in the EL world Initial ELPAC https://www.cde.ca.gov/ta/tg/ep/documents/elpacinitialscale score.pdf When, Why this is given and implications for ELs EL Facts https://www.cde.ca.gov/ds/ad/cefelfacts.asp This is a useful resource outlining the different types of language program offered by the State and current numbers of ELs in California which offer insight to teacher about trends EL Toolkit https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf
--	------------------	---

			This is a comprehensive description of the process for ELs when they enter the school system: how they are identified as EL or IFEP and what happens in their educational journey from that point forward Identifying ELs Homework: Assignment due start of class Week 2: Finish reading Lori Olsen's article Reparable Harm. On your assigned Google Slide, create informative and engaging slides that highlight the main points of your assigned pages.
Week 2	Play Based Learning in the Multiple Subject Teaching Credential Classroom Language knowledge, needs, and standards Universal Design for Learning	PS:1, 2, 5b TPE: 1.1, 1.7,(P) 3.1-3.3 (P), 7.11 (P) Note: 1.2 is not focused on in this course. CLO: 1, 2, 4, 5, 6 Preschool Learning	TPE 1.7 What is Play Based Learning?: Read: For Young Kids, The Power of Play-Based Learning Candidates will jigsaw the article: Can guidance during play enhance children's learning and development in educational contexts? A systematic review and meta-analysis - Skene - 2022 Create an Anchor Chart in Small Groups Share Anchor Chart in a Gallery Walk Dr. Lori Olsen Reparable Harm Video TPE 7.11 Designated and Integrated ELD Designated/Integrated ELD Article AND Recordings: https://moodle.humphreys.edu/pluginfile.php/833546/mod_resource/content/2/IntegratedDesignated%20ELD%20Article.pdf Designated ELD Explanation.pdf:https://moodle.humphreys.edu/pluginfile.php/833569/mod_resource/content/1/Designated%20ELD%20Explanation.pdf  Integrated and Designated ELD: 2nd Grade After reading the Integrated/ Designated ELD article and description, and watching the Video of the classroom where the

		ng Found ations Presch ool Curricu lum Frame work Califor nia Comm on Core State Standards	teacher is doing both Integrated and Designated ELD, answer the attached questions Designated & Integrated ELD 1. In your own words define Designated ELD: 2. Why is Designated ELD so important to ELs? 3. In your own words define Integrated ELD: 4. Why is Integrated ELD so important to ELL students? 5. From the video showing the classroom where the topic was manufacturing cloth, list and describe as many strategies as you can recall that were demonstrated by the teacher. 6. Why were these strategies so amazing for students who are in the process of learning academic English? 7. Describe the way this classroom looked? Why was it so amazing for an EL? 8. What did the teacher do to scaffold the work so that students were working at their language proficiency level? TPE 3.1-3.3 (P) -Students will read <i>Preschool Learning Foundations</i> Volume 1, Language and Literacy pages 47-70. -Students will read CCSS for ELA pages 10-43 -In a collaborative small group, complete the <i>Preschool Learning Foundations and Curriculum Frameworks Scavenger Hunt</i>  <i>Preschool Learning Foundations Scavenger Hunt</i> , as well as the <i>K-3 Student Content Standards and Frameworks Scavenger Hunt</i>. Candidates read an article on teacher collaboration: https://knowlesteachers.org/kaleidoscope/novel-co-teaching-model-support-student-teacher-growth?gad_source=1&gclid=Cj0KCQjw8MG1BhCoARIsAHxSiQmlu9bwZtix3mAc_JqOuzAGndIGfkfr94l8NCHav_oIJ8GvgD7jNtAaAo-AEALw_wcB Answer questions together in collaboration with your small group:
--	--	---	---

			What were the instructional improvements made while collaborating? What were the outcomes and benefits? Give examples of how you collaborate in your position. Where is there room for more collaboration? Homework: Using the Designated/Integrated ELD article, answer the attached questions in Moodle.
Week 3	Language acquisition theories Teaching approaches and methods	PS: 1, 2, 3, 5b TPE: 2.1-2.6, 6.4, 6.5, 7.4 (P) 7.6-7.8 (P), 8.1 (P)) CLO: 1, 2, 4 California Practitioners' Guide for Educating English Learners with Disabilities Meaning Making	Meaning Making and Literacy Instruction Dyslexia in English Learners Introduction of Math Lesson #1 History of Bilingual Education Part 1 & 2 from Dr. Lori Olsen ELD Standards Video https://www.youtube.com/watch?v=al2X4MjPKD0 ELD Standards Video https://drive.google.com/file/d/18XRkbnq4pnEMzlhOz1vgU-EoQTT8Kn4X/edit Chapter 7: Dyslexia in English Learners: California Dyslexia Guidelines - Announcements & Current Issues (CA Dept of Education) Discussion: The challenges of identifying dyslexia in English learners • Additional steps that need to be taken to appropriately identify dyslexia in students who are English learners • Definitions of English learners at various stages of second language acquisition • Predictors for dyslexia shared by English learners and students for whom English is their first language TPE 2.3, 4.3, 6.4, 6.5, 7.4. Literacy Instruction Getting Started: KWL Chart This exercise allows you to PAUSE and REFLECT about what you know about Literacy Instruction before and after you begin reading

		Guide - Curriculum Frameworks (CA Dept of Education)	Directions: Before reading complete columns K and W. After reading, complete column L. What I already KNOW about Literacy Instruction What I WANT to know about Literacy Instruction What I LEARNED about Literacy Instruction Read: https://www.multilinguallearningtoolkit.org/wp-content/uploads/2021/09/Multilingual_Learning_Toolkit_Final.pdf, page 7-12 Select an Evidence Based Strategy from each category to summarize. Explain why it is an effective strategy and how you will incorporate it into your classroom. Explain how you will collaborate with peers/colleagues/parents guardians to implement strategies: ● Family Engagement and Literacy ● Social and Emotional Health and Development of Students ● Classroom Management and Environment ● Oral Language Development ● Literacy and Children's Development and Learning TPE 7.6 Meaning Making Teacher Presentation and Discussion and Practice: 1. Activating Prior Knowledge: Brainstorming: Encourage students to share their thoughts and ideas about a topic. This can be done individually, in pairs, or as a whole group. Digital reading app promotes collaboration, connection, and community Questioning: Ask open-ended questions that prompt students to think about their experiences, observations, and prior learning related to the topic. Digital reading app promotes collaboration, connection, and community Graphic Organizers: Use visual aids like KWL charts, concept maps, or Venn
--	--	---	---

			diagrams to help students organize and visualize their existing knowledge. 2. Making Connections: Explicit Connections: Help students identify and articulate the connections between their prior knowledge and the new information. For example, ask students to explain how a new concept relates to something they already know. Encourage pattern talks to practice listening and speaking skills. The Relative Importance of the Four Key Language Skills: Speaking, Listening, Reading, and Writing. Real-World Examples: Connect new concepts to real-life scenarios or situations that students can relate to. This can make the learning more relevant and meaningful. Cross-Curricular Connections: Demonstrate how concepts from different subjects relate to each other. This can help students see the bigger picture and develop a deeper understanding of the material. 3. Facilitating Meaning-Making: Discussion: Encourage students to discuss their ideas, questions, and interpretations of the new information. This can help them clarify their understanding and develop a shared meaning. Speaking and Listening in Content Area Learning Reading Rockets Inquiry-Based Learning: Allow students to explore new concepts through hands-on activities, experiments, or research projects. This can promote higher order learning and meaning-making. Reflective Writing: Ask students to reflect on their learning process, identify what they have learned, and how it relates to their prior knowledge.
--	--	--	---

			Include higher order thinking questions to facilitate higher order knowledge. Candidates read: Meaning Making Guide - Curriculum Frameworks (CA Dept of Education) ○ Teacher creates small groups (3–4 members). ○ In their small groups, members read/review the materials and select 2 significant meaning making strategies or information provided in Framework ○ A volunteer starts a round by sharing 1 quote, but says nothing about why he or she chose the quote. ○ Each of the other members has 1 minute to respond to the passage, stating what they think of the passage. ○ After all other members have responded, the first volunteer has the <i>Last Word</i>, commenting on the passage and on what he or she heard others say. ○ A second volunteer starts the second round by sharing a quote. ○ Continue for 15–20 minutes, then prompt all members to have an open dialogue about what they read for 5 minutes. Practice Meaning Making: -Together with the small group, practice meaning making by selecting and reading to the group an informational or literary text that is printed, digital or oral (each group must use one of each type of text). -Create an activity that focuses on the strategies below to practice with your group: ● Identify the main idea: Determine the central message or argument of the text. ● Identify supporting details: Recognize the evidence and examples that support the main idea.
--	--	--	---

			● Use textual evidence: Support your understanding and analysis of the text with specific examples from the text. ● Consider the author's purpose: Think about why the author wrote the text and what they are trying to achieve. ● Make inferences: Draw conclusions based on the text, even if not explicitly stated. ● Summarize: Condense the main ideas and key details into a concise summary. ● Ask questions: Question the text, the author, and your own understanding. ● Discuss and reflect: Share your understanding of the text with others and reflect on what you've learned. ELD Standards CA ELD ELDC:\Users\awhite\Desktop\eldstndspublication14.pd Introduction to ELD Standards Part 1,2, 3 2 hours of observation due week 5 Math Lesson Plan #1 ● Using the provided lesson plan, candidates will plan a math lesson and be prepared to implement a lesson appropriate to children's age, grade, and developmental levels (including children's linguistic, cognitive, social and emotional strengths and learning needs) ●  Lesson Plan Template 2024 ● Lesson Plan 1 is due in week 5; with a partner discuss how to incorporate accommodations/modifications into your lesson plan for English Learners
Week 4	Integrated and Designated ELD		Integrated and Designated ELD Language Development TPE 7.5, 7.7 Academic Language Development

	ELPAC Policy for English language learners	Teacher Presentation and Discussion: Creating environments that foster students’ oral and written language development including engaging students in creating diverse print To support the oral language development of students, educators can: ● cultivate a language-rich environment ● expose them to diverse linguistic input ● create ample opportunities for meaningful interaction reading, writing, listening and speaking ● practice vocabulary ● engage students in creating diverse print that is oral, digital and multimedia texts ● incorporate the use of technology, games, and storytelling activities Read: Academic Language and ELLs Reading Rockets Watch: ▶ Supporting Oral Language Development in a Language Ric... Activity #1: Working in collaboration with a partner, provide an example of each on an anchor chart or PPT presentation as it relates to Language Development: ● Language rich environment ● Opportunities for meaningful interaction ● Vocabulary development ● Incorporating the use of technology, games, and storytelling activities ● Students creating diverse print, digital, oral, multimedia Present to class through an anchor chart or PPT presentation. English Language Development Standards - Resources (CA Dept of Education)
--	---	---

			Meeting The Linguistic Needs of English Learners through the Teaching and Learning Cycle The Teaching and Learning Cycle is a four-part language based instructional model that is research based and has shown to advance students in their language abilities. Students will be introduced to this model, watch teachers using this model, learn about strategies within the model, and use this model and strategies within their own Designated and Integrated Lesson Plans. Students will discover the differences between Designated and Integrated ELD and their legal requirement by State and Federal agencies to provide language acquisition instruction. All things ELPAC: https://www.cde.ca.gov/ta/tg/ep/ Initial and Summative Assessments ELPAC Language Level Descriptors Translanguaging ELPAC Speaking and Listening Domains ELPAC Reading and Writing Domains Domain Specific ELPAC Information https://www.cde.ca.gov/ta/tg/ep/elpacdomaininfo.asp Students are assessed on all four domains on both the Initial and Summative Assessment. All domains must be considered and addressed in instruction for ELs Practice ELPAC Tests https://www.cde.ca.gov/ta/tg/ep/documents/elpacpracticetests.pdf
--	--	--	---

			https://www.cde.ca.gov/ta/tg/ai/documents/elpacpractice.pdf Homework: TLC Article: Students will read the TLC article by Ellena Gibbons before class next week
Week 5	Culturally Relevant Teaching	PS: 1, 2, 5b TPE:3.5, 3.6 (A5.) CLO: 1, 2, 3, 5	Video: https://www.youtube.com/watch?v=I6Y0HAjLKYI This video was made during Prop 227 era. Proposition 227 was a California ballot proposition passed on the June 2, 1998, that limited bilingual resources for students. Proposition 58 repealed bilingual education restrictions enacted by Proposition 227 in 1998. TPE 3.5, 3.6 Candidates will create a powerpoint or google slide presentation on UDL strategies https://udlguidelines.cast.org/ they will use in the lesson presentation along with the EL Toolkit Chapter 5: Inclusive Environment to create EL strategies for their lesson plan Read: ELA/ELD Framework: Chapter 9: Access and Equity Homework . Fieldwork Observation One is due. Please submit notes. 2 hours of observation are due. You will use the Observation Note Taking Template on what you see that addresses the following: 1. Effective teaching practices and strategies to support EL's and Special Populations 2. Structures in place to support equity and access to ensure EL and Special Populations 3 What language acquisition and academic vocabulary strategies were used? 4. Describe the instructional delivery. 5. Are the students engaged? 6. What did the teacher use for students who need MTSS?

Week 6	ELD Vignettes in ELD Framework The California English Language Development Standards : Kindergarten Through Grade 12 https://www.cde.ca.gov/sp/sect/ac/documents/ca_dyslexiaguidelines.pdf	S: 1, 2, 3 TPE: 1.4, 4.8, 5.1-5.8 (P) / 4.1, 5.1, 5.7 (A) CLO: 1, 2, 3	ELD Instructional Practices for Designated and Integrated Lessons. Assessing Children's Development As a class the students will study the contents of the ELD Vignettes noting the strategies, processes, and instructional practices in this assortment of ELD Designated and Integrated Lessons. Homework: Students will choose one Vignette to analyze. Details are given in Moodle. TPE 5.6, 7.10 Assessment of Children's Development Discussion of children's learning and development. The cycle of observation, analysis, documentation, planning, implementation, and reflection including English Learners Chapter 6 Tools and Resources for Addressing English Learners With Disabilities Discussion questions: - Why is there a need for early identification and intervention for students with dyslexia? - What is the importance of universal screening when students are in general education classrooms? - What are the essential components of reading, writing, and spoken language to be screened and comprehensively assessed ? - How do you assess English learners for dyslexia ? - Why is it important to collect information about a family history of dyslexia? - How can we involve families, and all stakeholders to be a part of the process?

			- Article: DAP: Observing, Documenting, and Assessing Children's Development and Learning NAEYC - Chapter 9, California Dyslexia Guidelines; Screening and Assessment for Dyslexia; https://www.cde.ca.gov/sp/se/ac/documents/ca_dyslexiaguidelines.pdf - California Dyslexia Guidelines Chapter 4, Dyslexia by Age-group - Assignment: Create a Learning Cycle map for Multiple Subject Teaching Credential students - As a class the students will study the contents of the ELD Vignettes noting the strategies, processes, and instructional practices in this assortment of ELD Designated and Integrated Lessons. - Homework: Students will choose one Vignette to analyze. and interpret EL Assessment Results. Details are given in Moodle.
Week 7	Language Acquisition Strategies	PS: 1, 2, 5b TPE: 6.1-6.6 (P) / 1.6, 4.3, 4.4, 7.5 (A) CLO: 2, 3, 5, 6,	TPE 7.5, 7.7 Language Development Teacher Presentation, Discussion and Practice Promoting Written and Oral Language Read: Promoting Oral Language Development in the Primary School Expression Equals Comprehension -- Fluency Strategies Expressive Reading. Promoting Written Language: Explicit Instruction: Provide direct instruction on sentence structure, paragraph organization, punctuation, and spelling rules. Creating Diverse Texts: Have students create diverse print that is digital, oral and multimedia texts

			Writing Prompts: Use writing prompts that encourage creative and expressive writing, such as describing a scene, telling a story, or writing a personal essay. Modeling: Model different writing styles and structures, demonstrating how to organize thoughts and express ideas effectively. Feedback: Provide constructive feedback on writing, focusing on grammar, vocabulary, and clarity of expression. Writing Workshops: Create a supportive environment for students to explore their writing, share their work, and learn from each other. Promoting Oral Language: Rich Conversations: Encourage frequent and engaging conversations, including sharing oral stories, playing language games, and engaging in dramatic play. Shared Reading: Read aloud to children and engage in discussions about the text, focusing on vocabulary and sentence structures. Modeling: Model correct grammar and sentence structures, and encourage children to use them in their own speech. Contextual Learning: Introduce new vocabulary and grammatical structures within meaningful contexts, rather than in isolation. Extended Discourse: Create opportunities for extended conversations and interactions, especially in play or child-directed time, to support language development TPE 7.7 Practice Activity #1: Candidate practice creating text from diverse print using this template. Once created, Candidates will use the template to have students create texts.Creating Multimedia Text Template.docx
--	--	--	--

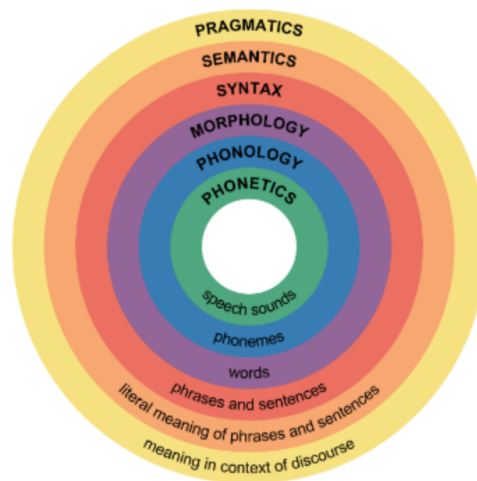
Practice Activity#2 :

Read: 3 Activities to Promote Oral Language Development | NAPA Center

Create a lesson to share with your small group on all components of language development based off this model:

-Define each of the 5 components

-Give examples of how you would use each in the classroom



History of Bilingual Education Part 3: Dr. Lori Olsen

Slide Deck: Language Acquisition Instructional Strategies. See Moodle for all Language Acquisition Resources

TLC Webinar by Pam Spycher

English Learner Students - REL West

Homework:

Adding onto the lesson plan that you have started using stage 1 of the TLC, background knowledge, you will add stage 2, learning about the text type to your lesson plan.

Week 8	UDL and English Learners	PS: 1 TPE: 2.1, 2.2, 2.3, 6. (P) CLO: 5, 6 PS:1, 2, 5b TPE: 4.1, 4.2 (P) CLO: 4	What is UDL? UDL and EL Facts UDL Barriers and Symptoms Complete the Shoebox activity : Digging Deep Into the Social Justice Standards: Diversity. Bring your shoebox to share with the class next week. What did you learn about your classmates that you did not know before they shared? • What do you have in common with your classmates? • How are you different from your classmates? How are they different from each other? • Did you learn anything about them that might affect how you interact with or treat them? Why? • How might you incorporate this activity into your Multiple Subject Teaching Credential classroom? UDL Videos Power and Privilege • Students define what they think privilege means. List on board. • Students read "White Privilege: Unpacking the Invisible Knapsack" and "Some Notes for Facilitators" - National SEED Project Student watch and listen: Tim Wise: On White Privilege (Clip) Students answer questions: • What is privilege? • What are your privileges? • Were you surprised by any of the privileges you found in your invisible knapsack?
--------	--------------------------	---	---

		TPE 4.1, 4.2, 4.7 Planning Instruction and Designing Learning Experiences for All Students. What is the EL Roadmap? English Learner Roadmap - Multilingual Learners (CA Dept of Education) EL Roadmap Video: Dr. Lori Olsen What does the Roadmap do for the classroom teacher? Write one to two pages on TPEs 4.1, 4.2, 4.7 and cite your sources, as it relates to teaching English learners and what this would look like in an Integrated classroom. Consider the Teaching and Learning Cycle and how a teacher might meet TPEs 4.1-4.2, and 4.7 with his/her students. Also take into account what we learned about the brain and a student's culture and how that can directly influence a student's learning process. What data will need to be considered? Reference to the EL Roadmap will strengthen language acquisition instruction for mono and multilingual learners within the Integrated Classroom discussions. Be prepared to share your ideas in class next week. TPE 4: Making Content Accessible The candidate is able to: <i>4.1. Plan activities and lessons that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.</i> <i>4.2. Ensure opportunities for both teacher- and child-initiated experiences that are engaging for young children and that contribute to children's content knowledge, language development, and social, emotional growth.</i> <i>4.7 Plan and adapt developmentally, linguistically, and culturally responsive learning activities/lessons, instructional materials,</i>
--	--	---

			<i>and resources for all children including mono- and multilingual learners to provide access to the core curriculum</i>
Week 9	Instructional Content Strategies Newest CDE EL Publication	PS:1, 2, 5b TPE: 1.2, 2.6, 5.4, 5.5 (P) CLO: 4	https://www.wested.org/resources/chapter-5-content-instruction-with-integrated-and-designated-eld-in-elementary-grades/ Content Instruction with Integrated and Designated English Language Development in the Elementary Grades Homework: Final Lesson Plan: Create an Integrated lesson plan using all four areas of the Teaching and Learning Cycle (background knowledge, teaching about the text type, jointly constructing texts and independently constructing texts). Include at least two strategies from all four areas of the TLC and which incorporates technology in the hands of the students.
Week 10	Celebrating Language Seal of Biliteracy Pathway to Biliteracy	TPE: 4.1-4.2 2.1-2.6, 6.5 (P) CLO: 1, 2, 4	TPE 4.1-4.2 TPE Assignment:2) Focus is on Planning Instruction and Designing Learning Experiences for All Students. Write one to two pages on TPEs 4.1-4.2 as it relates to teaching English learners and what this would look like in an Integrated classroom. Consider the Teaching and Learning Cycle and how a teacher might meet TPEs 4.1-4.2 with his/her students? Also take into account what we learned about the brain and a student's culture and how that can directly influence a student's learning process. What data will need to be considered? Reference to the EL Roadmap will strengthen language acquisition instruction within the Integrated Classroom discussions.



		Be prepared to share your ideas in class next week. TPE 4: Making Content Accessible The candidate is able to: <i>4.1. Plan activities and lessons that build on what children know, accommodate children’s developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.</i> <i>4.2. Ensure opportunities for both teacher- and child-initiated experiences that are engaging for young children and that contribute to children’s content knowledge, language development, and social, emotional growth.</i> Importance of Seal of Biliteracy https://www.cde.ca.gov/nr/el/le/yr19ltr0920.asp Bilingualism is viewed as an asset in our community, state, country and world. California along with 21 plus other states celebrates their bilingual students with a Seal of Biliteracy if students meet all state mandated requirements. Requirements for Seal of Biliteracy Seal of Biliteracy https://www.cde.ca.gov/nr/ne/yr18/yr18rel59.asp Seal of Biliteracy Questions https://www.cde.ca.gov/sp/el/er/ssbfaq.asp Student Participation Form English https://www.sjcoe.org/LanguageAndLiteracy/pdf/Student%20Participation%20Form%2010.15.19%20-%20Toni%20Ludolph.pdf Student Participation Form Spanish https://www.sjcoe.org/LanguageAndLiteracy/pdf/Student%20Participation%20Form%20Spanish%2009.10.19%20-%20Toni%20Ludolph%20(1).pdf Pathway to Biliteracy Requirements
--	--	---



			Elementary students may start on the path to biliteracy by participating in the Pathway to Biliteracy Program which is celebrated at the 3rd, 6th and 8th grades. 3rd grade checklist 6th grade checklist 8th grade checklist Latest news in Virtual Learning and returning to school safely This is a rapidly changing and fluid phenomenon. The following resources should be consulted regularly 1. California Department of Education (CDE) 2. Bilingual Coordinators Network (BCN) 3. California Association of Bilingual Educators (CABE) 4. Multilingual California Pathway (MCAP)
Week 11	Final Lesson Plan	PS: 1, 2, 3, 4, 5b TPE: 1.5, 1.6, 2.2, 2.5, 3.1, 3.7, 4.7 (A) CLO: 2, 3, 5, 6, 7	Presentation of Final Lesson Plan