

California Lutheran University

Graduate School of Education
Department of Learning and Teaching

EDLT-502-HY01: Teaching English Learners

Our Vision of Educator Preparation

The mission of California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.

In accordance with the mission of CLU, the School of Education has adopted the following vision statement: *Guided by social justice and advocacy, we will reimagine education to disrupt inequities and to meet the future needs of students and communities.*

Course Description

This course in teaching English Language Learners examines first- and second-language acquisition with an overview of aspects of language acquisition theories as well as social and cultural factors influencing language acquisition. The course further explores theories, legal implications, and accountability factors related to language learning among both native and non-native speakers of English. Delivery of instruction school/district programs and services, assessment and accountability, and inclusionary practices for English language learners are emphases for this course. **10 hours of fieldwork is required.**

Class Texts - All additional course reading material is available on-line or will be distributed in class prior to the assignment date.

- Li, N. (Ed.). (2016). *Teaching ELLs across content areas: Issues and strategies*. Charlotte, NC: Information Age Publishing Inc. (A digital copy of this text can be found on the CLU website: Pearson Library: <https://www.callutheran.edu/library/>)
- **California ELA standards:** <https://www.cde.ca.gov/be/st/ss/documents/finaelacssstandards.pdf>
- **California ELD standards:** <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- **California ELA/ELD Framework:** <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
- **Improving Education for Multilingual and English Learners: Research to Practice:** <https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf>
- **California ELD Roadmap:** <https://www.cde.ca.gov/sp/el/rm/>
- Additional reading as assigned

Class Format

This course is a hybrid course - we will meet weekly either in person or on [Zoom](#) as indicated below on the class schedule.

Course Learning Outcomes

Candidates will be able to:

1. Describe and analyze the affective, cognitive, and socio-cultural factors and terminologies that impact first and second language acquisition.

2. Examine and describe the role and relationship of the student's primary language and the acquisition of a second language.
3. Compare and contrast methods, materials, and curricula for developing academic language for English language learners.
4. Observe and describe the compatibility between theory and practice through first-hand experiences in ELD/ESL classrooms.
5. Identify and describe the assessment practices and experiences of second language learners.
6. Describe the legal implications and requirements impacting the education of English Learners.

Attendance Policy

You are expected to attend every class. Regular attendance for the entirety of each class session and **active participation in classroom discussion and activities is expected**. You are asked to complete required readings and assignments *before* the class session during which they are addressed, with the exception of learning record/reflections and exit tickets which are completed in class. If you are absent more than twice and your learning and work are incomplete, you may have to repeat the course. **These expectations apply to our synchronous Zoom meetings as well.**

Co-Curricular Activities

Students who expect to be absent from class due to conflicts with co-curricular activities (athletic competitions, field trips, etc.) are asked to present their instructors with written notification of all such anticipated absences as early in the semester as possible, and are further asked to discuss these conflicts with their instructors at the earliest opportunity. Athletes shall also furnish the season's schedule, with conflicting dates highlighted. Timely notification of expected absences is the primary responsibility of the student. Whether or not your instructor considers such absences to be excused, students are urged not to miss additional classes beyond those absolutely necessary for scheduled competitions, field trips, etc. In addition, unless alternative arrangements have been made, assignments due on the date of a "co-curricular absence" are still expected to be turned in on time.

Assignments

<i>Description</i>	<i>Due Date</i>	<i>Points</i>
Class Participation Based on attendance, class discussion participation, and/or exit tickets (during in person <i>and</i> online classes)	Weekly	30
Learning Reflection/Record and/or Exit Tickets	Weekly (10 weeks)	20
ELPAC Data Analysis Assignment This assignment will contain a short analysis of student standardized test scores in an area school(s). Students will document findings in a 1-2 page written analysis. P=U7.10 – c - Assignment Criteria TPE 7.10 (a) involves using assessment data to monitor student progress in language and academic development. The assignment asks candidates to analyze English Language Proficiency Assessments for California (ELPAC) test results from a selected school to assess overall progress and identify weaknesses, focusing on the domains of listening, speaking, reading, and writing, with the assessment rubric guiding their analysis.	Week 6	15

TPE 7.10 (c) emphasizes adapting instruction based on assessment data. By completing the ELPAC Data Analysis Assignment, candidates practice interpreting data, making inferences about students' strengths and needs, and proposing strategies to address weaknesses, linking their findings to course content such as scaffolding, assessment practices, and language development theories. A=U7.10 – a & c - Assignment Rubric		
Midterm	Week 9	30
Fieldwork Observation Log and Narrative In addition to course readings and projects, you will complete ten (10) hours of unsupervised fieldwork observations in a school setting. The observations must be of a minimum of 1 hour and no longer than 2 hours. All hours and corresponding assignments must be submitted through a provided log form on Canvas on or before the established due date. <u>You cannot pass this course without completing this requirement in full.</u> For TWO of the observations, you will submit detailed observation summaries that follow the instructions provided in Canvas.	Week 13	30
Lesson Plan - Signature Assignment - Teacher Candidates will create a lesson plan that is: - content specific - includes ELA & ELD standard(s) - reflects effective planning and instruction for English Learners - A portion of this lesson plan will be presented in-person or via video recording Full assignment requirements A=U7.6 –a & b; U7.7–a & b The Lesson Plan Signature Assignment allows teacher candidates to practice TPE 7.6 (Meaning Making) and TPE 7.7 (Language Development) by guiding them to design lessons that support diverse learners in developing both content knowledge and academic language. By addressing language demands (vocabulary, syntax, discourse, and language function) in the lesson planning process, candidates practice creating instructional strategies that facilitate meaning-making (TPE 7.6) while also promoting language proficiency across all domains (listening, speaking, reading, and writing) in alignment with content standards (TPE 7.7). This ensures that all learners are actively engaged in meaningful tasks that support their academic and language development. A=U7.6 –a & b; U7.7–a & b Assignment Rubric (p. 3) 7.1 - P, A Section 3 of the lesson plan requires candidates to describe a focus student (English learner) and incorporate differentiation strategies. This aligns with TPE 7.1, which emphasizes planning instruction that meets the needs of English learners by addressing their specific linguistic and academic backgrounds. Section 9 includes differentiation strategies and scaffolds to ensure English learners can successfully engage with grade-level content. This aligns with TPE 7.1's focus on adapting instruction to support all learners. 7.3 - P, A Students align ELA, ELD, and content standards, reflecting TPE 7.3's focus on ensuring language development is integrated into the content lesson planning. In section 7,	Draft Week 11 Final Version Week 14	50

candidates identify language demands (vocabulary, language function, syntax, discourse), which is crucial for supporting students in their language development. This ties directly into TPE 7.3, ensuring that language skills are developed alongside academic content. 7.11 - P, A In section 7 of the Lesson Plan assignment, students directly address language demands and emphasize explicit instruction in vocabulary, syntax, and discourse, which is fundamental for TPE 7.11. In section 9 of the Lesson Plan students are required to include differentiation strategies for scaffolding instruction to help students access academic content while focusing on their language needs, which is central to TPE 7.11.		
Final	Week 16	25
Total		200

Grading Policy

This is a graduate-level course. Quality of written work must represent high standards. Professional quality work is thoughtful, neat, **free of errors**, and professionally presented.

Grade	Points
100-90% A	180-200
89-80% B	160-179
79-70% C	140-159
69-60% D	120-139
59% and Below	0-119 points and below

For additional information about grading, please refer to the [program handbook](#).

PROGRAM OUTCOMES

Teaching Performance Expectations (TPEs)

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

TPE 7: Effective literacy instruction for all students

Alignment of Institutional Learning Outcomes and Teacher Performance Expectations

The above mentioned TPEs are also aligned with the [Institutional Learning Outcomes](#), which focus on the quality of the learning experience of students at Cal Lutheran.

CLU Institutional Learning Outcomes	CTC Teacher Performance Expectations
Communication	TPEs 1, 2, 4, 5, 6

• Information Literacy	• TPEs 1, 3, 4, 5, 7
• Quantitative Literacy	• TPEs 1, 3, 4, 5, 7
• Creative and Critical thinking	• TPEs 1, 3, 6, 7
• Identity and Values	• TPEs 2, 3, 4, 6, 7
• Principled Leadership	• TPEs 1, 2, 4, 6
• Interpersonal and Teamwork Skills	• TPEs 1, 2, 3, 4, 7
• Cross Cultural Competence	• TPEs 1, 2, 4, 6, 7

Assessments as linked to Learning Outcomes:

Form of Assessment	Course Learning Objectives					
	1	2	3	4	5	6
Lesson Plan and Teaching Demonstration		x				
ELPAC Data Analysis			x	x		
Fieldwork Observation Log and Narrative		x	x	x		
Final				x		
Midterm	x				x	x

Carnegie Hours Chart

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Weekly Classes	3 hours	45 hours			
Readings of required text				45	Over 15 sessions, uneven distribution about 3 hours per week
Reading Reflection				4	Average, varies by student
Lesson Plan and Teaching Demo				20	Average, varies by student
Midterm				3	Average, varies by student
Final				3	Average, varies by student
Field Work				15	10 hours of observation required, 5 hours average of document completion

Total		45		90	
--------------	--	-----------	--	-----------	--

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Canvas, TaskStream, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. **All assignments will be submitted online.** Details will be given in class.

Technology Requirements (Canvas Link)

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. It is my intention to respond to all received emails in a timely manner. Please be reminded that email and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lowercase) letters, major typos, or slang, often communicate more than the sender originally intended. All electronic messages should be crafted with professionalism, courtesy, and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Computer and Handheld Device Use during Class Sessions

You are welcome to use a laptop computer in class when working on class assignments, for example. However, you will need to save checking email or other personal computer use for time outside of class. Additionally, texting during class is prohibited. When focusing on class activities or listening to presentations, electronic devices should be put aside. Your kind consideration is greatly appreciated by all!

Academic Policies – (Policies are posted in Canvas)

- Academic Integrity
- CLU Writing Center
- Disability Statement
- Help Desk
- Pearson Library
- Sexual Misconduct
- Veterans Resources

Course Evaluations

Please note that all course evaluations are now conducted on-line. Your feedback is important to us. You will receive an e-mail message reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>.

Final Note

The content and/or due dates on the class schedule below are subject (and likely) to change somewhat. Every effort will be made to alert students to changes that occur in a timely manner.

Class Schedule (Subject to Change)

*Note: The readings below are due at the beginning of the class period for which they are listed; other required readings and handouts will be announced and available on Canvas for you to print and bring to class or distributed in class. **Finally, our syllabus schedule is subject to revision, based on the emerging learning needs of our class.** With the exception of Learning Record/Reflections and Exit Tickets, assignments are due the day of class before midnight. All highlighted classes will be conducted synchronously.*

Dates	Readings and Assignments	Topics
Week 1 1/22-1-26	Reading: N. Li (Ed.), Teaching ELLs Across Content Areas: Issues and Strategies Chapter 1 - Who Are the ELs?	Course Overview • Introductions • Syllabus Review • Who are ELs? • History of Building Equity for ELs
Week 2 1/29-2/2	Reading: N. Li (Ed.), Teaching ELs across content areas: Issues and strategies Chapter 2 - L2 Acquisition Theories & CA EL Roadmap 4 Principles-1.pdf 7.6 b & d: pp. 24-25 Due: Learning Record/Reflection Week #1	Theoretical Foundations • Acquisition Theories • Instructional Programs for ELs Language Acquisition and the Brain Assets-Based Pedagogy Review Fieldwork Assignment
Week 3 2/5-2/9	Read & Listen: Formative Assessment Article Effective Strategies - Audio Recording Due: Learning Record/Reflection Week #2	Stages in Second Language Acquisition Language Acquisition and the Brain Assets-Based Pedagogy Scaffolding Assessments for English Learners • Summative (ELPAC) • Formative Review ELPAC Data Analysis Assignment Criteria (Slides with session content) I=U7.10 –a & c The ELPAC Data Analysis Assignment and session content introduce TPE 7.10 (a & c) by guiding teacher candidates in analyzing ELPAC scores to evaluate and inform instructional practices. Candidates examine student progress across listening, speaking, reading, and writing domains, identifying strengths and areas for improvement. This aligns with TPE 7.10, focusing on using assessment results to make instructional decisions that support language development and academic success. I- U7.3 The slides introduce TPE 7.3 by emphasizing the importance of asset-based pedagogies and culturally and linguistically affirming practices in supporting all learners. Through discussions of scaffolding (e.g., comprehensible input, wait time, cooperative learning) and differentiation strategies, candidates learn the importance of inclusive approaches that respect and build upon the diversity of students' cultures, languages, dialects, and home communities.

Week 4	Reading: <i>ELA/ELD Framework Introduction</i> & <i>Chapter 1</i>: Overview of the Standards Due: Learning Record/Reflection #3	<u>Introduction ELA/ELD Framework/Circles of Implementation Reading/Literacy Framework</u> (Slides with session content) I=U7.5–a, b (slide 8), c (slides 8, 12, & 14), d, e, g (slide 14), e (slide 15), f (slide 7), h (slide 21), & i (slide 22); MM/EX 7.1 In this session, students are introduced to TPE 7.5 (a-i) through an overview of the <i>Shefelbine Literacy Framework for Assessment and Instruction</i>. Foundational skills such as phonological awareness, phonics, fluency, and comprehension strategies—including vocabulary, morphology, and syntax—are reviewed and emphasized, highlighting their role in developing proficient readers through explicit instruction and practical strategies. By emphasizing the interconnectedness of these components and their application in diverse classroom settings, the content equips students with the knowledge and strategies to support the early literacy development of all learners, in alignment with TPE 7.5. I=U7.2 – a & b; U7.6 –a & b; U7.7–a, b, c, & d Through the assigned reading of the first two chapters of the California ELA/ELD Framework and follow-up collaborative activities, teacher candidates are introduced to TPEs U7.2, U7.6a (pp. 30-35), 7.6b (pp. 24-28) and U7.7. They explore strategies for creating supportive learning environments, facilitating meaning-making, and fostering language development through integrated ELA and ELD instruction. This approach helps candidates understand the importance of applying research-based practices to meet the diverse needs of English learners in the classroom.
Week 5 2/19-2/23	Reading: <i>California English Language Development Standards</i> Chapters 1 & 2 Chapter 3 - Review grade level standards - select your preferred grade level standards to skim. Due: Learning Record/Reflection Week #4	<u>ELD Standard, CA ELA Standards, and Content Standards</u> (Slides with session content) I= U7.7–a & b; U7.8–a & b In this session, teacher candidates are introduced to TPEs 7.7 a & b and 7.8 a & b through the lens of the ELD standards and the needs of English learners. The focus is on the importance of academic language development and scaffolding strategies to meet the needs of English learners with both language proficiency and content comprehension, with an emphasis on how these standards guide effective expression (TPE 7.8) and content knowledge (TPE 7.9) to ensure English learners can access and engage with academic content. This approach moves teacher candidates towards understanding the importance of creating high-quality, differentiated instruction that integrates language and content that is aligned to CA CCSS and supported by CA ELD Standards. I- U7.1; I- U7.3; I-U7.9 The content in this session also introduces TPEs U7.1, U7.3, and U7.9 through the lens of the ELD standards and the needs of English learners. By examining the design and language of Content and ELD standards, teacher candidates are guided towards planning instruction that integrates both. This approach ensures that English learners can access and engage with academic content while developing the necessary language skills to succeed across all domains, aligning with the goals of U7.1 (planning for English learners), U7.3 (designing language-integrated instruction), and U7.9 (ensuring content knowledge mastery).

Week 6 2/26-3/1	Reading: California English Language Development Standards Chapter 5 & 6 Due: 1. ELPAC Data Analysis Assignment & Learning 2. Record/Reflection Week #5	ELD Standard, CA ELA Standards, and Content Standards Cont'd
Week 7 3/4-3/8	Spring Break	
Week 8 3/11-3/15	Reading: Li, N. (2016). Teaching ELs across content areas: Issues and strategies - Increasing academic vocabulary for ELs. In N. Li (Ed.) Chapter 9 - Increasing Academic Vocabulary Be prepared to discuss Listen: Cult of Pedagogy Podcast Due: Learning Record/Reflection Week #6	Lesson Plan Connection • Standards Alignment Midterm Review
Week 9 3/18-3/22	Review for Midterm Due: 1. Photo of Standards Alignment work 2. English Learner Profile for Lesson Plan	Midterm
Week 10 3/25-3/29	Listen: <i>Cult of Pedagogy</i> Podcast https://www.cultofpedagogy.com/language-affirming-classrooms/	Language Demands (EdTPAs) (Slides with session content) I = MM/EX 7.1 I = U7.6 –a & b; U7.7 a & b In this session, previous learning from the ELA/ELD Framework is expanded upon by developing understanding around supporting language development by identifying language demands (incorporating edTPA descriptors). By addressing the key components of academic language — language function, vocabulary, syntax, and discourse—in their lesson plans, candidates can ensure their instruction aligns with the expectation that students receive the necessary language support to engage with content successfully.
Week 11 4/1-4/5	Read: Improving Education for Multilingual and English Learner Students (Handout or on Canvas) Be prepared to discuss Due: Learning Record/Reflection Week #9	Language Demands Cont'd
Week 12 4/8-4/12	Due: Learning Record/Reflection Week #10 (4 points)	Designated and Integrated ELD Strategies ELD Standards Part I (Slides with session content) • Scaffolds & Supports • Content Specific I - 7.11

		In this session, students explore Designated and Integrated ELD instruction, focusing on how both are integral to Tier 1 instruction for English learners. They review key concepts such as the dual obligation to develop English proficiency while providing access to grade-level content. Through observations (videos) and activities, students examine the relationship between ELA/ELD standards and content standards, and how it might apply to planning for instruction that supports English learners' language development and content understanding. The session emphasizes integrating both, ensuring ELD is not taught in isolation but is connected to academic instruction.
Week 13 4/15-4/19	Read: Zwiers, J. & Crawford, M. (2011) <i>Academic conversations: Classroom talk that fosters critical thinking and content understandings</i> Portland, ME: Stenhouse Publishers. Chapter 1 Be prepared to discuss Due: 1. Fieldwork Log and Reflections 2. Exit Ticket #11	Discussion: <i>Improving Education for Multilingual and English Learner Students</i>
Week 14 4/22-4/26	Due: Lesson Plan Signature Assignment	Guest Professional Panel
Week 15 4/29-5/3	Due: Guest Panel Reflection	<u>Designated and Integrated ELD Strategies ELD Standards Part II</u> (Slides with Class activities) P=U7.5 h & i, 7.6 a & b, and 7.7 a & b The <u>activities from this session</u> (slides 21 & 22) help teacher candidates practice TPEs 7.5(h & i), 7.6 a & b, and 7.7 a & b by providing opportunities to apply scaffolding strategies in the context of the close reading of disciplinary texts. They practice analyzing text structure and choosing appropriate graphic organizers as a means to support students' language development and ability to access complex text. Through these activities, candidates gain hands-on experience in selecting and implementing appropriate linguistic supports, monitoring student progress, and adjusting instruction to ensure both content comprehension and academic language acquisition. P - 7.11 Building on the previous class session, this session reviews the differences between Designated and Integrated ELD, central to TPE 7.11. Teacher candidates learn the components of focused ELD instruction. Group work reinforces the connection between the two types of instruction and the importance of using grade level content in both contexts. Students design text-dependent questions, scaffolding strategies, and sentence frames to support English learners, and develop vocabulary lists and visual/anchor charts for building academic vocabulary. Candidates also plan writing tasks and academic conversations (e.g., Socratic Seminars) to align with CA ELD Part I. These practices directly support TPE 7.11, emphasizing effective ELD instruction that includes scaffolding, vocabulary, and questioning to help English learners access grade-level content.

Week 16 5/6-5/10		Lesson Demos
---------------------	--	--------------