

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
Department of Secondary Educational

SED 529 Teaching English Learners in Multiethnic Classrooms

SYLLABUS

Fall 20XX

Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Course Description:

Required for candidates in all Single Subject Teacher Basic Credential Programs. Restricted to candidates officially admitted to the Credential Program or already possessing a teaching credential. Prerequisite: [SED 511](#). Corequisite: [SED 521](#). Addresses state and federal legal requirements related to English learners, the California English Language Development (ELD) Standards, school programs serving English learners, language acquisition, and teaching materials and strategies for English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE) to support content-area learning. Also focuses on diagnostic and other assessments for English learners. Completion of field-based activities is required.

Student Learning Outcomes

Single Subject Credential candidates will demonstrate proficiency in California's Teacher Performance Expectations (TPEs), which serve as the SLOs for the program:

- 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) Provide effective literacy instruction for all students.

Course Objectives:

- Identify legal requirements related to the education of English learners in secondary schools, including the California Coordinated Compliance Review Procedure.
- Analyze theories and models of school and classroom organization for English learners, elementary through adult.
- Apply theories of first and second language acquisition to ELD instruction and to SDAIE instruction.
- Identify components of an effective, balanced and comprehensive program at introductory, intermediate, and advanced levels of English Language Development instruction.
- Recognize the components for effective instructional delivery as described in ELD Standards, including orientation, presentation, models/modeling, structured practice, and guided practice lesson components.
- Utilize factors involved in emergent literacy to develop receptive (reading, listening) and productive (writing, speaking) competencies across the content areas for English learners.
- Design lessons with research-based strategies, including principles of UDL, for teaching in Specifically Designed Academic Instruction in English (SDAIE/sheltered) content area classrooms.
- Identify English learners' strengths and challenges in completing oral and written language tasks in relation to their linguistic backgrounds, academic abilities, and prior educational experiences.
- Analyze the academic language features of reading and other materials, learning tasks, and the California Content Standards and California English Language Development Standards in order to provide effective and scaffolded literacy instruction for English learners.
- Plan systematic and explicit differentiated instruction in the subject to meet the needs of English learners, including students with disabilities.
- Develop/adapt classroom assessments for use with English learners.
- Analyze the results of multiple types of assessment for English learners, including the English Language Proficiency Assessment for California (ELPAC).

Course Grade

Many area schools are moving towards standards-based/mastery/equitable grading. Research shows traditional grades can inhibit risk-taking in the learning process and can shift the focus from learning to earning points (Blum, 2020; Feldman, 2019). For the most part, the assignments that you will complete over the course of the semester will be on a credit/re-do/missing basis. I will not be assigning letter grades on most assignments, but will provide specific narrative feedback. If you do not receive the feedback that

you are hoping for or an assignment does not meet minimum expectations, you will have the opportunity to revise and resubmit.

Using your reflections and evidence of mastery in the learning outcomes as demonstrated in coursework, participation, and assignments, each student will respond to a self-evaluation, including evidence of learning, and will suggest a letter grade (matching the scale below) for the semester. If there is a discrepancy, as the instructor, I reserve the right to adjust the grade (up or down) to match the requirements and expectations of the course and will communicate that to you prior to submitting final grades.

A = assignments demonstrate exemplary proficiency in course learning outcomes

B = assignments demonstrate competence in course learning outcomes

C = assignments demonstrate minimal competence work in course learning outcomes

D = assignments demonstrate approaching competence in course learning outcomes

F = insufficient evidence to determine competence in course learning outcomes

The following assignments ask that you observe, describe and analyze various aspects of schooling for culturally and linguistically diverse students.

Class attendance and participation (includes attendance and active participation in ALL class and/or online activities)

District ELL Master Plan Report

Field Observation Report

Lesson Plan Evaluation (*Group assignment*)

Modified Instructional Plan with objectives, activities, strategies, and assessments (*Group assignment*)

****Please note that all assignments must be completed in order to receiving a passing grade.**

Week	Topics	Activities	Assignments	TPEs and levels (I, P, A)
1	Review Course	Introductions Syllabus and Expectations Central Course Questions	Read the Syllabus Complete the Student Information Sheet AND Wright – Ch.1 (all on Canvas)	
2	English Language Learners: Characteristics & Needs	ELL State Demographics Student Needs	Walqui – Who are our students; Dutrow, S. - <i>What's Language Got to do With it?</i> (both on Canvas) In groups, analyze various profiles of linguistically diverse students to determine L1, L2 proficiency and content knowledge (work is collectively recorded on a Google doc for future use in lesson analysis and modified instructional plan projects)	TPE 4.5, 6.2 I TPE 1.1 P
3	History, Legislation & Policy	Federal & State Law: 14 th Amendment, Civil Rights Act/Title VI, EEOA, Lau v. Nichols, Castañeda v. Pickard, Gomez v. Illinois SBOE, Keyes v. School District #1, Plyler v. Doe, Proposition 227, Prop 58 NCLB/ESSA Organizational Models	Read: Wright – Ch. 4 & 5 Students read and write about policies, court cases, and legislature that have impacted the instruction of linguistically diverse students.	TPE 6.7 I, 6.7 P
4	Language Structure and 1 st /2 nd Language Acquisition	The Structure of Language; Language functions; Non- verbal communication L2 Acquisition	Read: Wright – Ch. 3	
5	Language Structure and 1 st /2 nd Language Acquisition	Continue topics from previous week	Read: Wright – Ch. 2 Students examine various examples of language behaviors to determine if the behavior is a result of second language acquisition or a learning disability.	

6	Assessment: English Learner Proficiency Assessments	Assessment: English Learner Proficiency Assessments for California (ELPAC)	Read: Wright- Ch. 6 DUE: District EL Master Plan Report (via Canvas) Students read and write about how to use ELPAC score data for instructional planning.	TPE 5.1, 5.3, 5.6, 5.8 I TPE 5.6 P
7	Assessment: The English Language Development Standards (<i>ELD Standards</i>) & the new Common Core	What are the ELD standards? ·How do they relate to the ELA Standards? ·How do we use them? ·Language Proficiency Assessments	Read: Heritage, Walqui, & Linquanti – The Role of Formative Assessment AND The Role of Summative Assessment (both on Canvas) Students examine examples of K-12 EL student oral language samples and use a diagnostic rubric to identify strengths and areas of need in oral English.	TPE 5.2 I, 4.1, 5.1, 5.2 P
8	Specially Designed Academic Instruction in English (SDAIE): Part I	·key concerns ·methods/strategies ·materials: choosing them wisely	Read: <i>SDAIE for Language Minority Students</i> Genzuck, M. (on Canvas) Students identify key aspects of SDAIE strategies and discuss how SDAIE is more than “just good teaching”.	TPE 2.5, 2.6 I
9	Specially Designed Academic Instruction in English (SDAIE): Part II	SDAIE IN THE CONTENT AREAS	Wright Ch. 10 AND On Canvas look for a file with your content area readings. Choose one article to read from the file Students examine and evaluate examples of culturally relevant lesson plans, determining how the lessons value students’ culture, prior knowledge, and intelligence.	TPE 4.3, 6.2, 7.9 I TPE 1.3, 1.4, 2.2, 4.3, 4.4, 7.3, 7.9 P

10	English Language Development (ELD): Part I	Effective programs Primary Language Support	Wright – Ch. 11 DUE: Field Report 1 Sheltered Content Area/SDAIE Classroom (via Canvas) Students practice using the ELD standards for planning.	TPE 7.7, 7.11 I, 7.7, 7.11P
11	English Language Development (ELD): Part II	Reading & Writing	Wright – Ch. 8 & 9 Students engage in simulated activities that scaffold challenging texts for struggling readers and writers.	TPE 7.1, 7.4, 7.5, 7.6, 7.8 I, 7.1, 7.4, 7.5, 7.6, 7.8 P
12	Designing Instruction for English Learners	Planning from the bottom up · methods/strategies · materials	Walqui, & Van Lier – Designing Instruction (on Canvas) Students work in groups to evaluate lesson plans, for use of SDAIE strategies and other necessary accommodations. Due: Modified Lesson Plan (via Canvas)	TPE 3.5, 3.7 I, 3.2 3.3, 3.5, 4.7 P
13	Sociolinguistics: Language, Culture, and Academic Achievement	The study of language across cultures; bilingualism, politics of language Implications for classroom teaching and learning	Read: <i>Enhancing achievement for language minority students</i> García, S.B., Wilkinson, C.Y. & Ortiz, A.A. (on Canvas)	TPE 6.2 P
14	Sociolinguistics: Language, Culture, and Academic Achievement	The study of language across cultures; bilingualism, politics of language Implications for classroom teaching and learning		TPE 6.2 P
15	Course Wrap Up		Due: Modified Instructional Plan	

Name and brief description	TPEs Assessed
<p>District EL Master Plan Report: Obtain the <i>English Language Learner Master Plan</i> document from a school district to which you have access. Read through the policy material and reflect upon the following:</p> <p>A. District Philosophy B. Identifying, Assessing, Placing of EL students C. Parents and Community D. Conclusions</p>	<p>TPE 5.7, 6.4 I, 5.5, 5.7 P</p>
<p>Field Report 1 Sheltered Content Area/SDAIE Classroom: The purpose of field observation report is to reflect on your field experiences. This report requires that you observe, describe and analyze various aspects of the schooling of English Learners.</p>	<p>TPE 1.6, 1.8 P</p>
<p>Modified Lesson Plan Analysis: To further develop your knowledge and skill in teaching English language learners you will have the opportunity to analyze a lesson plan from your content area that incorporates methods and strategies learned in class.</p>	<p>TPE 6.1 P</p>
<p>Modified Instructional Plan: Organizing instruction for English Language Learners around specific themes can assist teachers in the selection of content for depth rather than breadth of coverage. As a teacher of English Language Learners you should select high-priority content rather than attempt to duplicate the mainstream, grade-level curriculum. Such an approach provides opportunities for students to understand related concepts and principles rather than focus on discrete bodies of knowledge. For this reason, you will be given the opportunity to modify an already existing lesson plan in a content area, such as Science, Literature and Composition, Mathematics, Social Studies, etc.</p>	<p>TPE 1.4, 1.5, 1.6, 1.8, 3.3, 3.5, 4.3, 5.2, 5.7, 7.1, 7.4, 7.5, 7.6, 7.7, 7.9, 7.11 A</p>

SED 529 Teaching English Learners in Multiethnic Classrooms **TPE Index**

Pages on which TPEs are **Introduced are in yellow**, **Practiced in teal**, and **Assessed in green**.

<p>TPE 1 Engaging and Supporting All Students in Learning</p> <p>1.1 p. 4</p> <p>1.3 p. 5</p> <p>1.4 p. 5, 7</p> <p>1.5 p. 7</p> <p>1.6 p. 7, 7</p> <p>1.8 p. 7, 7</p> <p>TPE 2 Creating and Maintaining Effective Environments</p> <p>2.2 p. 5</p> <p>2.5 p. 5</p> <p>2.6 p. 5</p> <p>TPE 3 Understanding and Organizing Subject Matter for Student Learning</p> <p>3.2 p. 6</p> <p>3.3 p. 6, 7</p> <p>3.5 p. 6, 6, 7</p> <p>3.7 p. 6</p> <p>TPE 4 Planning Instruction and Designing Learning Experiences for All Students</p> <p>4.1 p. 5</p> <p>4.3 p. 5, 5, 7</p> <p>4.4 p. 5</p> <p>4.5 p. 4</p> <p>4.7 p. 6</p>	<p>TPE 5 Assessing Student Learning</p> <p>5.1 p. 5</p> <p>5.2 p. 5, 5, 7</p> <p>5.3 p. 5</p> <p>5.5 p. 7</p> <p>5.6 p. 5, 5</p> <p>5.7 p. 7, 7, 7</p> <p>5.8 p. 5</p> <p>TPE 6 Developing as a Professional Educator</p> <p>6.1 p. 7</p> <p>6.2 p. 5</p> <p>6.4 p. 7</p> <p>6.7 p. 4, 4</p> <p>TPE 7 Providing Effective Literacy Instruction</p> <p>7.1 p. 6, 6, 7</p> <p>7.3 p. 5</p> <p>7.4 p. 6, 6, 7</p> <p>7.5 p. 6, 6, 7</p> <p>7.6 p. 6, 6, 7</p> <p>7.7 p. 6, 6, 7</p> <p>7.8 p. 6, 6</p> <p>7.9 p. 5, 5, 7</p> <p>7.11 p. 6, 6, 7</p>
--	---