EDU 515: Foundations of English Language Development
Winter 2023 Syllabus

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Location: HTH GSE Forum Classroom 228
Course meetings: Tuesdays 4:45am- 7:45pm (February 21- March 21, plus one asynchronous session)

Course Overview
In this course, candidates will learn what the EL classification means for students, how to support students and families, and focus on scaffolding and modeling strategies to help ensure the success of English language learners in an inclusive academic environment. Candidates will examine the theoretical perspectives of second language acquisition, explore teaching strategies for newcomer, emerging and developing English language learners, and practice applying such strategies in their student teaching assignments.

Course Objectives
Throughout this course, candidates will:
1) *learn best practices for supporting students and their families, building a safe and culturally relevant classroom community for all students.*
2) *examine research-based theories and their relationships to (a) principles of human learning and development; (b) pedagogical strategies and options; (c) curriculum, instruction, and assessment; and (d) student accomplishments, attitudes, and conduct.*
3) *learn how a teacher's beliefs, expectations, and behaviors strongly affect learning on the part of student groups and individuals.*
4) *examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers.*
5) *learn to create and maintain well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being.*
6) *examine principles of educational equity, diversity, cultural and linguistic responsiveness and their implementation in curriculum content and school practices for all students.*
7) *learn how to maximize academic achievement for students using sound and wise assessment practices that foster student academic growth and growth mindsets.*
8) *prepare to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, home languages, skills and abilities of student populations; and by applying appropriate pedagogical practices informed by sound theory and research that provide access to the core curriculum and lead to high achievement for all students.*
9) *develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom and will understand that students may be represented in multiple subgroups.*

Alignment with California TPEs
This course will support candidates in learning, applying, and reflecting on the competencies specified by the California Teaching Performance Expectations (TPEs). As part of this process, candidates will receive feedback from program faculty on weekly "Put it to Practice" (PITP) assignments. PITP assignments ensure that coursework supports fieldwork experiences. Each assignment is aligned to specific TPEs and is designed to measure and provide feedback on a candidate's ability to plan, teach, assess and redesign. Additionally, cooperating teachers and fieldwork supervisors align their coaching and feedback to the theory and practice being explored concurrently through the coursework.

Throughout EDU515 and upon course completion, the following TPE competencies are introduced (I), practiced (P) and/or assessed (A):

- ➢ TPE 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. (I, P and A)
- ➢ TPE 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. (I)
- ➢ TPE 1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. (I, P and A)
- ➢ TPE 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning. (I, P)
- ➢ TPE 2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. (I, P)
- ➢ TPE 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom. (I, P)
- ➢ TPE 2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families. (I, P)
- ➢ TPE 3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. (I, P and A)
- ➢ TPE 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (I)
- ➢ TPE 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment. (I, P and A)
- ➢ TPE 4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. (I, P)
- ➢ TPE 4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; and use of community resources and services as applicable. (I, P and A)
- ➢ TPE 4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. (I, P and A)
- ➢ TPE 5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics. (I)
- ➢ TPE 5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. (I)
  TPE 5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. (I)

➤ TPE 5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction. (I, P)

➤ TPE 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. (I, P and A)
TPE 6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (I, P and A)

➤ TPE 6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. (I, P and A)

Course requirements (detailed information on last page)

A. **In Person Meetings.** Teacher apprentices are expected to attend most course sessions (4:45-7:45 PM) and actively participate in discussions. In the event that you will miss a class, please contact me before class and request make-up assignments.

B. **Put It To Practice (PITP) with Readings & Reflections**
All PITP assignments are opportunities to try the strategies you are learning in the real contexts of your schools as well as opportunities to reflect on what you are learning along the way. These will be posted in Google Classroom for EDU 515. It is expected that you will comment on the post of your assigned CFF (Critical Friend Forever). You are also encouraged to read and respond to the posts of others in our class.

C. **Scaffolding a Unit or Project (_Design lesson sequence_).** Teacher apprentices will choose a 3 lesson series from their own practice, aligning lessons with California ELD Standards, their own content standards, and the TPEs with a description of the ways in which they will scaffold instruction to ensure the success of EML students in the 4 areas of language development.

D. **Presentation of the lesson plans**. Teacher apprentices will present their project as a final assessment. The presentation will include an overview of the lessons content, and key lessons learned from the process from planning, to execution to assessment.

Expectations & Assessment

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a final project and presentation, where the participant presents and receives written feedback from peers and course instructor. Contributions to discussion forums and Powerschool PITP are not assessed formally, but are assessed for completion and serve as an essential component of the ongoing dialogue with peers and the instructor. The instructor recognizes that assessment is a two-way street and invites critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of the audience and how to make a broader impact on the educational community. Each student's participation in this course will be assessed in accordance with the following criteria:

Pass: Student's class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final assignments must "meet" or "exceed" the criteria stated on the rubric and students will be required to revise their work if they "approach" the criteria. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fails to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final assignments are missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. If a candidate misses 2 or more class meetings, she/he will be required to take the course the following year; this means that the candidate cannot be recommended for his/her Preliminary Credential at the end of year 1. In extreme cases, please talk to the instructors if you must miss class or need an extension.

Course Texts and Additional Resources

Bailey, Alison L., and Mikyung Kim Wolf. "The Challenge of Assessing Language Proficiency Aligned to the Common Core State Standards and Some Possible Solutions."*Understanding Language | Language, Literacy, and Learning in the Content Areas.* Stanford University, n.d. Web.

Delpit, L. D., & Dowdy, J. K. (2008). *The skin that we speak: Thoughts on language and culture in the classroom.* New York: New Press.

Echevarria, Jana, Maryellen Vogt, and Deborah Short. (2004) *Making Content Comprehensible for English Learners: The SIOP Model.* Boston: Allyn and Bacon.

Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling & mentor texts.* Portsmouth, NH: Stenhouse.

Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain.* Thousand Oaks: Corwin Press.

Hollie, Sharroky. (2018) *Culturally and Linguistically Responsive Teaching and Learning.* Huntington Beach, CA: Shell.

Lems, Miller & Sorro. (2010). Teaching Reading to English Language Learners. New York: The Guilford Press.

Linquanti, Robert, and H. Gary Cook. *Toward a "Common Definition of English Learner."* CCSSO. Web.
The Literacy Solution: A System for Reading Comprehension. (2003). Monrovia, CA: Action Learning Systems.

Reiss, J. (2012). *120 Content Strategies for English language Learners: Teaching for academic success in secondary school.* Boston, MA: Pearson/Allyn and Bacon.

Santa, A. O. (2004). *Tongue-tied: The lives of multilingual children in public education.* Lanham: Rowman & Littlefield Publishers.

Soto (2012). *ELL Shadowing as a Catalyst for Change.* Thousand Oaks: Corwin.

Walqui, Aida, and Margaret Heritage. "Instruction for Diverse Groups of English Language Learners." *Understanding Language | Language, Literacy, and Learning in the Content Areas.* Stanford University, n.d. Web.

Quinn, H., Lee, O., & Valdes, G. (2012). *Language demands and opportunities in relation to Next Generation Science Standards for ELLs.* In Understanding Language Conference. Stanford, CA.

Moschkovich, J. (2012). *Mathematics, the Common Core, and language.* Teachers College Record, 96(3), 418-431.

Bunch, G., Kibler, A., & Pimentel, S. (2012). *Realizing opportunities for ELLs in the Common Core English Language Arts and disciplinary literacy standards.* In Proceedings of the Understanding Language conference.

Vygotsky, L. S. (1987a). Thinking and speech. (N. Minick, Trans.). In The Collected Works of L. S. Vygotsky, Volume 1: Problems of General Psychology (pp. 39-285). New York: Plenum Press.

van Lier, L., & Walqui, A. (2012). Language and the common core state standards. Commissioned Papers on Language and Literacy Issues in the Common Core State Standards and Next Generation Science Standards, 94, 44.

Tentative Course Schedule for Foundations of English Language Development
(Subject to change based on student needs)

Session 1 **2/21/23**	**Who are our Emergent Bilingual & Multilingual learners?** ● Welcome activity & CFF Friend Finders! ● ***KWL: Know, Want to Know, Learned*** ● Vocabulary Activity & Debrief ● **Jigsaw Reading #1:** The Language of EML Support ● ***KWL: Know, Want to Know, Learned*** ● Unpacking the lesson (teacher hats) ● Gathering Data & Student Information activity! (prepare for this week's put it to practice) ● Course & Syllabus overview Activity ● Closing & Questions	**Put it to Practice #1: EML Scavenger Hunt** Fill out this sheet for your school & classroom Post to Google Classroom Comment on your CFF's post **Optional Reading for Enrichment:** English Learner Toolkit Teaching Reading to EML Learners Teaching English in The United States **Review & Begin Planning for the Final Project** Linked Here

Session 2
2/28/23
	The EML Toolkit & Teaching Strategies
	EML Toolkit, SDAIE & G.L.A.D
	● Math Demo
	  o Vocabulary & Visuals Match Game
	  o Pictorial Input Charts
	  o GLAD Release
	● **Jigsaw Reading #2:** Strategies and Considerations for Support
	● Closing & Questions
		Put It To Practice #2: Best Practices Snapshot
		Record 1-3 clips (about 30 seconds) **or photos** from activities you believe are ***well scaffolded for EML students to access content and which demonstrate the creation of a language rich classroom***. Post the video clips or photos along with your response to the **reflection question**s below. If you post photos, please provide a brief description if it is needed to understand what is in the photo.
		Based on Observation:
		● What does it mean to scaffold for students?
		● What ideas are emerging for you as you prepare to teach in classrooms with students of diverse backgrounds?
		● How will you support EML students?
		
		Optional Reading for Enrichment:
		READ: Reiss, Chapter 8 OR Chapter 9 Vocabulary development
		READ: Gibbons, Chapter 4 From Speaking to Writing
		READ: Instruction for Diverse Groups of ELL Students
		READ: Evidence Based Practices
		
		Continue working on final project

Session 3 **3/7/23**	**Looking at Student Work: Assessment** ● Welcome activity ● Dilemma Consultancy & Peer Feedback Time ● Project Q&A ● Course Feedback Form, Reflection & Throughlines	**Put It To Practice #3: Looking at Student Work** *Assess student work (exit cards, lesson assessment, pre-assessment activity, quick write, application exercise, reflections, etc) and write a reflection to post to Powerschool.* The work does not have to be assigned by you. You can help your cooperating teacher evaluate work. **In your reflection, respond to the following:** 1. What are things you learned about your focus student(s)? 2. What are the needed next steps for instruction? 3. What supports do you notice would be helpful?

		(extension, re-teach, pre-teach, vocabulary review/ preview, note catchers, exemplars, etc.) **Optional Readings for Enrichment** READ:
Session 4 **3/14/23**	**Protocols for Close Reading & Discussion Activity** ● Case study Reading & Discussion ● Unpack the strategies ● Assessment **Final Project Check In Activity** **CFF Planning & Feedback Time** **Questions**	**Put It To Practice #4: Interviews or Shadow a Student** Either: Interview one student classified as EML using this empathy interview protocol ~OR~ Shadow and EML student through two full classes using this observation tool Post your reflection in Powerschool Comment on your CFF's post. **Optional Readings for Enrichment:** Overview of EML Shadowing Process & Purpose READ: España/Herrera, Chapter 1 READ: Reiss, Chapter 1 ELAC Toolkit
Session 5 **3/21/23** **Zoom**	**Family Outreach & Culturally Inclusive Classrooms** ● Building Background Knowledge ● Partner/ Small Group Reading (excerpt) ● Parent Panels & Empathy Interviews ● Q & A ● Reflections: In what ways did you learn to better support students and their families? Why is supporting families so important for EML students? **Final Presentations** ● Small groups ● Providing Feedback **Course Evaluation** **Questions**	**Final Course Project: 3 Lesson Sequence & Overview Presentation** Submit final Unit/Project/Lesson Sequence in Powerschool Link for description & Lesson Template Rubric for lessons Presentation Guidelines Presentation Rubric Optional activities for enrichment READ: Gibbons, Chapter 3 READ: Gibbons, Chapter 8
Session 6 **3/28/23**	**Asynchronous Session** Submit Unit Plans with a reflection to Google Classroom. Give feedback to your CFF: 2 celebrations, one suggestion or idea, and one question to further the work.	**¡Gracias por todo!** **¡Disfruten de sus vacaciones!** Resource Share: Project Backwards Planning Document