

**California State University Stanislaus
Department of Teacher Education**

**40588 EDMS 4150-02: Methods in Multilingual Education
Course Syllabus ~ Fall 2008, 3 Units**

10.10.2008

Instructor: Dr. Joan Wink

Office Phone: 209.667.3357

Office Hours: By Appointment; contact jwink@csustan.edu.

Available on Bb 24/7

DBH #319: Oct. 24, 2-4; Oct. 28, 3-4:30; Oct. 30, 3-4:30; Dec. 1, 2-4 (Dr. Roe); Dec. 15, 1-3 (Dr. Roe)

Class time/date: Mondays, 4 p.m. to 10 p.m. and partially online (Bb)

Face-to-Face Classes Required: Oct. 27, Nov. 3, & Dec. 1 (Dr. Roe), & Dec. 15, 2008 (Dr. Whitehead-van Loben Sels).

If you have to miss a class, see instructor immediately.

Class Location: C 103

College of Education Mission

The mission of the College of Education is to undertake the professional preparation of teachers and school service professionals, as identified by state legislative and administrative law. The faculty of the College of Education is committed to meeting the rightful expectations of the public regarding the education of effective and dedicated professionals and creating a student-centered learning paradigm. The College of Education is also committed to broadening and deepening the pool of educators to reflect the diversity of its school populations.

Our Vision

The professional preparation programs in the College of Education have a shared vision: to prepare teachers and service personnel who impact positively and optimally on the achievement of all P-12 students in academic and non-academic areas. The attributes that are the foundation for our school-based preparation programs are high standards, academic rigor, and intellectual integrity. CSU Stanislaus, College of Education has an enduring commitment to the preparation of professionals who are:

- Competent in their chosen areas,
- Able to integrate subject-matter content with pedagogy appropriate to their field of study,
- Culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners,
- Committed to self-assessment and reflection,
- Partners, educational advocates, and leaders at the school level and in the wider community, and

- Uses of technology that enhances teaching and learning.

Purpose

Methods of Multilingual Education is designed to provide an overview of theory, methodology and assessment for first and second language development in the PK-12 schools. It will emphasize the cultural origins and politics of language and literacy in relation to the needs of students, families and teachers in a pluralistic society.

Course Goals/Student Outcomes

Students successfully completing this course will:

1. Understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including English Language Development and the relationship to the state-adopted reading/language arts student content standards.
2. Use materials, apply strategies and methods for English Language Development to the rapid acquisitions of listening, speaking, reading and writing skills in English comparable to those of their grade level peers more fluent in English.
3. Become familiar with state and federal laws pertaining to the education of English learners and how they impact student placement and instructional program.
4. Recognize the characteristics of linguistic development, first and second language acquisition and how first language literacy connects to second language development.
5. Be able to demonstrate instructional practices that promote English Language Development, including management of first and second languages, classroom organization, and participation of specialists and paraprofessionals.
6. Be able to demonstrate systematic instructional strategies designed to make grade appropriate or advanced curriculum content comprehensible to English learners.
7. Be able to apply various assessment models for English learners. Students will understand the purposes, content and use of CELDT.
8. Recognize the importance of family, background, and experiences that students bring to the classroom and to the language acquisition process.

Required Reading

NOTE: Access to the internet is a requirement for this course. We will be using Blackboard (Bb) for course content and participation. If you have never used Bb, a training site is available at: <http://its.sdsu.edu/blackboard/student/>

See complete list of references, which is provided separately.

**Week One – LIVE, face-to-face class. Mandatory Class.
October 27, Monday, 4 to 10 p.m., C103**

**4 p.m. Introductions
Open Letter to Students**

<http://www.joanwink.com/openletter.html>

Language Acquisition via Graphics/Pictures

<http://www.joanwink.com/sched.html>

Scroll down to TESOL '08, April 3-5

What is ELD? What is SDAIE?

Defining Bilingual Education in Various Contexts, pp. 97 to 101 from
Teaching Passionately: What's Love Got To Do With It? by Joan & Dawn Wink
www.joanwink.com/paped/pp_pgs97-101.html

The ELD standards can be downloaded at
<http://www.cde.ca.gov/ta/tg/el/admin.asp>.

Lesson Plans for ELD and for SDAIE

<http://www.joanwink.com/charts/eld-sdaie-0208.pdf>

Good Demo of SDAIE lesson

<http://lightbridge.sonoma.edu/lightbridge/lessons/publish/73/main/introduction.hrm>

Bb, Course Documents, a Lesson Plan Folder

5 Levels of Language in Public Schools Today

- (1) Beginning**
- (2) Early Intermediate**
- (3) Intermediate**
- (4) Early Advanced**
- (5) Advanced**

Descriptions of Each Level of Proficiency

<http://www.enl.ips.k12.in.us/ell/default.aspx>

<http://dpi.wi.gov/ell/pdf/elp-levels.pdf>

http://www.tesol.org/s_tesol/sec_document.asp?CID=1186&DID=5349#levels

[http://www.bethunems.org/ourpages/auto/2008/8/29/1220043550834/Instructional Programs English .pdf](http://www.bethunems.org/ourpages/auto/2008/8/29/1220043550834/Instructional%20Programs%20English.pdf)

http://www.everythingsl.net/in-services/language_stages.php

Stage I: Pre-production

Stage II: Early production

Stage III: Speech emergence

Stage IV: Intermediate fluency

Stage V: Advanced Fluency

Good Overview:

http://www.lbschools.net/Main_Offices/Curriculum/Services/PALMS/pdf/EL_FAQs.pdf

7 p.m.

TPA Information on Bb

TPA 2 with CREDE Centers

TPA 2, Designing Instruction (ELA and Math)

Domains(standards) to TPEs to TPAs (posted on Bb, Course Documents)

Good strategies to help students learn more effectively:

Understanding, talking, reading, writing

Non-verbal communication

Scaffolding, manipulatives, realia

Wait-time

Probing

Activating Prior Knowledge

Summarizing: Orally or in writing

Identify similarities and differences

Non-linguistic representations/graphic organizers

Cooperative learning/collaboration

Setting goals/students need to understand the learning objective.

Providing feedback

Generating/testing hypotheses

Practice: guided and independent

Our focus: Bilingual Students (ELs) – Each CSUS student will “shadow” one bilingual student in the public schools.

TPA 2 Steps/Tasks

Using CREDE Activity Centers and the lesson format at the end of the syllabus, your task is to create/practice/share one lesson plan for an early language learners (ELD strategies) and one for an intermediate language learner (SDAIE strategies).

First, we will look together at a shorter lesson plan

<http://www.joanwink.com/charts.html>. In CREDE Activity Centers, you will work on longer lesson plan format.

Step 1: Academic Content Selection & Learning about Students

Step 2: Learning About Two Students

Step 3: Planning for Academic Instruction for the Whole Class

Step 4: Lesson Adaptations for the Two Focus Students

Step 5: Reflection on Connecting Instructional Planning to Student Characteristics

For the Reflective Cycle/Action Research, go to

www.JoanWink.com

Free to a Good Home (scroll down)

TPA 2: No permission slips needed for the real TPA next semester.

http://blackboard.csustan.edu/webapps/portal/frameset.jsp?tab_id=2_1&url=%2fwebapps%2fblackboard%2fexecute%2flauncher%3ftype%3dCourse%26id%3d1841_1%26url%3d

TPA 3: Permission slip needed for the real TPA next semester.

For our class, permission slip is needed and is attached to this syllabus.

9:00 p.m.

The syllabus/assignments/expectations of class

Students' responsibilities for the next week

- Visit Bb and print all TPA materials needed. Study syllabus and handouts. Question will be posted on Blackboard (Bb); respond by Th midnight.
- Permission Letter to work with a bilingual student
 - Find your bilingual student to shadow.
 - Get signed permission letters (return letters/signed Week 2)
- Sign up for *WinkWorld*,
<http://www.joanwink.com/sign-up.html>

**Week Two – LIVE, face-to-face class. Mandatory Class.
November 3, 4 to 10 p.m., C103**

DUE: signed permission letters

4 p.m.

Mamas, Meaning, and Motivation

<http://www.joanwink.com/paped/pp-mamas.html>

Bilingual Basics

<http://www.joanwink.com/research/bilingualbasics.pdf>
2.28.08

My People Made It Without Bilingual Ed: What The Matter With Yours?

<http://www.joanwink.com/paped/pp-mypeople.html>

Wink, J., & Wink, D. (2004). Teaching passionately: What's love got to do with it?
Boston, MA: Pearson/Allyn/Bacon.

7 p.m. – Focus on TPA 3 with CREDE Centers

TPA 3, Assessing Learning (ELA & Math)

Our focus: Bilingual Students

- Step 1: Assessment Selection and Planning for the Whole Class
- Step 2: Learning About Students: Whole Class and Two Focus Students
- Step 3: Assessment Adaptations for Two Focus Students
- Step 4: Giving the Assessment to the Whole Class, Including Two Focus Students
- Step 5: Analyzing Evidence of Student Academic Learning
- Step 6: Reflection on Assessment Implementation and Student Learning

In Practice TPA Task 3: Classroom Assessment of Academic Learning Goals, students will actively practice assessment. Our class is focused on English Learners Assessment.

For the real TPA, you will need to give an assessment (for example, the SOLOM) to a group, but select a high, mid, and low scorer to analyze.

Quick Overview of Assessment:

- IDENTIFY individual needs of students
How? Why? Who? When? What?
- SERVICE
How? Why? Who? When? What?
- MONITOR/FOLLOW-UP/FORMATIVE
How? Why? Who? When? What?

•TPE 3: FIVE PERMISSION SLIPS NEEDED ON TPA SECTION OF Bb
See Announcements (English and Spanish is available)
2fwebapps%2fblackboard%2fexecute%2flauncher%3ftype%3dCourse%26id%3d_1841_1%26url%3d

SOLOM assessment is attached at the end of the syllabus.

<http://www.google.com/search?client=safari&rls=en-us&q=SOLOM&ie=UTF-8&oe=UTF-8>
<http://www.cal.org/twi/EvalToolkit/appendix/solom.pdf>

California English Language Development Test (CELDT)

www.cde.ca.gov/statetests/celdt/celdt.html

<http://www.cde.ca.gov/ta/tg/el/>

<http://www.cde.ca.gov/ta/tg/sa/pid.asp>

<http://www.cde.ca.gov/ta/tg/el/spanish.asp>

<http://coe.sdsu.edu/people/jmora/Prop227/celdt.htm>

http://www.sdkrashen.com/articles/krashen_celdt.pdf

<http://www.google.com/search?client=safari&rls=en-us&q=CELDT&ie=UTF-8&oe=UTF-8>

Authentic Assessment Rubric Banks/See References for Class

Week Three - Monday, Nov. 10 ONLINE only

Discussion Board Assignment Only: Instructor will post specific questions based on the content of the first two weeks of class. Your task is to reread and rethink all. Specific questions will be posted for your responses.

First reflection (200 words) of shadow student due on Discussion Board of Bb.

Shadow student in public schools.

Take a copy of Reflective Cycle, <http://www.joanwink.com/charts.html> to capture your observations of the shadow student. Use these notes to write your narrative reflection on Bb.

Week Four – Monday, Nov. 17 ONLINE only

Read. Question will be posted on Bb.

Academic Language Proficiency by Clara Brown and Steve Krashen

<http://www.joanwink.com/newsletter/archive.html>

Scroll down to October 2007

WinkWorld, October 2007

<http://www.joanwink.com/newsletter/2007/news1007-intro.html>

http://www.sdkrashen.com/articles/krashen_celdt.pdf

Use the *EL Student Shadowing Observational Tool* to capture your observations of the shadow student. Use these notes to write your reflection for Bb.

CSUS students teach ELD lesson in the public school; teach to a small group using the shorter lesson plan, <http://www.joanwink.com/charts.html>. Your second (200 words) reflection will be posted on Discussion Board.

Week Five – Monday, Nov. 24 ONLINE only

CSUS students teach SDAIE lesson to a small group in the public school.

Third reflection (200 words) due on Bb.

Use *Action Research* <http://www.joanwink.com/charts.html> to capture your observations of the shadow student. Use these notes to write your narrative for Bb.

Week Six – LIVE, face-to-face class

December 1, Monday, 4 to 10 p.m., C103

4 p.m.

Dr. Chris Roe

5 Step Lesson Plan with Rubric. This is an in-class CREDE activity.

DUE: ELD lesson plans
DUE: SDAIE lesson plans

7 p.m.

Final TPA 2 and TPA 3 Practice Submissions (ELD and SDAIE lessons) (10 points each)

Dr. Roe will check off the two practice TPAs required in this class.

TPA 2 and 3 can follow the format used the first night of class.

Week Seven – Monday, Dec. 8 ONLINE only

Final Test Question will be posted on Bb. (10 pts.) The test question will focus on connections with TPAs and presentation/content from Weeks One and Two in class. Due Monday, 8th (Please, note that you have the full week to complete this.)

SOLOM will be given to the shadow student.

Week Eight – Monday, Dec. 15 Last Class

4 to 6 p.m. Attendance required: Culture in-class test

Dr. Sharon Whitehead-van Loben Sels

After this last face-to-face, 2 hour class, instructor will post one last Discussion Question based on the connections between TPAs and culture. (10 pts.)

DUE: SOLOM assessment, plus teacher signature, plus work samples.

Evaluation of Student Performance**Points**

Shadow 1 Bilingual Student	
Discussion Board Reflections Wks 3, 4, 5, 6	
10 pts. each reflection on student	40
Discussion Board weekly/responses to colleagues	10
Practice TPA/ELD lesson presentation Wk 6	10
Practice TPA/ SDAIE lesson presentation Wk 6	10
Assessment/SOLOM of “shadow” student Wk 7	10
Test: Written final on Bb, Wk 7	10
Test: Culture’s Impact on a Student, Wk 8	10
Total Points	100

Grading

96-100 A

95-90 A-
89-88 B+
84- 80 B
87-85 B
79-78 C+
77-75 C
74-70 C-

-

Anything C- or below is a failure for Teacher Education Credential Program Credit

Grade Performance Expectations:

A = Excellent performance. Work is exemplary and worthy of emulation by others. Student constructively contributes to the learning environment.

B = Above average performance. All assignments are complete, on time and exhibit a complete understanding and an ability to apply concepts.

C = Average performance. Student accomplishes minimum requirements or does not complete all assignments. Oral and written communication is at an acceptable level for a college student.

D = Below acceptable performance. Student shows only basic understanding of the material or does not meet all assignment requirements as described in this syllabus.

F = Work is not passing. Student's work is incomplete, chronically late, or does not apply information and concepts in a satisfactory manner.

Course Requirements

Attendance & Participation

Prompt and on-time attendance is required for all-face-to-face classes. If a student misses a class, 5 points may be deducted; talk with the instructor before missing any class. Likewise, students are expected post *M, T, W, or Th* midnight; the instructor responds *F, S, & S*. It is the instructor's discretion if points are deducted if posts are not made in a timely manner. Students who arrive late or leave early from any of the face-to-face classes will be deducted 2 points each class.

If you have to miss a class, or are late to post, discuss the matter with the instructor prior to the event. Post as soon as you can, even if you've missed the deadline. Instructor reserves the right to accept late submissions. Active, thoughtful and reflective participation is required through class readings, discussions, activities, and assignments in class, and on Blackboard. Participation points will only be earned by active, polite ON TIME and substantive participation. Cheating and / or dishonesty is unacceptable and will be immediately reported to the Department Chair (me) and the MSCP Coordinator. In addition immediate failure in this course will result.

Shadow an English Learner CSUS students will shadow two multilingual/bilingual students (one early language learner/ELD and one intermediate language learner/SDAIE) for a total of at least 3 hours, one hour before recess and another hour after recess. During recess they should collect information from the child and from the

teacher or other adults that work with that child. Students will take “snapshots” every 5 minutes using the EL shadowing data collection sheet. From the data sheet, students will create percentages of time engaged in listening, speaking, reading, or writing. Information will be gathered from the teacher and student to complete. This activity will provide the background information needed for TPA Task 2: Student 1: An English Learner.

The schedule for how-to-proceed:

Week One: Find the school, the “shadow” student. Make arrangements with teacher and staff at school regarding your plans for shadowing the students. After making the arrangements, use the Permission Form, and returned it Week Two, signed by the teacher. Go to www.JoanWink.com, Free to A Good Home, and download the Reflective Cycle and the Action Research. Practice your reflection as you write on these templates. Find other reflective guidelines, if you choose, using a web search.

Week Two: Bring the signed Permission Letter to class. Begin the shadowing process. Practice your reflections using the Reflective Cycle. Share with one colleague for feedback. No need to share the first one on Bb.

Week Three: One reflection on “shadow” student due on Discussion Board.

Week Four: One reflection on “shadow” student due on Discussion Board.

Teach ELD lesson to “shadow” student; this can be done in a small group.

Week Five: One reflection on the “shadow” student due on Discussion Board.

Teach SDAIE lesson student; this can be done in a small group.

Week Six: One reflection of the “shadow” student due on Discussion Board.

One ELD lesson plan, plus artifacts/work samples, plus teacher’s signature due.

One SDAIE lesson plan, plus artifacts/work samples, plus teacher’s signature due.

Dr. Chris Roe will check off assignment in class. Each of the previous four reflections must focus on the student’s learning. 200 words for each reflection. Please note that some of you will have ELD (levels 1 & 2) shadow students, and others will have SDAIE (levels 3, 4, & 5) students. In class, instructor will explain how you will do the ELD and the SDAIE lessons.

Week Seven: SOLOM assessment of shadow student

English Language Development Lesson:

ELD (K-6) CELDT Levels 1 & 2 Beginning and Early Intermediate

CSUS student is required to create a lesson and teach it to the “shadow student” and a small group. This lesson will help practice Step 1 of TPA 2. First, watch

<http://lightbridge.sonoma.edu/lightbridge/lessons/publish/3/main/introduction.html> for sample video clips on ELD lessons. The lesson will be delivered to a group that includes the shadow students. All the students should be identified as being at the same CELDT level as the shadowed student. Work samples will be included along with teacher signature that lesson took place, and a reflection on the lesson. Use lesson plan provided by course instructor with reflection questions.

Lesson plan, student work samples, teacher’s signature due Week 6 in class.

SDAIE Content Lesson:

CELDT Levels: Intermediate – Early Advanced - Advanced

Students will plan and deliver a content lesson using SDAIE strategies. First, see: <http://lightbridge.sonoma.edu/lightbridge/lessons/publish/73/main/introduction.html> for sample videoclips on SDAIE lessons. The lesson plan format will be provided by course instructor. This lesson will be taught in an elementary classroom and incorporated in Practice TPA 3.

Lesson plan, student work samples, teacher's signature due Week 6 in class.
Dr. Chris Roe will check off the assignment.

Assess Your Shadow Student (EL's) at different CELDT language levels using the SOLOM for oral language development and a writing sample. The SOLOM and a writing rubric will be provided. TPA Task 3 inclusion.

SOLOM (without student's name) due Week 8.

Dr. Sharon Whitehead-van Loben Sels will check off the SOLOMs.

Guidelines for Blackboard Postings Instructor will post a question each week on Blackboard (Bb). Students are required to respond to the question by Thursday midnight of each week. While quantity is an important consideration for full points, quality is most important. All initial posts are expected to be at least 200 words. Students are expected not just to agree with one another but to take a position and explain theoretically and practically why they take such a position. A message that says, "I agree," without much discussion or something similar, does not earn points nor will it constitute participation or earn participation points. Students MUST add something of substance to the discussion to earn points. Please do not write that you agree with someone's post. It is recommended that students compose and save all work before posting, in case of problems. Losing work does not exempt you from posting deadlines. Posting on time allows for a smooth flow to the course process.

Final TPA 2 and TPA 3 Practice Submissions: Each student will be responsible to develop their own practice TPA 2 and 3 to be submitted in class. Students and Instructor will review with feedback. This is an all or nothing submission. TPA Practice Submission Due Dates:

√ TPA 2: Week 6

√ TPA 3: Week 6



CALIFORNIA STATE UNIVERSITY STANISLAUS
STOCKTON CENTER

612 East Magnolia Street • Stockton California 95202

Fall, 2008

Dear School Principal and Classroom Teacher,

_____ is a Multiple Subjects Credential Program student at CSU Stanislaus and is currently enrolled in my section of EDMS 4150 – Methods in Multilingual Education. This course is for students pursuing their Multiple Subjects credential. One of the requirements for this course is to learn about teaching and learning in an elementary classroom via first hand experience in an elementary school.

Specifically, the CSUS student is required shadow an ELD student and a SDAIE student. In addition, the CSUS student must teach at least one ELD lesson and one SDAIE lesson. These two lessons must include the “shadowed” student and can also include a small group of students with similar linguistic needs.

It would be greatly appreciated if you would provide an opportunity for the CSUS student to teach an ELD and a SDAIE lesson. If you have any questions, or would like additional information, please call me at the number below. Your assistance is greatly appreciated.

Sincerely,

Joan Wink, Ph. D.
Professor Emerita
CSU Stanislaus
www.JoanWink.com
jwink@csustan.edu
209-480-8468 cell

_____ is scheduled to teach a lesson from his/her unit
on _____.
(Name of student)
(Date)

(Name of classroom teacher) (Name of school) (Grade level)

(Signature of classroom teacher) (School phone #)

The ELD lesson was successfully taught on _____(date).

The SDAIE lesson was successfully taught on _____(date).