



Department of Curriculum and Instruction  
Fall 2024  
EDCI 4010 English Language Development (3 units)

**Instructor:**  
**Email:**  
**Student Hours:**  
**Class Modality:**  
**Class Location:**  
**Class Session:**  
**Class Time:**

“There is no such thing as a neutral educational process. Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it or it becomes the “practice of freedom”—the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”  
- Paulo Freire, 1973.

**COVID-19 Learning Statement:**

Your success in this class is extremely important to me. I am aware that we are experiencing multiple pandemics (COVID-19, economic crisis, and the unmasking of structural racism) and that we are all affected by this reality in different ways. If you need extra support or if an emergency arises please let me know as soon as possible. Together we will come up with a plan to ensure that you finish the semester by meeting the requirements for the course. The university offers multiple resources to support students during these challenging times. I encourage you to seek some of these resources.

**Course Structure:**

This course will be taught hybrid. That is, we will alternative between meeting in person and via Zoom. During Zoom class sessions, you are expected to be fully present and actively participate through the Chat box and during break out room activities.

**University Catalog Description:**

Introduction to language acquisition, and related cultural aspects of learning in urban classrooms; analysis, application, evaluation of strategies for teaching language arts for first and second language development strategies

**Course Description:**

This course will provide scholars with the background, skills, and knowledge necessary to support elementary school emergent bilingual (EB) students (bureaucratically labeled as English Language Learners (ELLs)). Scholars will review policy, research, theory, and best practices as they relate to the educational experiences of EBs. This includes an analysis of past and present language policies, diversity

of EBs, program models, first and second language acquisition theories, culturally responsive practices, assessments, and the integration of content and language instruction. Special attention will be given to the pedagogical approach of integrated and designated English language development.

### **Professional Statements:**

#### **A. Theme and Conceptual Framework for Professional Preparation**

The faculty members of the College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the Cal State LA College of Education faculty.

#### **B. Statement of Reasonable Accommodation**

The College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation.

The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation.

Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

***OSD is located on the first floor of the Administration Bldg. Room 127 (near Financial Aid and Registrar). The office can be contacted at [OSD@calstatela.edu](mailto:OSD@calstatela.edu) or (323)343-3140.***

#### **Other student supports on the Cal State L.A. Campus:**

- **Student Health Services:** <http://www.calstatela.edu/studenthealthcenter>
- **Food Pantry:** University Student Union Room 308
- **CalFresh Outreach Center:** <http://www.calstatela.edu/studentervices/calfresh>
- **Graduate Writing Support Program:** <http://www.calstatela.edu/graduateresourcecenter/graduate-writing-support-program>
- **Glazer Family Dreamers' Resource Center:** <http://www.calstatela.edu/ab540>

#### **All Gender Restrooms:**

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

#### **Lactation Rooms**

Please contact the Title IX Coordinator at 323.343.3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

### C. Student Conduct

Student conduct is viewed as a serious matter by the faculty members in the College of Education (COE). The COE faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA eCatalog). Academic honesty is expected of all students in the College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

**\*\*Please read relevant sections of the APA manual regarding plagiarism and academic scholarship\*\***

### D. Technology

Courses in the College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the CCOE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up to date.
- **Use a Cal State LA email account for all course and university-related communication.**
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the College of Education.

<b>Land Acknowledgment</b>
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Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

*This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.*

### Teacher Performance Expectations Addressed in this Course

<b>TPE's</b>	
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<p><b>1. Engaging and Supporting Students in Learning</b></p>	<ol style="list-style-type: none"> <li>1. <b>Apply knowledge of students...</b></li> <li>2. Maintain ongoing communication with students and families...</li> <li>3. Connect subject matter to real-life contexts and provide active learning experiences to engage students...</li> <li>4. <b>Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum...</b></li> <li>5. <b>Promote students' critical and creative thinking and analysis...</b></li> <li>6. <b>Provide a supportive learning environment for students' first and/or second language acquisition...</b></li> <li>7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts...</li> <li>8. Monitor student learning and adjust instruction...</li> </ol>
<p><b>2. Creating and Maintaining Effective Environments for Student Learning</b></p>	<ol style="list-style-type: none"> <li>1. <b>Promote students' social-emotional growth, development...</b></li> <li>2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning</li> <li>3. Establish, maintain, and monitor inclusive learning environments...</li> <li>4. Know how to access resources to support students</li> <li>5. <b>Maintain high expectations for learning with appropriate support...</b></li> <li>6. Establish and maintain clear expectations for positive classroom behavior ...</li> </ol>
<p><b>3. Understanding and Organizing Subject Matter for Student Learning</b></p>	<ol style="list-style-type: none"> <li>1. <b>Demonstrate knowledge of subject matter...</b></li> <li>2. <b>Use knowledge about students and learning goals to organize the...</b></li> <li>3. <b>Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy...</b></li> <li>4. Individually and through consultation and collaboration... plan for effective subject matter instruction...</li> <li>5. <b>Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning ...</b></li> <li>6. <b>Use and adapt resources, standards-aligned instructional materials...</b></li> <li>7. Model and develop digital literacy by using technology to engage students and support their learning...</li> <li>8. Demonstrate knowledge of effective teaching strategies w technology standards.</li> </ol>
<p><b>4. Planning Instruction and Designing Learning Experiences for Students</b></p>	<ol style="list-style-type: none"> <li>1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals...</li> <li>2. Understand and apply knowledge of the range and characteristics of typical and atypical child development to help inform instructional planning...</li> <li>3. <b>Design and implement instruction and assessment that reflects the interconnectedness of academic content areas...</b></li> <li>4. <b>Plan, design, implement and monitor instruction, making effective use of instructional time...</b></li> <li>5. <b>Promote student success by providing opportunities for students...</b></li> <li>6. Access resources for planning and instruction...</li> <li>7. <b>Plan instruction that promotes a range of communication strategies and activity modes ...</b></li> <li>8. Use digital tools and learning technologies across learning environments....</li> </ol>
<p><b>5. Assessing Student Learning</b></p>	<ol style="list-style-type: none"> <li>1. <b>Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments</b></li> <li>2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction...</li> <li>3. Involve all students in self-assessment and reflection on their learning goals and progress...</li> <li>4. Use technology as appropriate to support assessment administration, conduct data analysis...</li> <li>5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.</li> <li>6. <b>Work with specialists to interpret assessment results from formative and summative assessments...</b></li> <li>7. <b>Interpret English learners' assessment data to identify their level of academic proficiency in English...</b></li> <li>8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.</li> </ol>
<p><b>6. Developing as a Professional Educator</b></p>	<ol style="list-style-type: none"> <li>1. <b>Reflect on own teaching practice and level of subject matter and pedagogical knowledge...</b></li> <li>2. <b>Recognize own values and implicit and explicit biases...</b></li> <li>3. Establish professional learning goals and make progress to improve practice....</li> <li>4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families...</li> <li>5. Demonstrate professional responsibility for all aspects of student learning and classroom management...</li> <li>6. <b>Understand and enact professional roles and responsibilities as mandated reporters...</b></li> <li>7. <b>Critically analyze how the context, structure, and history of public education in California affects and influences</b></li> </ol>
<p><b>7. Effective Literacy Instruction for All Students</b></p>	<ol style="list-style-type: none"> <li>1. <b>Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework and their integration.</b></li> </ol>

	<p>2. Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support; and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy.</p> <p><b>3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of students’ cultures, languages, dialects, and home communities.</b></p> <p><b>4. Provide literacy instruction for all students that is active, motivating, and engaging; responsive to students’ age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students’ assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.</b></p> <p>5. Foundational Skills. Develop students’ skills in:</p> <ol style="list-style-type: none"> <li>print concepts, including letters of the alphabet</li> <li>phonological awareness, including phonemic awareness</li> <li>phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences</li> <li>decoding and encoding, including morphological awareness</li> <li>text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)</li> <li>instruction that is structured and organized as well as direct, systematic, and explicit</li> <li>connected, decodable text</li> <li>Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.</li> <li>Advance students’ progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</li> </ol> <p>0. Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts, questioning, and discussion to develop students’ literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.</p> <p><b>0. Language Development. Promote students’ oral and written language development by attending to vocabulary knowledge and use, grammatical structures, and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students’ oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</b></p> <p>0. Effective Expression. Develop students’ effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration.</p> <p>0. Content Knowledge. Promote students’ content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading.</p> <p>1. Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students’ literacy profiles and identify potential reading and writing difficulties, including students’ risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.</p> <p><b>2. Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students’ literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students’ cultural and linguistic</b></p>
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## Student Learning Outcomes

Upon completion of this course, students will be able to:

- **SLO 1** Describe the diversity of EBs and the challenges faced by this group of students
- **SLO 2** Analyze past and present language policies in relation to EB students and their influence on program models
- **SLO 3** Learn the process utilized by schools and districts to identify and assess EB students
- **SLO 4** Investigate the benefits of culturally responsive teaching to the success of EBs (i.e., Ethnic Studies, Culturally Sustaining Pedagogies, Culturally Relevant pedagogies, bilingual education)
- **SLO 5** Explore language and its complexities
- **SLO 6** Investigate first and second language acquisition theories and their relationship to second language teaching and learning
- **SLO 7** Identify and apply effective instructional materials and strategies for developing the English listening, speaking, reading, writing, and critical thinking skills of EBs
- **SLO 8** Analyze various ways that students' bilingualism and biliteracy can be promoted and fostered in bilingual and monolingual settings
- **SLO 9** Examine language and content integration in the elementary classroom— integrated and designated ELD- through CCSS and ELD standards
- **SLO 10** Evaluate formative and summative assessment options that can be used measure the strengths and areas of growth of EB students.

## REQUIRED COURSE MATERIALS

### Other Readings

All course material (webinars, podcasts, readings) will be available via Canvas. **You do not have to purchase textbooks for this course.** Students are expected to complete all the readings and engage with the material assigned each week. Please download the following PDF documents to your computer since they will be accessed throughout the semester. In addition, these two resources will be central components of our course.

1. Online Resource PDF: [ELD Standards K-12](#)
2. Online Resource PDF: [English Language Arts/ English Language Development Framework](#)
3. [California Dyslexia Guidelines](#)

### Computer Requirements

You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class. Check the [ITS Helpdesk Student Resources page](#). Some of the documents in this course will be available to you in PDF form. You will need to download and install [Adobe Acrobat Reader software](#) on your computer.

# COURSE POLICIES

## COURSE COMMUNICATION

### Interaction with Instructor

The professor will make every effort to communicate frequently through announcements and postings within Canvas. Post any general questions or comments you have about the course content and/or requirements in the *Muddiest Point* discussion for your peers to answer. Questions of a more personal nature can be sent to the Instructor via email.

As a student, you should expect to receive assignment feedback within 1 week and email responses within 48 hours.

### Questions

In online courses, it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the *Muddiest Point* discussion section.

### Turnaround/Feedback

If you have a concern and send me an email message, you can expect a response within two days.

## ASSIGNMENTS AND GRADING POLICY

All written assignments will be typed, double-spaced, font size 12, and edited for proper use of grammar and conventions. The content of all assignments will be evaluated based on the criteria for grading described on the accompanied rubric. In regards to late submissions, **you have the following “time cushion” option for late assignments: a two-day grace period for one assignment OR two one-day extensions for two different assignments.** Please coordinate with the professor if you need additional time beyond the “cushion time” provided. Late submissions, without prior professor approval, will have 10% of the assignment grade deducted by week.

Below is a brief description of assignments for this course. Additional details for assignment and rubrics will be provide throughout the semester.

Note:

Teacher Performance Expectations (TPE)  
Introduces (I), Practice (P), Assess (A)

### **Class Session Entrance/ Exit Tickets (1 point each/ 12 points total)**

The purpose of these exit tickets is to track your attendance in the course sessions. You must be present to submit these exit tickets. Exit tickets can't be made up.

### **Weekly Deliverables (4 points each/ 56 points total)**

[TPE 1.1 \(IA\)](#), [1.5 \(IA\)](#), [1.6 \(IA\)](#), [2.1 \(IA\)](#), [2.2 \(IA\)](#), [2.5 \(IA\)](#), [3.1 \(IA\)](#), [4.5 \(IA\)](#), [5.1 \(IA\)](#), [5.7 \(IA\)](#), [6.1 \(IPA\)](#), [6.2 \(IPA\)](#), [6.7 \(IPA\)](#), [7.1 \(IA\)](#), [7.3 \(I, A\)](#), [7.7 \(IPA\)](#)

Your professionalism and participation in class are extremely important to the success of the course and your development as an educator. After engaging with the required material for the week (readings,

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webinars, videos, podcasts) you will complete weekly deliverables. These deliverables will be in the form of written discussion board posts through Canvas, video reflections through FlipGrid, prompt responses or quizzes.

You will be provided with guiding questions to assist you with your deliverables. It is expected that all students actively participate in the discussion board/ video conversations by the weekly due dates in order to get the most from the learning experience. Please see the course calendar for due dates.

**Discussion Board Rubric (Total Points: 4.0)**

<b>Criteria</b>	<b>Proficient</b>	<b>Limited</b>	<b>Unsatisfactory</b>
<b>Ratings</b>	2.0 pts	1 pts	.5 pts
Timely critical analysis of readings and other materials.	Initial post made within required time frame while effectively addressing the discussion question/s or topic with at least two references to the readings, and at least one reference to the videos/ webinars/ podcasts	Initial post made within required time frame but fails to effectively address the discussion question or topic. Post contains limited references to the readings.	Fails to make initial post within required time frame or fails to address the discussion question or topic. Post shows no references to the readings or additional course material.
<b>Ratings</b>	2.0 pts	1 pts	.5 pts
Active and engaged participation in the learning community.	Replies and answers questions to challenge or support other students' posts using the readings or other materials to support responses. Uses follow up questions to help other students reflect or rethink their arguments to direct and guide the conversation.	Replies and/or answers questions to challenge or support other students' posts, but is mostly personal opinions or feelings, such as "I agree" or "Great idea" without citing the readings or other materials to support comments.	Fails to reply to other students' posts or questions. Or continues to post without directing comments to specific students.

**Identity Slide (2 points)**

**TPE 6.1 (A)**

The purpose of this assignment is for you to share an image of an object that represents you and another one that represents your ancestors/ family. We will share our slides as part of our introduction (narrative medicine) during our first session. Questions to consider: What is something that represents your identity/ identities and/or "swag/vibe"? What is something that you believe represents the identity/ identities of your

family/ ancestors? This is an opportunity to think about your localized cultural practices and your heritage culture.

### **Language Learning Reflection (5 points)**

**TPE 6.1 (PA), 6.2 (IP)**

The purpose of this assignment is for you to reflect on your experience learning a second language through a written or visual piece. You can create a *testimonio* (counterstory), reflection, letter to a former teacher, poem, spoken word piece, children's book, painting, photograph, zine, Tik Tok video etc. The creative possibilities are endless! If you opt for a written piece, it should about two pages long. If you decide to go with a visual reflection (photograph/ painting/ children's book etc.) please include a one-page reflection that describes your experience in relation to the piece you created. Consider the following in your reflection:

Describe your earliest memories of using language in your family.

What influences did parents, siblings, baby-sitters, teachers and other significant role models have on your first and second language development?

Did your family have oral traditions?

Did the media have a negative or positive influence on your desire to speak and read in your home language? What about in the second/ additional language?

Was your second/additional language learning experience positive (additive) or negative (subtractive)?

How was the environment in which you began learning and using your second/additional language?

What helped you learn the second/additional language? Or what hindered your learning?

How proficient did you become in your second/additional language?

Did the education system support your primary/ home language? How?

Definition of Testimonio (Counterstory) (As provided by José Medina in *Lo que se dice Study Guide*)

*Testimonios*, or testimonies, are the stories that each student or person lives through and that shape who they are and who they will become. These personal stories may have an emotional, social, or political impact on those who listen to and/or read the account.

As part of the educational experience, *testimonios* have the power to give voice to those students who may not have had one in the past, to illuminate obstacles that have been overcome, and, more importantly, to create a sense of community where each child is valued and respected regardless of background or language

### **EB Teacher Interview (10 points)**

**TPE 1.6 (PA), 4.7 (I), 5.1 (I), 5.2 (I), 5.8 (I), 6.1 (IPA), 6.7 (IPA)**

The purpose of this assignment is for you to explore how teachers of EB students support and perceive their EB students (bureaucratically labeled "English language learner"). By conducting an interview, you will gather insights into their knowledge and perceptions of language acquisition as well as learn more about how teachers support EB students. You will also write a report where you will reflect on the interview in relation to the course material.

#### **Tasks:**

1. Recruit a teacher who works with bureaucratically labeled English language Learners (ELLs)
2. Develop interview questions. Consider the following themes:

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- Program model (i.e dual language, English- only)
  - Understanding of second language acquisition
  - Knowledge of English language learners
  - Classroom supports/ scaffolds for English language learners
3. Write 2 to 3 page (double-space) final report. The organization of the paper should contain the following elements:
- an introduction of your interviewee; your rationale for selecting this person; (@.5pg)
  - a description of how the interviewee understands language acquisition
  - information on the program model this teacher works in
  - the supports/ approaches the teacher utilizes to support EB students
  - conclude your paper by describing what you learned from this interview in relation to the course material and how it will influence you as a teacher of EBs. You should have at least four explicit connections to the course material (@.5pg)

**EB Teacher Interview Rubric (Total Points: 10.0)**

<b>Criteria</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Below Standard</b>
<b>Ratings</b>	3.0 pts	2.0 pts	1.0 pts
Introduction & Rationale			
<b>Ratings</b>	3.0 pts	2.0 pts	1.0 pts
EB Schooling Themes			
<b>Ratings</b>	4.0 pts	3.0 pts	1.0 pts
Connections & Conclusion			

## Culturally Relevant Integrated ELD Lesson Plan (30 points)

TPE 1.1 (IPA), 1.4 (IPA), 1.5 (IPA), 1.6 (IPA), 2.5 (IPA), 3.1 (IPA), 2.2 (IPA), 2.3 (IPA), 4.4 (IPA), 4.7 (IPA), 5.7(I), 7.3 (IA)

The purpose of this lesson plan is to design an integrated ELD lesson that combines content area standards for CCSS ELA with ELD standards. Additionally, you will focus on making the lesson culturally relevant by incorporating a text that fits an anti-bias and anti-racist and/ or ethnic studies focus. The lesson will follow a before reading, during reading, and after reading structure. It should include the following components:

- the topic of the lesson,
- age group/ grade level,
- resources,
- CCSS for English language arts (ELA) reading,
- ELD standards,
- language function,
- Tier 2 and Tier 3 vocabulary,
- connection to anti-bias and anti-racist education and/or ethnic studies,
- before reading hook, during reading questions, after reading writing,
- emergent bilingual scaffolds
  - Graphic organizer
  - GLAD strategy (i.e., pictorial input chart, chant, CCD, VVWA, sentence patterning chart, etc.)
  - Anchor Chart
  - TPR (Total physical response)
  - Realia
  - Cross-linguistic transfer, bridging activity (i.e., Cognate chart)
  - explanation of the formative and summative assessments.

A lesson plan template and rubric will be provided.

	Exceeds Standard 5	Meets Standard 3	Below Standard 2
<b>Intro: Standards and Objectives</b>	At least one CCSS for ELA Reading AND one ELD standard is included and it <b>strongly and clearly</b> aligns with the lesson  The objectives (content & language) <b>clearly</b> align to the standards selected AND they are written using active verbs (i.e. Bloom's Taxonomy)  The objective is measurable and student friendly	At least one CCSS for ELA Reading AND one ELD standard is included and it <b>somewhat</b> aligns with the lesson	At least one CCSS for ELA Reading AND one ELD standard is included; however, there is a <b>lack of alignment</b> with the lesson
<b>Social Justice (SJ) Standard &amp; Discussion</b>	At least one SJ standard is included, the lesson <b>strongly</b> aligns to the standard, AND there is a <b>thorough</b> explanation (4 to 5 sentences) of how the selected topic aligns to teaching for social justice (i.e., ethnic studies, cultural relevant pedagogy)	At least one SJ standard is included, the lesson aligns to the standard, AND there is <b>somewhat</b> of an explanation (3 or less sentences) of how the selected topic aligns to teaching for social justice (i.e., ethnic studies, cultural relevant pedagogy)	At least one SJ standard is included, the lesson <b>slightly</b> aligns to the standard, AND there is <b>slight attempt</b> to explain how the selected topic aligns to teaching for social justice (i.e., ethnic studies, cultural relevant pedagogy)
<b>Academic Language Demands</b>	At least one language function is identified. The language function <b>strongly</b> aligns to the CCSS and objective and this explanation is clear  The vocabulary or sentence frames needed to meet the language function are included	At least one language function is identified. The language function <b>somewhat</b> aligns to the CCSS and objective and alignment is <b>briefly</b> explained	At least one language function is identified. The language function <b>aligns poorly</b> to the CCSS and objective.

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	Tier 2 and Tier 3 words are listed and description of how they will be taught/ introduced is clear	The vocabulary or sentence frames needed to meet the language function are unclear  Important vocabulary is listed	
<b>Language Adaptations / EB Scaffolds</b>	At least two to three whole class language supports/scaffolds AND two to three specific EB language supports/ scaffolds are clearly developed	At least one whole class language support/scaffold AND One specific EB language support/ scaffold is included	One whole class language support/scaffold OR One EB language support/ scaffold is included
<b>Assessments</b>	At least two formative assessments are identified and strongly connect to the CCSS and objectives  A summative assessment is planned for (even if not detailed in the body of the lesson plan) and it directly connects/measures the CCSS and content objective.	At least one formative assessment is identified and it connects to the CCSS and objectives  A summative assessment is planned for (even if not detailed in the body of the lesson plan) and it vaguely connects/measures the CCSS and content objective.	A formative and/or summative assessment is planned for but it <b>fails to connect</b> to the CCSS and content objective
<b>Body of Integrated ELD Lesson</b>	The body of the lesson is <b>thoroughly</b> explained, <b>easy to follow</b> , and there is a <b>strong connection</b> with the standards and objectives  The open (before reading) <b>clearly</b> engages students, AND introduces the topic, AND assesses what they already know  Body (During reading) includes 4 to 5 comprehension questions that engage students and support students' understanding of the objectives (CCSS & SJ standard)  Close (After reading) includes a strong wrap up of the lesson AND an exit ticket/ deliverable that demonstrates students understanding of the objective (independent, partner, or group)	The body of the lesson is somewhat explained, there is slight connection with the standards and objectives  The open (before reading) engages students OR introduces the topic, OR assesses what they already know  Body (During reading) includes 2 to 3 comprehension questions that attempt to engage and support students' understanding of the objectives (CCSS & SJ standard)  Close (After reading) includes a brief wrap up of the lesson OR an exit ticket/ deliverable that demonstrates students understanding of the objective (independent, partner, or group)	The body of the lesson is poorly explained, there is a lack of connection with the standards and objectives. The open, body, closing fails to connect to the standards and learning objectives  The opening does not relate to the rest of the lesson  The body includes fewer than 2 comprehension questions  The closing is unrelated to the objective/ CCSS
			<b>TOTAL:</b>

### Designated ELD Lesson Plan (15 points)

TPE 1.1 (IPA), 1.4 (IPA), 1.5 (IPA), 1.6 (IPA), 2.5 (IPA), 3.1 (IPA), 2.2 (IPA), 2.3 (IPA), 4.4 (IPA), 4.7 (IPA), 5.7 (I), 7.1 (IPA), 7.3 (IPA), 7.4 (IPA), 7.11 (IPA)

The purpose of this assignment is for you to create a designated ELD lesson plan that prioritizes the ELD standards and compliments the integrated ELD lesson plan designed. In this lesson plan, you will focus on supporting the language demands of the content standards in the integrated ELD lesson. The ELD standards will drive the design of this lesson plan and you will focus on one level of English proficiency (i.e., emerging, expanding, bridging). You will design this lesson as if you were working with a small group of EB students at a specific language proficiency level. A lesson plan template and rubric will be provided.

	<b>Exceeds Standard 5</b>	<b>Meets Standard 3</b>	<b>Below Standard 2</b>
<b>Objective and ELD Standards</b>	Objective <b>clearly</b> aligns to the ELD standards selected.  One proficiency level (emerging, bridging expanding) is selected  At least two specific ELD standards (from selected proficiency level) are selected.	Objective <b>somewhat</b> aligns to the ELD standards selected.  One proficiency level (emerging, bridging expanding) is selected  One specific ELD standard (from selected proficiency level) is included	Objective <b>lacks</b> alignment to the selected ELD standard.  Proficiency level selected is unclear  ELD standard is unclear

<b>Integration</b>	The lesson evidently builds from the integrated ELD lesson	The lesson somewhat builds from the integrated ELD lesson	The lesson vaguely builds from the integrated ELD lesson or it is unrelated
<b>Description of Activity</b>	The activity is thoroughly explained and there is a clear explanation of how it frontloads or strengthens/ reinforces a specific language skill	The activity is briefly explained and there is a brief explanation of how it frontloads or strengthens/ reinforces a specific language skill	The activity is unclear and/or there is a lack of connection to the ELD standard/ objective included
			<b>TOTAL:</b>

### **Extra Credit Webinar Option (Max 6 points)**

TPE 6.2 (I), 6.7 (I)

Although you are expected to submit every assignment to receive a passing grade for this course, you may earn 6 extra credit points by participating in up to three webinars that relate to the course content.

Information on multiple webinars that you can participate in will be provided under the extra credit folder.

Please contact the professor if you find a webinar that relates to the course. To receive extra credit points, you must submit a 250-word reflection of your learnings. Each reflection will be worth 2 points.

### **Grading Criteria**

You can view your grades using the GRADES button in the Canvas course navigation. Please check your grades regularly to make certain that I have received all your assignments. If you have a question about a grade, email me. Please do not post your personal concerns in a discussion forum.

Assignment	Points
12 Class session entrance/ exit tickets (1pt each)	12
14 Weekly Deliverables (4 pts each)	56
Identity Slide	2
Language Learning Reflection	5
EB Teacher Interview	10
Integrated ELD Lesson Plan	30
Designated ELD Lesson Plan	15
Total:	130

### **Grading Scale**

Letter Grade	Percentage
A	93 - 100 %
A-	90 - 92 %
B+	87 - 89 %
B	83 - 86 %
B-	80 - 82 %
C+	77 - 79 %
C	73 - 76 %
C-	70 - 72 %
D+	67 - 69 %
D	60 - 66%
F	0 - 59 %

To help understand how to read and access your grades on Canvas, explore this question:  
<https://community.canvaslms.com/docs/DOC-16532-4212829286>

## COURSE PACING GUIDE/SCHEDULE OF ASSIGNMENTS

\*\*\*This syllabus is subject to change\*\*\*

Dates	Topics	Readings, Assignments, Deadlines:
Session 1	<b>Introduction &amp; Expectations</b>  <b>EB labels &amp; context</b>	<b>Watch:</b> <ul style="list-style-type: none"> <li>● <a href="#">Immersion Video</a> (13mins)</li> <li>● <a href="#">EBs: Culture, Equity, and Language (5mins)</a></li> </ul> <b>Read:</b> <ul style="list-style-type: none"> <li>● Syllabus</li> </ul> <b>Due:</b> <ul style="list-style-type: none"> <li>● "Identity/ies slide"</li> <li>● Exit Ticket due during class session</li> </ul>
Session 2	<b>Demographic s, Challenges, and Language Policy</b>	<b>Watch:</b> <ul style="list-style-type: none"> <li>● <a href="#">Facundo the Great</a> (5ish minutes)</li> <li>● A History of Bilingual Education in California (Parts I-V)</li> </ul> <b>Read:</b> <ul style="list-style-type: none"> <li>● "The Changing Linguistic Landscape of the United States" by Gándara and Hopkins</li> <li>● <a href="#">La educación bilingüe es un derecho civil y humano</a></li> </ul> <b>Optional:</b> <ul style="list-style-type: none"> <li>● <a href="#">Separate is Never Equal Read Aloud</a> (15mins)</li> <li>● <a href="#">Lemon Grove Incident Film</a> (59 mins)</li> <li>● <i>Policy Discourses and U.S. Language in Education Policies</i> By de Jong</li> <li>● Webinar <a href="#">What is in a Name? The terms we use to talk about English Learners, the Theories they Reflect, and Why Labels Matter</a>. By Dr. Aída Walqui &amp; Dr. Guadalupe Valdés (60mins)</li> </ul> <b>Due:</b> <ul style="list-style-type: none"> <li>● Deliverable due by 11:59 pm</li> <li>● Exit Ticket due during class session</li> </ul>
Session 3 <b>MCAP Module Part 1</b>	GLAD en español Module Part 1	<b>Explore:</b> <ul style="list-style-type: none"> <li>● **** Review the integrated and designated ELD Social Justice lesson plan template</li> </ul> <b>Complete:</b> <ul style="list-style-type: none"> <li>● <a href="#">GLAD en español MCAP Module</a> (detailed instructions will be provided via Canvas)               <ul style="list-style-type: none"> <li>○ Use your CalState LA email</li> <li>○ Register &amp; Confirm</li> </ul> </li> </ul> <b>Due:</b> <ul style="list-style-type: none"> <li>● Deliverable due by 11:59 pm (detailed instructions will be provided via Canvas)</li> </ul>
Session 4	<b>Language, Power &amp; Racism</b>	<b>Listen:</b> <ul style="list-style-type: none"> <li>● <a href="#">Anything for Selena PodCast Episode 6: Spanglish</a></li> </ul> <b>Watch:</b> <ul style="list-style-type: none"> <li>● TED Talk: <a href="#">Why English Class is Silencing Students of Color. By Jamila Lyiscott</a></li> <li>● <a href="#">Dr. José Medina's Language Learning Testimonio</a></li> <li>● <a href="#">The Revolutionary Power of Bilingualism</a> by Karina Chapa (16 mins)</li> <li>● TED Talk "The Danger of a Single Story" by Chimamanda Ngozi Adichie</li> </ul> <b>Read:</b> <ul style="list-style-type: none"> <li>● What if we Talked about Monolingual White Children the way we Talk about Low-income Children of Color? By Nelson Flores</li> <li>● Uncovering the Legacy of Language and Power By Linda Christensen in Rethinking Bilingual Education</li> <li>● Select one of the following <i>Testimonios</i> <ul style="list-style-type: none"> <li>○ Colonizing Wild Tongues By Camilar Arze Torres Goitia</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Uchinaaguchi The Language of my Heart by Moé Yonamine</li> <li>○ The Death of My Mexican Name by Edith Treviño</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● Language Learning Reflection/ <i>Testimonio</i> (due by 11:59pm)</li> <li>● Deliverable due by 11:59 pm</li> <li>● Exit Ticket due during class session</li> </ul>
Session 5	<b>Social Justice Pedagogies</b> (Families & Communities)	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Bilingual/ Dual Language Education- Families (11mins)</a></li> </ul> <p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>● Social Justice Standards by Teaching Tolerance (**Select a standard you will focus on)</li> <li>● <a href="#">Social Justice Books</a> (****Browse and select a book)</li> <li>● <a href="#">Antibias &amp; Antiracist Virtual Classroom</a></li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● “Whose Culture has Capital?” By Tara Yosso</li> <li>● Strawberries in Watsonville: Putting family and student knowledge at the center of the curriculum by Peggy Morrison in Rethinking Bilingual Education</li> <li>● “When are You Coming to Visit?": Home visits and seeing our students by Elizabeth Barbian in Rethinking Bilingual Education</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>● Webinar (47 mins.): <a href="#">Best Practices for Serving ELLs and their Families</a> By Teaching Tolerance (Extra Credit)</li> <li>● Webinar: <a href="#">Social Justice for Elementary Students by Teaching Tolerance</a> (49mins) (Extra Credit Option)</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● Deliverable due by 11:59 pm</li> <li>● Exit Ticket due during class session</li> </ul>
Session 6	<b>Language</b>	<p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Podcast Empowering LLs Ep 24: Dr. María Cioe-Peña- Understanding Anti-racist Instruction for EBs</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Language Crash Course</a> (10 mins)</li> <li>● <a href="#">Text Complexity, Common Core and ELLs</a> by Fillmore</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Chapter 1: What Teachers Need to Know about Language by Fillmore and Snow</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● Deliverable due by 11:59 pm</li> <li>● Exit Ticket due during class session</li> </ul>
Session 7	<b>Second Language Acquisition</b>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Language Acquisition by Stephen Krashen</a></li> <li>● <a href="#">I Hate English Read Aloud</a> (Optional)</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Chapter 3: Language Learning and Teaching by Wayne Wright</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● Deliverable due</li> <li>● Exit Ticket due during class session</li> <li>● EB Teacher Interview (due by 11:59pm)</li> </ul>
Session 8	<b>Integrated ELD</b>  CCSS & ELD/ SLD Standards  ELA/ ELD Framework	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">CCSS for reading literature</a> (**select a grade level and a standard that aligns to your read aloud)</li> <li>● <a href="#">ELD Standards</a> (selected parts)</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">ELLs and the Common Core State Standards</a></li> <li>● <a href="#">Intro to CA ELD Standards</a></li> <li>● Webinar (1hr): <a href="#">CRLP Webinar ELA/ ELD Framework</a></li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">ELD/ ELA Framework (Review a lesson plan)</a> (**think about how you will structure your integrated ELD lesson and your designated ELD lesson)</li> </ul>

		<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● Deliverable due</li> <li>● Exit Ticket due during class session</li> </ul>
Session 9	<b>Designated ELD</b>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>● Select 1 or 2 of the following examples: <ul style="list-style-type: none"> <li>○ <a href="#">Integrated and designated ELD: 4<sup>th</sup> grade</a></li> <li>○ <a href="#">Integrated and Designated ELD: 2<sup>nd</sup> grade</a></li> <li>○ <a href="#">Integrated and Designated ELD: Kindergarten</a></li> </ul> </li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● English-only to the Core: What the Common Core means for emergent bilingual youth by Jeff Bale in <i>Rethinking Bilingual Education</i></li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● Deliverable due</li> <li>● Exit Ticket due during class session</li> </ul>
Session 10	Primary Language Support	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Cross- Language Connections in the Classroom (13 mins)</a></li> <li>● <a href="#">SEAL Pedagogy Across Preschool through 5<sup>th</sup> grade</a></li> <li>● <a href="#">Oral Language Analysis</a></li> <li>● <a href="#">Oracy in the Classroom</a></li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● Deliverable due</li> <li>● Exit Ticket due during class session</li> </ul>
Session 11	<b>Reading</b>	<p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>● Heinemann Podcast: <a href="#">The Transformative Power of Translanguaging in Literature</a> with Carla España and Luz Yadira Herrera (42mins)(Optional/ Extra Credit)</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Primary Language Support</a> (8 mins) (***) Example of scaffolds for EBs)</li> <li>● <a href="#">Think Aloud for Read Aloud</a></li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">ELA/ ELD Framework. Chapter 2. Pgs. 69- 83 Key Themes of ELA/ Literacy and ELD Instruction</a> (Pay close attention to Figure 2.10 on pg. 75)</li> <li>● Chapter 6: Reading in a Second Language and Culture by Pauline Gibbons (****Select a prereading (hook), during reading (questions), and after reading activity that aligns to your CCSS and your read aloud text)</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● Deliverable due</li> <li>● Exit Ticket due during class session</li> </ul>
Session 12	<b>Academic Language Demands</b>	<p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>● ELLevation Podcast S2/E1: <a href="#">Meaningful Academic Conversations</a> with Jeff Zwiers (41mins)</li> </ul> <p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>● Academic Language Functions Document (Identify the academic language function that aligns to your selected CCSS for reading-literature)</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● The Role of Academic Language During Designated and Integrated ELD by Ivannia Soto pg. 28 in <i>Multilingual Educator</i> 2018</li> <li>● Building English Language Learners' Academic Vocabulary Strategies &amp; Tips by Claire Sibold (Identify the tier 1, 2, and 3 words in your selected read aloud text)</li> <li>● <a href="#">Using Cognates to Develop Comprehension in English</a> by Colorin Colorado</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Integrated ELD Lesson Plan draft (due by 11:59pm)</a></li> <li>● Deliverable due by</li> <li>● Exit Ticket due during class session</li> </ul>

<p>Session 13</p>	<p><b>Writing</b></p>	<p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>● ELLevation Podcast S2/ E10: <a href="#">The Workshop Model for Reading and Writing</a> with Valentina Gonzalez</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Engaging with Text and Narrative</a></li> <li>● <a href="#">Using ELD Strategies to Support Content Area Writing</a></li> <li>● <a href="#">I do, We do, You do</a></li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Ch. 5 Learning to Write in a new Language and Culture by Gibbons</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● Deliverable due by 4/25</li> <li>● <b>Integrated ELD Lesson Plan (due by 11:59pm)</b></li> </ul>
<p>Session 14</p>	<p><b>Formative &amp; Summative Assessments</b></p>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Select a grade-level and browse the practice test</a></li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Assessing grade-appropriate content</a> (2 mins)</li> <li>● <a href="#">Tips for Assessing ELL students</a> (3 mins)</li> <li>● <a href="#">Assessments for ELLs</a> (6 mins)</li> <li>● <a href="#">Overview of the Computer-Based ELPAC</a> (10mins)</li> <li>● <a href="#">Understanding the Summative ELPAC Student Score Report</a> (9mins)</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Using Informal Assessments for ELLs</a> by Colorin Colorado</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● Deliverable due 11:59pm</li> <li>● Exit Ticket due during class session</li> </ul>
<p>Session 15</p>	<p><b>Dually Classified Learners</b></p>	<p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>● ELLevation Podcast S1/E20: <a href="#">ELLs with Disabilities with</a> Dr. Sara Kangas (33mins)</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Rethinking Bilingual Education, Pages 177- 185, The Intersections of Language Needs and Disability</li> <li>● <b><a href="#">California Dyslexia Guidelines - Ch. 3 Dyslexia Language-Learning Disability and Ch. 7 Dyslexia in English Learners</a></b></li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>● Culturally Responsive Instruction for English Language learners with Disabilities By Orosco and O'Connor</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● Deliverable due by 11:59pm</li> <li>● <b>Discussion Post - CA Dyslexia Guidelines Ch. 3 and 7</b></li> <li>● Designated ELD Lesson Plan draft (due by 4:00pm)</li> <li>● Exit Ticket due during class session</li> </ul>
<p>Session 16</p>	<p><b>Finals Week</b></p>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>● Leading with Lollipops</li> <li>● <a href="#">Every Kid Needs a Champion</a></li> <li>● <a href="#">I Sued the School System</a></li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>● Designated ELD Lesson Plan Final (due by 11:59pm) <b>TPE 7.1 (IPA), 7.3 (IPA), 7.4 (IPA), 7.11 (IPA)</b></li> </ul>



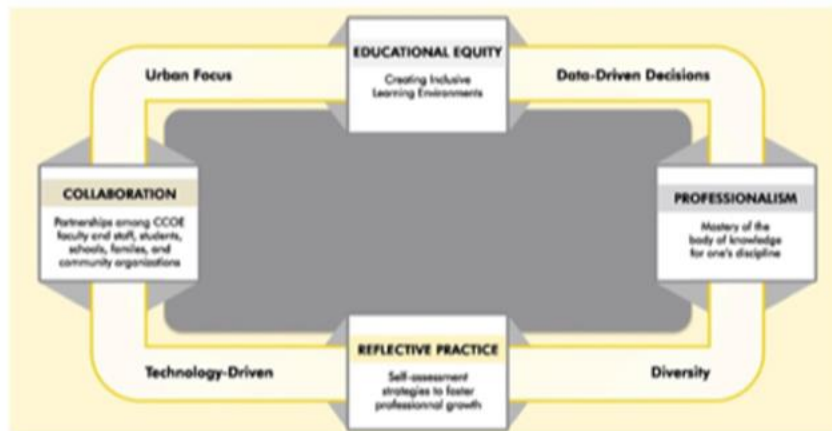
## CONCEPTUAL FRAMEWORK

### VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

### MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



### CORE VALUES:

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.

#### EDUCATIONAL EQUITY

We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse culture, linguistic, and socioeconomic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone's learning.

#### PROFESSIONALISM

We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. COE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

#### COLLABORATION

We believe that collaborations and partnerships among COE faculty and staff, students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholder's needs and their interdependence, and we advocate that all COE professional preparation programs build collaborations and partnerships.

#### REFLECTIVE PRACTICE

We believe that COE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.