

## EDUC 427: Theories, Methods, and Assessment for First and Second Language Acquisition in Schools

<b>Instructor:</b> Dr. Briana Ronan <b>Class Location &amp; Time:</b> Building 02 Room 126 Section 01: Tuesday and Thursday 9:40am to 11:00am Section 02: Tuesdays and Thursdays 12:10-1:30pm <b>Activity/Field Experience:</b> Tuesday or Wednesday 2:10-4:00pm with Ms. Anna Kelly, MA	<b>Contact Information:</b> bronan@calpoly.edu <b>Office Hours:</b> Building 2, Room 111 <b>Tuesdays and Thursdays</b> 11am-12:00pm <b>Fridays</b> by appointment				
<b>Course Description:</b> Theories, methods, materials and assessment involved in the instruction of Emergent Bilinguals/English Learners (ELs). Bilingual, transitional, and English-only programs compared across an historical framework. An integrated language arts approach emphasizing theories of language acquisition. Prerequisite: Senior standing. <b>Participation in public schools requires fingerprint clearance.</b>					
<b>COURSE LEARNING OUTCOMES (CLOs), <i>Candidates will know, understand, and be able to:</i></b>	<b>Assessment</b>	<b>SOE Themes</b>	<b>University Learning Objective</b>	<b>University Diversity Learning Objectives</b>	
1. Describe the purposes, goals, and content of the adopted instructional program for the effective teaching and support of Emergent Bilinguals/ELs; and understand local school organizational structures and resources designed to meet Emergent Bilinguals/ELs’ strengths and needs.	Readings, discussions and exams	InformED	1, 2, 5, 6	1, 4	
2. Explain state and federal legal requirements for the placement and instruction of Emergent Bilinguals/ELs, including ethical obligations.	Readings, discussions and exams	InformED	1, 2, 5, 6	1, 2, 3, 4	
3. Demonstrate knowledge and application of theories, principles, and practices for: (a) English Language Development (ELD); (b) developing academic language, comprehension and knowledge in content areas; (c) making grade-appropriate or advanced curriculum content comprehensible to emergent bilinguals.	Readings, discussions, essays, and field experience	EmpowerED	1, 2, 4, 5	1	
4. Implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to grade level reading/language arts program.	Field experiences, exams	EmpowerED, GroundED	1 – 6	1, 3, 4	
5. Apply initial, formative, and summative assessment information in order to identify students’ language goals and develop lessons that promote students’ access to and achievement in the state-adopted academic content standards.	Readings, field experiences, exams	TransformED	1, 2, 4, 5, 6	1, 3, 4	

6. Demonstrate knowledge of cognitive, pedagogical, and individual factors that affect students' language acquisition.	Readings, exams	EmpowerEd	1, 2, 5, 6	1
7. Recognize and apply of the importance of students' family and cultural backgrounds and experiences to support student learning and communicate effectively with parents and families.	Readings, discussions, field experiences, essays	EngagED, GroundED	1 – 6	1 – 4
8. Differentiate instruction based upon students' L1 and English proficiencies, community/home culture, level of acculturation, and prior schooling.	Field experiences, exams	EmpowerED	1-6	1-4
<b>School of Education Themes</b> <ul style="list-style-type: none"> <li>• <b>InformED:</b> Advancing Disciplinary Knowledge</li> <li>• <b>EmpowerED:</b> Responding to Diverse Learning Needs</li> <li>• <b>EngagED:</b> Building Cultural Responsiveness</li> <li>• <b>ConnectED:</b> Drawing on Knowledge and Partnerships across Disciplines &amp; Communities</li> <li>• <b>GroundED:</b> Demonstrating Professionalism</li> <li>• <b>TransformED:</b> Encouraging Continuous Growth and Reflection</li> </ul>	<b>University Learning Objectives*. <i>Graduates are able to...</i></b> <ol style="list-style-type: none"> <li>1. Think critically and creatively</li> <li>2. Communicate effectively</li> <li>3. Work productively as individual and in groups</li> <li>4. Use knowledge/skills to make positive contribution to society</li> <li>5. Make reasoned decisions based on understanding of ethics, respect for diversity, and awareness of sustainability issues</li> <li>6. Engage in lifelong learning *abridged</li> </ol>	<b>University Diversity Learning Objectives*:</b> <ol style="list-style-type: none"> <li>1. See relationships among diversity, inequality, and social, economic, and political power</li> <li>2. Know contributions from diverse/under-represented groups</li> <li>3. Consider views of diverse groups when making decisions</li> <li>4. Live/work with others who differ</li> </ol> *abridged		

## Course Outline and Readings

Week/DATE	TOPICS & ASSIGNMENTS	ASSESSMENTS	TPE	CLOs (listed above)	PRIORITIZED SKILLS
Week 1 4/4	<b>-Tuesday seminar: <i>Introductions to Course Materials and Requirements</i></b> Students will share their experiences with languages other than English. Review of the Syllabus and course objectives: Highlights of the course themes and expectations for assignments, attendance and class engagement.	<ul style="list-style-type: none"> <li>Discussion of readings. Check for understanding of major themes</li> </ul>	MS 4.1, 5.6, 5.7, 6.6	2, 5	A1
4/6	<b>Tuesday &amp; Wednesday Activity Sessions meet on campus</b> Students will learn about the tutoring activity sessions. Introduction to Ms. Anna Kelly, Field Supervisor. We will discuss requirements for attendance, professionalism and activity implementation along with the weekly field journal requirements.  <b>-Thursday seminar: <i>Who are Emergent Bilinguals? Identification and Instruction of Emergent Bilinguals in California</i></b> Students will study the various contexts and terminology that apply to the teaching of Emergent Bilinguals/English Learners in the US. Students will learn about California state policies for identifying, assessing and reclassifying Emergent Bilinguals/ELs. <b>Reading before Thursday seminar: García &amp; Kleifgen, Chapters 1-2; CELDT Released Questions (2012). [PolyLearn]</b>	<ul style="list-style-type: none"> <li>Participation in whole-group, small group, and/or individual activities</li> </ul>	SPED 10.6		

**Comment [VM1]:** 6.6 I

**Comment [VM2]:** 1.1, 4.1, 5.6, 5.7 I/P (Concepts introduced in readings are practiced and refined during class discussions and activities) – Funds of Knowledge and Student Backgrounds are emphasized.

Week 2 4/11	<b>-Tuesday seminar: <i>Language Proficiency Levels and Scaffolding Strategies</i></b> Students will learn language acquisition stages, including language proficiency levels and appropriate scaffolding strategies. <b>Reading before Tuesday seminar: Gottlieb, Part I &amp; Chapter 1</b>	<ul style="list-style-type: none"> <li>Participation in whole-group, small group, and/or individual activities</li> </ul>	MS 1.6, 2.5, 4.1, 3.1,	8, 4	A5, C5
	<b>Tuesday Activity Session 1 at Baywood.</b> <b>Wednesday Activity Session 1 at Hawthorne</b>	<ul style="list-style-type: none"> <li>Field Journal Entry due Friday, 5pm</li> </ul> <b>Reading Quiz Thursday.</b>	SPED 10.3, 10.14		
4/13	<b>-Thursday seminar: <i>Integrated and Designated ELD Instruction</i></b> Introduction the new English Language Development Standards and integrated and designated ELD instruction. <b>Reading before Thursday seminar: Gottlieb, Chapter 2 &amp; California ELD Framework Ch. 2 [PolyLearn]</b>				
Week 3 4/18	<b>-Tuesday seminar: <i>Historical and Contemporary Policies and Programs for Educating Emergent Bilinguals</i></b> Students will learn about the different sociopolitical foundations of educational policies for EBs/ELs, including legislation and landmark court cases. Students will identify different programs for educating and assessing Emergent Bilinguals, including immersion programs, transitional bilingual or two-way immersion programs. <b>Reading before Tuesday seminar: García &amp; Kleifgen, Chapter 3</b>	<ul style="list-style-type: none"> <li>Discussion of readings – check for understanding of major themes/topics</li> </ul>	MS 6.7, 10.6, 10.8	1-3,6	
	<b>Tuesday &amp; Wednesday Activity Session meets ON CAMPUS</b>		SPED 3.2, 10.1, 10.2		
4/20	<b>-Thursday seminar: <i>Socio-Cognitive Approaches to Language Acquisition</i></b> The seminar will begin with discussion of the cognitive benefits of language learning and bilingualism. Relationship between L1 and L2 will be examined through lens of Linguistic Interdependence and Common Underlying Proficiency. Students will understand the distinction between Cognitive Academic Language Proficiency (CALP) and Basic Interpersonal Skills (BICS) and implications for instruction <b>Reading before Thursday seminar: Garcia &amp; Kleifgen, Ch. 4, pgs. 37-46 &amp; Excerpt from Freeman and Freeman (2004). Chapter 2 Written and Second Language Acquisition (from Essential Linguistics); [PolyLearn]</b>				

**Comment [VM3]:** 1.6 I  
2.5, 4.1 I/P (Concepts introduced in readings are practiced and refined during class discussions and activities)

**Comment [VM4]:** 3.1 I/P (Concepts introduced in readings are practiced and refined during class discussions and activities)

**Comment [VM5]:** 6.7 I/P (Concepts introduced in readings are practiced and refined during class discussions and activities)

Week 4 4/25	<b>-Tuesday seminar: <i>Socio-Cultural Approaches to Second Language Acquisition</i></b> This session will compare and contrast different models of second language learning and bilingualism, including additive, subtractive and dynamic bilingualism. Students will discuss the role of social context in language learning. Attention will be paid to cultural, ethnic and racial identities, and the role of teachers in fostering an inclusive and multilingual/multicultural learning context for Emergent Bilinguals. <b>Reading before Tuesday seminar: Garcia &amp; Kleifgen, Ch. 4-5</b>	<ul style="list-style-type: none"> <li>Discussion of readings – check for understanding of major themes</li> </ul>	MS 1.1, 2.2, 6.2	1-3, 6,7	A1, A5
	<b>Tuesday Activity: Session 2 at Baywood</b> <b>Wednesday Activity: Session 2 at Hawthorne</b>  <b>-Thursday seminar: <i>Equitable Instruction for Emergent Bilinguals/ELs</i></b> Students will discuss the role of equity in instruction and examine several alternative instructional practices that build students' language learning through a social justice and funds of knowledge framework. We will examine culturally and linguistically relevant materials for EBs/ELs and discuss how to incorporate them into teaching practice <b>Reading before Thursday seminar: Garcia &amp; Kleifgen, Chapters 6-7</b>	<ul style="list-style-type: none"> <li>Field Journal Entry due Friday, 5pm</li> </ul>	<b><u>Integrated ELD Analysis Paper Due Thursday by midnight</u></b>  SPED 3.1, 10.1		
Week 5 5/2	<b>-Tuesday seminar: <i>Academic English Language Development</i></b> This session focuses on the role of Academic English Language development for Emergent Bilinguals/English Learners. Students will examine how academic language/discourse differs across content areas and identify language functions. <b>Reading before Tuesday seminar: Gottlieb, Chapter 3.</b>	<ul style="list-style-type: none"> <li>Field Journal Entry due Friday, 5pm</li> </ul>	MS 1.6 3.1	3,8	A5, C5
	<b>Tuesday Activity: Session 3 at Baywood</b> <b>Wednesday Activity: Session 3 at Hawthorne</b> <b>-Thursday seminar: <i>Designated ELD</i>.</b> This session focuses on planning and implementation of designated ELD lessons to support EBs at varying proficiency levels as defined by CA ELD Framework. <b>Reading before Thursday seminar: Review California ELD Framework Ch. 2 (p. 115-119)</b>		SPED 3.2 10.3 10.7, 10.8,10.9 10.1.2		
5/4					

**Comment [VM6]:** 2.2, 6.2 I/P (Concepts introduced in readings are practiced and refined during class discussions and activities)

**Comment [VM7]:** 1.1, 2.2 I/P (Concepts introduced in readings are practiced and refined during class discussions and activities)

**Comment [VM8]:** 1.6, 2.5, 3.5, 4.4 I/P (Concepts introduced in readings are practiced and refined during class discussions and activities)

**Comment [VM9]:** 3.1 I/P (Concepts introduced in readings are practiced and refined during class discussions and activities)

Week 6 5/9	<p><b>-Tuesday seminar: <i>MIDTERM Exam in Class</i></b>  <b>Readings before Tuesday seminar:</b> Review for Mid-term</p> <p><b>Tuesday Activity: Session 4 at Baywood.</b>  <b>Wednesday Activity: Session 4 at Hawthorne</b></p> <p><b>-Thursday seminar: <i>Emergent Bilinguals and Social Studies: Targeting Language and Content Knowledge.</i></b>  This session focuses on teaching social studies to Emergent Bilinguals through the standards-based academic language and content objectives. Instructional strategies on Integrated ELD instruction in Social Studies.</p> <p><b>5/11</b>  <b>Readings before Thursday seminar</b> Hutton, L. &amp; Hembacher, D. (2012). <i>Developing historical thinking with English learners</i> [PolyLearn]</p>	<p><b>Midterm in Class Tues</b></p> <ul style="list-style-type: none"> <li>Field Journal Entry due Friday, 5pm</li> </ul>	<p>MS 1.6, 2.5, 3.5, 4.4</p> <p>SPED 3.2, 10.13</p>	3,4,8	A5, C5
Week 7 5/16	<p><b>-Tuesday seminar: <i>Emergent Bilinguals and English Language Arts: Principles of First and Second Language Reading</i></b>  This session focuses on learning to read in an L1 and L2. Attention is paid to morphological, orthographic, syntactic and semantic systems of English and other languages. Students will identify universal principles of reading development as well as some of the advantages and challenges that Emergent Bilinguals face when learning to read in a second language.</p> <p><b>Reading before Tuesday:</b> Excerpt from Freeman and Freeman (2004). <i>Chapter 4: Implications from Phonology for Teaching Reading and Teaching a Second Language</i> [PolyLearn]</p> <p><b>5/18</b>  <b>Tuesday Activity: Session 5 at Baywood.</b>  <b>Wednesday Activity: Session 5 at Hawthorne</b></p> <p><b>-Thursday seminar: <i>Emergent Bilinguals and English Language Arts: Principles of Writing Instruction.</i></b>  This session focuses on writing instruction for Emergent Bilinguals. Special attention is paid to the influence of the L1 in students' L2 writing. Instructional strategies for supporting EB writing.</p> <p><b>Reading for before Thursday:</b> Gottlieb, Chapter 4.</p>	<ul style="list-style-type: none"> <li>Discussion of readings – check for understanding of major themes.</li> <li>Field Journal Entry due Friday, 5pm</li> </ul>	<p>MS 1.6, 2.5, 3.5, 4.4</p> <p>SPED 3.2, 10.1, 10.7, 10.13</p>	3,4,8	A5, C5

**Comment [VM10]:** 1.6, 2.5, 3.5, 4.4 I/P (Concepts introduced in readings are practiced and refined during class discussions and activities)

**Comment [VM11]:** 1.6, 2.5, 3.5, 4.4 I/P (Concepts introduced in readings are practiced and refined during class discussions and activities)

**Comment [VM12]:** 1.6, 2.5, 3.5, 4.4 I/P (Concepts introduced in readings are practiced and refined during class discussions and activities)

Week 8 5/23	<p><b>-Tuesday seminar: <i>Emergent Bilinguals and English Language Arts: Assessing Literacy in a Second Language</i></b> This session focuses on ways to develop holistic rubrics that focus on restrictive correcting and balancing mechanics and content. Discussion of issues that surround identification of Emergent Bilinguals with learning disabilities. <b>Reading before Tuesday:</b> Gottlieb, Part II (p.123-134); Escamilla, K. &amp; Coady, M. (2001). <i>Assessing the writing of Spanish-speaking students</i> [PolyLearn]</p> <p><b>Tuesday Activity: Session 6 at Baywood.</b> <b>Wednesday Activity: Session 6 at Hawthorne</b></p>	<ul style="list-style-type: none"> <li>Participation in whole-group, small group, and/or individual activities related to the topics and readings</li> </ul>	MS 1.6, 2.5, 3.5, 4.4, 10.13	3,4,8	A5, C5
	<p>5/25</p> <p><b>-Thursday seminar: <i>Math and Science: Targeting Language and Content Knowledge</i></b> This session focuses on teaching math and science to Emergent Bilinguals through the standards-based academic language and content objectives. Instructional for integrated ELD instruction in math and science. <b>Reading before Thursday:</b> Cady, J. Hodges, T. &amp; Brown, C. (2010). <i>Supporting language learners</i>. (from Teaching Children Mathematics). &amp; Huerta, M. &amp; Jackson, J. (2010). <i>Connecting literacy and science to increase achievement for English language learners</i>. [PolyLearn]</p>	<ul style="list-style-type: none"> <li>Field Journal Entry due Friday, 5pm</li> </ul> <p><b>Reading Quiz 2</b></p>	SPE D 3.2		
Week 9 5/30	<p><b>Tuesday seminar: <i>Assessing Content Knowledge &amp; Language Proficiency</i></b> Examination of approaches to assessing Emergent Bilinguals' content knowledge and academic language proficiency. Students will evaluate tasks and activities according to the checklist of effective assessment practices <b>Reading for Tuesday:</b> Gottlieb, Chapter 5-6</p> <p><b>Tuesday Activity: Session 7 at Baywood.</b> <b>Wednesday Activity: Session 7 at Hawthorne</b></p>	<ul style="list-style-type: none"> <li>Field Journal Entry due Friday, 5pm.</li> </ul>	MS 5.1, 5.2, 5.3, 5.6, 5.7	5,8	A4, A5, C4, C5
	<p><b>Thursday seminar: <i>Large-scale, Standardized Assessments for Emergent Bilinguals/ELs</i></b> Students discuss issues related to validity, norming and reliability in the testing of Emergent Bilinguals. State and federal policies related to fair testing practices and accommodations are discussed. Students will compare the designs of standardized assessments for Emergent Bilinguals/ELs. <b>Reading for Tuesday:</b> García &amp; Kleifgen, Ch. 8; Gottlieb, Ch. 7</p>	<ul style="list-style-type: none"> <li><b><u>Deadline to Submit Community Event Reflection Thursday by midnight.</u></b></li> </ul>			

**Comment [VM13]:** 1.6, 2.5, 3.5, 4.4 I/P (Concepts introduced in readings are practiced and refined during class discussions and activities)

**Comment [VM14]:** 5.1, 5.2, 5.3 I (Introduced and touched upon)

**Comment [VM15]:** 5.6, 5.7 I/P (Concepts introduced in readings are practiced and refined during class discussions and activities)

Week 10 6/6	<b>Tuesday seminar: <i>Harnessing Technology and UDL to Support Emergent Bilingual Learners</i></b> Students explore various technologies and Universal Design for Learning supports for use in the classroom and examine them from a multilingual multiliteracies perspective.	• Field Journal Entry due Friday, 5pm.  <b><u>Culminating Essay Due Thursday by midnight.</u></b>	MS 1.4, 3.6	3,8	A5, C5, D1
	<b>Reading for Thursday:</b> Re-read Gottlieb, Ch. 4. (pgs. 108-111) <b>Tuesday Activity:</b> Session 8 at Baywood. <b>Wednesday Activity:</b> Session 8 at Hawthorne  <b>Thursday seminar: <i>Our Future as Educators of Emergent Bilinguals</i></b> Students reflect on key themes from course and discuss personal goals for the teaching of Emergent Bilingual students. <b>Reading for Thursday:</b> García & Kleifgen, Chapter 9; deJong, E. & Harper, C. (2005). <i>Preparing mainstream teachers for English-language learners: Is being a good teacher good enough?</i> [PolyLearn]				
6/15	<b>FINAL EXAM</b> Section 01 Meets @ 10:10am-1:00pm Section 02 Meets @ 1:10pm- 4:00pm				

**Comment [VM16]:** 1.4, 3.6 I/P (Concepts introduced in readings are practiced and refined during class discussions and activities)

#### Required Texts

- García, O. & Kleifgen, J. (2010). *Educating Emergent Bilinguals: Policies, Programs and Practices for English Language Learners*. New York: Teachers College Press.
- Gottlieb, M. (2016). *Assessing English Language Learners: Bridges from language proficiency to academic achievement* (2<sup>nd</sup> Edition). Thousand Oaks, CA: Corwin Press.
- Additional readings posted on PolyLearn.

The syllabus is **subject to change** due to the needs of the class. If changes occur, students will be notified in a timely manner, either during class or through e-mail. Therefore, all students should **check their e-mail on a regular basis** and are responsible for information distributed on and offline.



## COURSE ASSIGNMENTS & ACTIVITIES

Be certain your work reflects the professional and ethical educator that you are becoming. Readings must be completed **before class** as detailed on the calendar above. Assignments are due on dates listed in Course Outline. If you have questions about an assignment, please contact me as soon as possible.

- **READING QUIZZES:** Your active engagement with class materials is integral to each session. Two reading quizzes will allow you the opportunity to demonstrate your engagement and understanding of the course readings. Each quiz is worth **10 points**.
- **COMMUNITY EDUCATION EVENT**  
You are to attend a community event related to the topic of Emergent Bilinguals and/or education. After attending the event, you will write up a 1-page reflection, describing the event and how it related to course themes/topics. In order to receive credit, the reflection must be submitted to PolyLearn. See due date in course outline. A list of preferred events will be provided via email. If you cannot attend one of the preferred events, other diversity-related events can be found at Cal Poly's Cross Cultural Center website: <http://deanofstudents.calpoly.edu/content/culture/index>
- **INTEGRATED ELD ANALYSIS PAPER:** For this assignment, you will select one of the videotaped integrated ELD lessons available on PolyLearn. You will watch the video, read the accompanying transcript and analyze the classroom talk of the teachers and students in the video. You will pay close attention to how language and scaffolding is used to support students. You will then compose a written report in which you analyze the lesson according to the key components of Integrated ELD. Detailed guidelines for this assignment will be distributed in class and on PolyLearn. See Due Date in Course Outline. *LATE POLICY: 1 point deducted per day late.*
- **MIDTERM & FINAL EXAMS:** There will be 1 mid-term exam and 1 final exam that will cover information from reading assignments and seminar discussions. Both exams will be short answer, definitions and short essay. The midterm will be completed individually during class. The final exam that will be completed in class during the scheduled finals time.
- **CULMINATING ESSAY** This is designed to be a formal, comprehensive project that synthesizes the topics, readings and field experiences for the course. Guidelines will be distributed in class & PolyLearn. See Due Date in Course Outline. *LATE POLICY: 1 point deducted per day late.*
- **FIELD EXPERIENCE/ELD TUTORING** As part of the field experience component for this course you will be paired with a K-6<sup>th</sup> grade Emergent Bilingual student. Tuesday sessions will be at Baywood Elementary; Wednesday sessions will be at Hawthorne Elementary. You are expected to attend **ALL** of the activity session. If an extraordinary circumstance arises and you are not able to attend a session, make sure that you notify the field supervisor in advance and make alternative arrangements for your student.
- **FIELD JOURNAL** You are to complete a weekly field journal, which includes your plans for each tutoring session and your reflection. The entries will be due by **Friday 5:00pm** on PolyLearn. We will go over the details of journal format in the first activity session, which will meet on campus. **Four (4) of these field journals will be evaluated as part of your final letter grade (10 points each). However, all other field journals will receive 2 points upon submission.** *If you are not present to work with your student during the Field Experience, you will have the opportunity to earn ½ credit for your Field Journal for the week. You should write a journal entry each week even if your student was not present for a lesson.*

**Comment [VM17]:** 1.1, 1.4, 1.6, 2.2, 3.2, 3.5 Assessed

**Comment [VM18]:** 6.1, 6.2 Assessed through short answer question about bias  
5.6, 5.7 Assessed through short answer case study question

**Comment [VM19]:** 1.6, 6.1, 6.2, 6.3 Assessed

**Comment [VM20]:** 1.6, 2.5, 3.1, 4.1, 4.4 P (Practiced in the field, may be informally assessed)

**Comment [VM21]:** 1.1, 1.6, 2.5, 3.1, 4.1, 4.4, 5.3 P/A (Practiced in the field, Feedback and coaching given)

## EVALUATION & GRADING POLICIES

All assignments are required to be completed on time to receive full course credit. *Late policy for ALL assignments: 1 point deducted per day late*

Reading Quizzes and Event Reflection (10 points each x 3)	30 points
Midterm Exam	50 points
Field Journals	48 points
Integrated ELD Analysis Paper	50 points
Culminating Essay	50 points
Final Exam	<u>50 points</u>
<b>Total Points</b>	<b>278 total points</b>

Points will be assigned accordingly with students receiving a final letter grade on the following range:

100.00 %	93.00 %	A	82.99 %	80.00 %	B-
92.99 %	90.00 %	A-	79.99 %	77.00 %	C+
89.99 %	87.00 %	B+			
86.99 %	83.00 %	B			

The goal of this course is to help you focus on developing competencies and dispositions needed to become an exemplary teacher. Consequently, you will be evaluated on your dispositions, as well as your growth in understanding the role and nature of dispositions in teaching, throughout the quarter. Your competencies in teaching, as shown in projects, assignments, and class participation, will likewise be assessed both formally and informally, formatively and summatively. *If you plan to apply to the MSTEP program at Cal Poly, a C or better is required for admission.*

### ATTENDANCE POLICY

Attendance is very important, and I will expect that you attend each class and actively participate in seminar activities and discussions. If you miss a class, it is your responsibility to get the information you missed from another class member. Late assignments will be deducted -1 point per day late.

## **SCHOOL OF EDUCATION & UNIVERSITY POLICIES**

### **UNIVERSITY POLICIES**

Academic Responsibilities: Students enrolled in a class are responsible for meeting standards of performance and conduct established by the University and the instructor. Students are responsible for completing and submitting all class assignments, examinations, tests, projects, reports, etc., by scheduled due dates, or face penalties. If any problem arises regarding course work or attendance, the student is held responsible for initiating communication and contact with the instructor. In addition, students are held responsible for behavior and conduct adverse to the preservation of order as established by the University and the instructor.

Non-discrimination Policy: Cal Poly and its auxiliary organizations are committed to maintaining and implementing policies and procedures in compliance with applicable CSU, State, and federal nondiscrimination and affirmative action laws, regulations, and policies. Cal Poly supports an environment free of unlawful discrimination on the basis of: race, color, religion, national origin, ancestry, age, sex, sexual orientation, gender identity, marital status, physical disability, mental disability, medical condition, and veteran status.

Accommodations: If you have a disability for which you are or may be requesting an accommodation, please make an appointment with me as well as the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term.

Plagiarism - Cal Poly's Campus Administrative Manual 684.3 states: "Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit."

Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the appropriate persons in administration. Cheating or plagiarism in any form is considered a serious violation of expected student behavior and may result in disciplinary action. For more information, see the Campus Administrative Manual, Section 6.

### **SCHOOL OF EDUCATION POLICIES & EXPECTATIONS**

Disposition Assessment. Each student will be assessed using the MSTEP Disposition Assessment form. This document will be used in each course of the credential program and in the key preliminary courses such as EDUC 427. The Disposition Assessment will be used at mid-quarter and at the end of the quarter.

<b>SOE VISION</b>	<b>SCHOOL OF EDUCATION MISSION</b>
The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.	<p>The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.</p> <p>School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.</p>

#### **SELECTED PRIORITIZED SKILLS**

**A.1 Knowledge of Students** - TC acquires knowledge of how all Ss learn – ways of learning, knowledge & skills, special needs, interests, & cultural identities – and plans lesson accordingly; TC understands that Ss learn through developmentally-appropriate & active engagement.

**A.4 Designing Student Assessment** - Assessments match instructional outcomes; clear criteria provided & appropriately designed assessments implemented.

**A.5 Supporting Emergent Bilinguals** - ELD standards align w/ & support lesson outcomes, assessments, & instructional activities; whole-class scaffolds support academic language production & content engagement.

**C.4 Using Assessment in Instruction** - Ss aware of assessment criteria & some engage in self-assessment; TC monitors learning of the whole class & small groups & feedback to Ss is accurate & specific; multiple means of expression provided.

**C.5 Supporting Emergent Bilinguals** - Multiple opportunities for EBs to use academic language or demonstrate understanding orally or in writing; some attempt to draw on home language, culture, and/or prior knowledge; TC implements some whole class language supports to engage EBs.

**D.1 Reflecting on Teaching** - TC accurately assesses the effectiveness of lesson & identifies specific ways to improve the lesson.

#### **CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS (TPEs) For Multiple Subject**

<b>TPE 1. Engaging and Supporting All Students in Learning.</b>
<b>TPE 2. Creating and Maintaining Effective Environments for Student Learning.</b>
<b>TPE 3. Understanding and Organizing Subject Matter for Student Learning.</b>
<b>TPE 4. Planning Instruction and Designing Learning Experiences for All Students.</b>
<b>TPE 5. Assessing Student Learning</b>
<b>TPE 6. Developing as a Professional Educator</b>