

LEE 159: Culturally and Linguistically Sustaining Pedagogy in the TK-8 Context	
Fall 2019 Date Location	Department of Literacy, Early, Bilingual, Special Education Kremen School of Education & Human Development California State University, Fresno
Course: LEE 159	Instructor: Luz Y. Herrera, Ph.D.
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Course description:

This course will address: 1) the impact of language and culture on teaching and learning in the elementary school, 2) language acquisition theory, socio-cultural context in teaching and instructional strategies for Emergent Bilinguals in the classroom, and 3) strategies to promote student success, including achievement of Common Core state-adopted content and English Language Development (ELD) standards. The course will also consider the ELD/ELA framework, ELD descriptors adopted by the State of California and Designated and Integrated ELD, 4) how teachers can leverage various language practices of emergent bilinguals.

Multiple Subject Program Requirements:

This course is a required course in Phase 1 of the Multiple Subject Program.

Primary Learning Outcomes:

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions:

Topics and Objectives:

1) Purpose(s), History(ies) and Cultural Traditions in United States Education

TPE 1: 1.1 [IPA], 1.2 [I], 1.3 [IPA], 1.5 [IPA], **TPE 2:** 2.1 [IPA], 2.2 [IPA], 2.3 [IPA], 2.6 [I], **TPE 3:** 3.2 [IPA]), **TPE 4:** 4.1 [IPA], **TPE 6:** 6.1 [IPA], 6.2 [IPA], 6.4 [I], 6.7 [IPA]; CCTC 3, 9, 10, 12; NCATE 1.4, 1.6

– *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity*)

Objectives:

- a) Explore the purposes, roles, and functions of education in American society.
- b) Discuss the historical and cultural traditions of the major cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.
- c) Examine one’s stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.
- d) Understand and apply strategies that contribute to respectful and productive relationships between families and schools.

2) Equity and Access

TPE 1: 1.1 [IPA], 1.3 [IPA], 1.4 [IPA], 1.5 [IPA], 1.6 [IPA], **TPE 2:** 2.2 [IPA], 2.3 [IPA]), **TPE 5:** 5.7 [IPA]), **TPE 6:** (6.1 [IPA], 6.2 [IPA]; CCTC 3, 5, 9; NCATE 1.4, 1.6

– *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity*

Objectives:

- a) Examine principles of educational equity and diversity and their implementation in curriculum content and school practices, including equity issues related to class, ethnicity, gender, sex, and race.
- b) Describe the relationship between background characteristics of students and inequities in academic outcomes of schooling.

3) Bias, Racism and Schooling

TPE 1: 1.1 [IPA], 1.3 [IPA], 1.5 [IPA], 1.6 [IPA], **TPE 2:** 2.2 [IPA], 2.3 [IPA], **TPE 5:** 5.7 [IPA], **TPE 6:** 6.2 [IPA], 6.7 [IPA]; CCTC 9; NCATE 1.1, 1.3

– *Critical Thinking, Professional Ethics*

Objectives:

- a) Understand and apply major concepts, principles, and values necessary to create and sustain a just, democratic society in a classroom setting.

4) Accountability, Standards and Testing

TPE 4: 4.3 [IPA], 4.4 [IPA]; **TPE 5:** 5.1 [IPA]; NCATE 1.7

– *Professional Ethics, Valuing Diversity*

Objectives:

- a) Understand the relationship between equity, accountability, standards, and high-stakes testing and the implications for student learning.

- 5) **School Law And Policy**
TPE 6: 6.5 [IP], 6.6 [IP]; CCTC 10; NCATE 1.1
– *Critical Thinking*
Objectives:
a) Understand relevant state and federal educational laws and policies currently and historically, including those related to English Learners and students’ and parents’ rights and responsibilities.
- 6) **Professional and Ethical Responsibilities**
TPE 6: 6.2 [IPA], 6.5 [IP], 6.6 [IP]
Objectives:
a) Understand and meet professional and ethical obligations of teachers.
- 7) **Language Acquisition Theory**
TPE 1: 1.6 [IPA]; **TPE 3:** 3.5 [IPA]; CCTC 4, 9, 12; NCATE 1.1, 1.3, 1.4
– *Reflection, Critical Thinking, Valuing Diversity*
Objectives:
a) Demonstrate understanding of adaptations necessary for English Learners at various proficiency levels by observing and reporting on a classroom observation of an ELD lesson.
b) Make suggestions for improving the lesson observed (in writing.)
- 8) **SDAIE Strategies**
TPE 1: 1.1 [IPA], 1.6 [IPA], **TPE 3:** 3.5 [IPA]; CCTC 4, 5, 6, 9, 12, 13; NCATE 1.1, 1.3, 1.4
– *Reflection, Critical Thinking, Valuing Diversity*
Objectives:
a) Demonstrate understanding of strategies for making content accessible to English Learners.
b) Observe and report on a classroom observation of a SDAIE lesson.
c) Make suggestions for improving the lesson observed.
- 9) **Appropriate Assessment Practices for Emergent Bilingual Learners**
TPE 4: 4.3 [IPA], 4.4 [IPA], **TPE 5:** 5.1 [IPA], 5.7 [IP]; CCTC 9, 13; NCATE 1.7 – *Reflection, Critical Thinking, Valuing Diversity*
Objectives:
a) Interpreting assessment results
b) Designing approaches to assessment
c) Building a sequence of learning based upon students’ ELD development levels and content-related assessments.
- 10) **Assessing and Building Background Knowledge**
TPE 1: 1.1 [IPA], **TPE 2:** 2.2 [IPA], **TPE 6:** 6.2 [IPA]; CCTC 12, 13; NCATE 1.4, 1.6
– *Collaboration, Valuing Diversity*
Objectives:
a) Integrating home cultures and values into instruction.
b) Communicating effectively with families across cultures.

Course Requirements and Grading Criteria with Due Dates		
Attendance and Participation	Ongoing	15%
Autobiographical Literacy, Language, & Culture Story	October 1st	10%
Literacy, Language, and Culture Story/Project with Focal Student	October 29th	10%
Discussion Co-Facilitator (in pairs)	Sign-up	15%
Literature Guide (in pairs)	Sign-up	10%
Culturally & Linguistically Sustaining (CLSP) Lesson Plan	Nov 12th	10%
Culturally & Linguistically Sustaining (CLSP) Sequence of Lessons	Dec 17th	30%
Total		100%

The following grades are used for this course:		
A 100-90%	B 89-80%	C 79-70%
D 69-60%	F <60%	

Attendance and Participation: 15%

Learning is an interactive process. Attendance and active participation are expected in this course. Students are expected to come to each class prepared with questions/reactions to course materials, engage in discussions about the assigned readings, and actively participate in activities that extend the learning.

After one (1) absence, **three (3) points** from your attendance/participation grade will be deducted, as you cannot make-up the interactive learning that takes place during a face-to-face class. **Four (4) absences or more may result in a failing grade.** Please notify me via email if you will be absent.

Please don't let the lack of childcare keep you from attending class. Bring your kid(s) to class, and have activities for them to do.

All assignments are due on the dates listed on the syllabus. All assignments must be posted by 11:59pm on the due date. Not emailed. Assignments will be deducted one (1) point for each day they are late. Some exceptions may apply.

Autobiographical Literacy, Language, and Culture Story: 10%

(TPE 6: 6.1, 6.2)

Create a 5-minute presentation of your personal history and relationship with language and/or literacy. Your presentation can take any artistic shape (spoken word performance, monologue, reading of a personal narrative of a moment in your life). I encourage multilingual and multi-dialectical presentations that attempt to perform and/or embody the story shared. Consider the questions below:

- What is your personal history and journey with literacy?
- Where do you come from in a sociocultural linguistic sense?
- What have been your experiences with language and literacy in school, at home, in some of your various communities?

- What are your personal relationships to reading, writing, speaking?
- What do you remember about “learning” to read, write, and speak your language(s)?
- How did your home and/or school language practices influence this process?
- What cultural traditions did you grow up with? What meaning do they have for you?

Literacy, Language, and Culture Story/Project with Focal Student: 10%

(TPE 1.1, 1.3, 2.2, 3.2, 4.1, 5.2, 6.1, 6.2, 6.5)

Choose a bilingual (regardless of official designation) focal student to thoughtfully observe and interact with. You will work alongside this student in constructing a Slides/PPT/Prezi presentation (or ??). Your presentation should include:

- The student’s profile (including literacy/language and cultural background, family history)
- The school context (demographics, including socioeconomic characteristics, overall performance)
- Your reflections and learnings from this experience (implications for practice that connect to course goals).
- Images that help convey the story
- Please don’t use the students’ last names. Use first names only, or use pseudonyms.

Discussion Co-Facilitation: 15%

In pairs, students will be responsible for facilitating a 40-minute discussion for an assigned reading (assignments to be made in class). This discussion should be as interactive as possible, and not a lecture and/or a regurgitation of the reading. Please bring in any supporting material (i.e. videos) or short articles that relate to the topic and can help extend the learning.

See further guidelines & rubric at the end of this syllabus. [Sign up here.](#)

Literature Guide: 10%

(TPE 1.1, 1.3, 4.4, 1.5, 1.6, 1.7, 2.2, 4.7)

In pairs, students will be responsible for creating a one to two-page guide to a children’s book of their choice (must be culturally and linguistically sustaining). The guide should include a short biography of the author, the various activities and lessons derived from the text, and will be visually appealing. We will discuss examples and specifics in class. [Sign up here.](#)

Culturally & Linguistically Sustaining (CLSP) Lesson Plan: 10%

(TPE 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4, 3.5, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.1, 5.4)

Design a CCSS-aligned lesson plan in the content area of your choice (i.e. social studies, science, math). The content of the lesson must be integrated with literacy and reflect thoughtful use of translanguaging strategies and demonstrate a culturally sustaining approach in your pedagogy. Please use the template provided. You can use this towards one of your three final lessons of your mini-unit (after incorporating my feedback).

Culturally & Linguistically Sustaining (CLSP) Sequence of Lessons: 30%


(TPE 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4, 3.5, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.1, 5.4)

Students will plan three (3) consecutive lessons around a central instructional focus or theme. It must be based on a children’s book and on one focal content areas (i.e. social studies, science, math). The CCSS, content and language objectives, translanguaging objectives, learning tasks, and assessments should be related to an identifiable theme, essential question,

or topic. The central focus should take into account knowledge of your students' language development, backgrounds, interests, and learning levels that might further influence students' thinking and learning. The sequence of lessons must clearly show a culturally and linguistically sustaining pedagogical approach, as well as reflect universal design for learning (UDL) principles.

See further guidelines & rubric at the end of this syllabus.

Required Texts:

1. Paris, D., & Alim, H. S. (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. New York: Teachers College Press.
2. Readings to be accessed on Canvas.
3. Podcasts to be accessed through your preferred podcast App or through the podcast website (look for this icon:  Listen)

Course Policies

Recording Policy: Audio and video recordings of class lectures are prohibited unless I give you explicit permission to do it. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service.

Incomplete: A grade of incomplete is not automatically granted and is only given at the discretion of the faculty member. If you are not able to submit the final project on time, you need to e-mail the professor to inquire about the possibility for an incomplete. If the professor grants your request, you will be required to write and sign a contract stipulating the exact date when you will submit your paper. If you don't secure the professor's approval before the deadline, your grade will be based on the requirements you completed for the class.

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Copyright: You will be provided with digital and/or printed materials to support your learning in this course. As all of these materials are proprietary in nature, and most are protected by copyright, you may not reproduce or retain any of the materials for purposes other than class work.

All work submitted is expected to be of high quality consistent with master-level student standards.

Late work and make-up work policy: All assignments are due on the dates listed on the syllabus. All assignments must be posted by 11:59pm on the due date. Not emailed. Assignments will be deducted one (1) point for each day they are late. Some exceptions may apply. Assignments may not be accepted if they are more than 5 days late. Some exceptions may apply.

Adding and dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at <http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Blackboard, and if there is any suspicion of plagiarism, you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports WILL be available for your viewing.

University Policies

Students with Disabilities

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services for Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

1. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
2. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
3. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

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Course Calendar*

*The syllabus is subject to change due to the needs of the class. All students should check their email on a regular basis and are responsible for information distributed on and off line.

Date	Discussion Topics	Readings/Assignments Due
Introduction: Teaching EBLs through a CLSP Approach		
Week 1 August 27	<ul style="list-style-type: none"> · Candidates' languages, literacies and experiences · Who are our emergent bilingual learners? · Who is the community we serve? · Course overview and expectations 	In-class readings: <ul style="list-style-type: none"> · García, O. (2009), <i>Emergent Bilinguals and TESOL: What's in a Name?</i> · *Anzaldúa, G. (1977). <i>How to tame a wild tongue</i> *Read Anzaldúa before class Video: <i>Immersion</i>
Language Development & Bilingual Development		
Week 2 Sept 3	Learning Theories & Current Understandings of Language Development	<ul style="list-style-type: none"> · Valdés, Menken, & Castro. (2015). Fundamental language issues. · Zhou, M., & Brown, D. (Eds.). (2017). <i>Educational learning theories</i>. (Select chapters) · 🎧 Listen: Cult of Pedagogy Podcast, Episode 110: Ten Ways Educators Can Take Action in Pursuit of Equity
Week 3 Sept 10	Bilingual Development	<ul style="list-style-type: none"> · Genesee, F. (2006). <i>Bilingual acquisition</i> · 🎧 Listen: Bilingual Kids Rock: Episode 34 Language development of bilingual children
Language Ideologies/Raciolinguistics		
Week 4 Sept 17 ONLINE	Language Diversity in the US Language and Identity	<ul style="list-style-type: none"> · Gándara, P. (2017). <i>The potential and promise of Latino students</i>. · 🎧 Listen: Code Switch Podcast: Word up or read transcripts
Week 5 Sept 24 ONLINE	Language Education & Raciolinguistics	<ul style="list-style-type: none"> · Rosa & Flores, (2017), Ch. 10 (TEXT) · 🎧 Listen: NJDOE Bilingual/ESL Podcast Episode 15: Interview with Nelson Flores 📺 Lesson: <i>Language and Power</i> In-Class Video: <i>3 Ways to Speak English</i> , Jamila Lyiscott

Bilingualism in Education		
Week 6 October 1	Bilingualism in Education	<ul style="list-style-type: none"> · García & Kleifgen, 2018 (Ch 4), <i>Bilingualism and achievement: Theoretical constructs and empirical evidence</i> · García & Kleifgen, 2018 (Ch 5), <i>Language and Bilingualism: Practices</i> <p>DUE: Autobiographical Lang/Lit/Culture Story</p>
Week 7 October 8	Translanguaging in the Classroom Using (CLS) children’s literature in the classroom	<ul style="list-style-type: none"> · García, Ibarra Johnson, & Seltzer. (2017). <i>The Translanguaging Classroom</i>, Ch 1 & 2 <p>  Lesson: <i>Translanguaging in EBL education</i></p>
Culturally Sustaining Pedagogies		
Week 8 October 15	Introduction to Culturally Sustaining Pedagogies	<ul style="list-style-type: none"> · Paris & Alim (2017), Ch. 1 (TEXT) · Kinloch (2017), Ch. 2 (Text) ·  Listen: Cult of Pedagogy Podcast, Episode 105: Voice of Witness: Bring the Power of Oral History to Your Classroom <p>  Lesson: <i>Intro-Culturally and Linguistically Sustaining Pedagogies</i></p> <p>In-Class Video: Jeffrey Duncan-Andrade: Growing roses in concrete</p> <p>DUE: Literature Guide (Group 1)</p>
Week 9 October 22	Enacting Culturally Sustaining Pedagogies Introduction to Project-Based Learning and Universal Design for Learning Using CLS children’s literature in the classroom	<ul style="list-style-type: none"> · Cioe-Peña (2015), Translanguaging within the Monolingual Special Education Classroom <li style="text-align: center;">or · Cioe-Peña (2017), <i>Bilingualism, Disability and What it Means to Be Normal</i> · UDL Guidelines · UDL and the Brain ·  Listen: Cult of Pedagogy Podcast, Episode 108: To Learn, Students Need to DO Something <p>  Lesson: <i>UDL & PBL</i></p> <p> Workshop time: Lesson Planning</p> <p>DUE: Literature Guide (Group 2)</p>

Week 10 October 29	CSP and Universal Design for Learning	<ul style="list-style-type: none"> · Waitoller & Thorius (2016), <i>Cross-Pollinating Culturally Sustaining pedagogies and Universal Design for Learning: Toward an Inclusive Pedagogy that Accounts for Dis/Ability</i> <p>DUE: Lang/Lit/Culture Project with Focal Student</p>
Week 11 Nov 5	Enacting Culturally Sustaining Pedagogies Using CLS children’s literature in the classroom	<ul style="list-style-type: none"> · Lee & McCarty (2017), Ch. 4 (TEXT) · San Pedro (2017), Ch. 6 (TEXT) <p>✳️ Workshop time: Lesson Planning</p> <p>DUE: Literature Guide (Group 3)</p>
Week 12 Nov 12	Enacting Culturally Sustaining Pedagogies CSP/Theories of Practice	<ul style="list-style-type: none"> · Wong & Peña (2017), Ch 7 (TEXT) · Ladson-Billings (2017), Ch. 8 (TEXT) <p>DUE: CLSP Lesson Plan</p>
Week 13 Nov 19	Pedagogy for Diverse Immigrant Youth	<ul style="list-style-type: none"> · Lee & Walsh, Ch. 11 (TEXT) <p> Lesson: <i>CSP-YPAR Case Study</i></p> <p>DUE: Literature Guide (Group 4)</p>
Language and Assessments		
Week 14 Nov 26 ONLINE	Language and Assessments, I ONLINE	<ul style="list-style-type: none"> · García & Kleifgen, 2018, Ch 9, <i>Assessments</i> <p> Nearpod self-paced lesson: <i>Assessments and EBLs</i></p>
Week 15 Dec 3	Language and Assessments, II	<ul style="list-style-type: none"> · Ascenzi-Moreno. (2018). <i>Translanguaging and Responsive Assessment Adaptations: Emergent Bilingual Readers through the Lens of Possibility</i> <p>✳️ Workshop time: Sequence of Lessons Planning</p> <p>DUE: Literature Guide (Groups 5-6)</p>
Week 16 Dec 10	Course synthesis Presentation on Sequence of Lessons	

	✓ Presentations will focus on: Topic, Texts, TRLG, CSP, UDL
Finals Week Dec 17	DUE: Final Sequence of Lessons Submit through CANVAS by 11:59pm

Discussion Facilitation Guidelines & Rubric

Guidelines for Student Facilitations:

Each session, students will be responsible for presenting on the required readings for that day and facilitating the class discussion. Your goal is to help students clarify the authors' ideas, concepts, and terminology, facilitate a critical discussion, and to use this discussion to build on experience and established theories in a way that helps inform our practice as educators.

The requirements are as follows:

- After our first meeting, you will choose one reading to present this semester.
- Share with me a Google Doc outline of your presentation **at least 2 days** before your scheduled facilitation. This allows me to plan class accordingly. The earlier you send your outline, the more time you will have to incorporate my feedback.

Outlines should include:

- Concepts/ new terminology that students may ask about
- Discussion questions and any activities/approaches you plan to use to facilitate discussion (such as free writing, think-pair-share, small group-whole class, etc.)
- Time allotted to each aspect of facilitation (not to exceed 40 minutes total)
- You should be prepared to facilitate for 40 minutes. Suggested timeframe:
 - 5 minutes for the class to ask questions about difficult concepts/ new terminology
 - 15 minutes leading a class discussion
 - 20 minutes engaging the class in an interactive activity
- I recommend that you avoid using PowerPoint, Prezi, etc. except for additional information/ visuals that enhance the discussion, rather than reiterating the content of the readings.

As you plan, consider the following:

- What is the author arguing against or for? What does the author want us to know?
- How does the particular piece relate to the overall questions and themes of the course?
- What are the disagreements I have with the author?
- How does this relate to my life as a teacher in its many facets:
 - ⇒ as an observer of students' lives and learning
 - ⇒ as a classroom policymaker
 - ⇒ as a community member
 - ⇒ as an activist
 - ⇒ as a curriculum designer
 - ⇒ as a writer/artist
- What are the implications of this reading for our schools and specific classrooms?

Consider how you can use the following to encourage participation and create a more dynamic, differentiated class (UDL):

- ⇒ Open-ended discussion questions, follow-up questions, provocative prompts, close reading of text
- ⇒ Visual learning aids (posters, cartoons, visuals, handouts)

- ⇒ YouTube videos, websites, music, art, pop culture, other media activities (small group work, debates, dramatic performances, free-writes, minute rounds, gallery walks, drawing, mapping, learning games)

Rubric:

___/2 Shared an outline with the professor **at least 2-days** before the scheduled facilitation.

___/3 Provided a brief summary clarifying the author's main ideas, arguments, concepts, and any new terminology. You may need to engage the class in a close reading to unpack and interrogate specific ideas and/or passages.

___/3 Generated and actively facilitated an engaged, focused, and deep discussion of the texts.

___/4 Facilitation was dynamic and participatory. Students were actively involved. Facilitator was provocative, responsive, and *directed the discussion without dominating it*.

___/3 Connected the texts to other course readings, everyday experience, and teaching practice by providing and drawing out concrete, specific examples from the class.

Total: ___/15 points

CLSP Sequence of Lessons Guidelines

For this assignment, you will be developing a sequence of three (3) lesson plans (mini-unit) around a central instructional focus. The standards, learning and language objectives, learning tasks, and assessments should be related to an identifiable theme, essential question, or topic aligned to the Culturally Sustaining Pedagogical framework. The central focus should take into account (hypothetical) knowledge of your students' development, linguistic strengths, backgrounds, interests, and learning levels that might further influence students' thinking and learning.

The lessons must be centered around rich, culturally, and linguistically sustaining children's literature (available from your school's, the Henry Madden Library, Arne Nixon Center, or your local public library). Identify a central focus along with the content (subject matter, i.e. math, science, art, social studies) and language objectives (key language forms/functions) you will address. The central focus should support students' literacy development within content-based instruction. You may also plan a standalone literacy/ELA lesson. Your lessons should reflect thoughtful consideration and use of students' entire language resources (repertoire), through the use of translanguaging. And also provide multiple means of representation and action/expression, AKA Universal Design for Learning (UDL) principles.

You're also encouraged to design a project based learning project for your students that can be mapped out across three lessons, and includes all of the elements listed above.

Think about the following questions as you develop your lesson plans:

- What do your students know, what can they do, and what are they learning to do, hypothetically?
- What do you want your students to learn? What are the important language development goals and core content-area concepts you want students to develop within the sequence of lessons?
- What instructional approaches (PBL, UDL), learning experiences, activities, translanguaging spaces, and assessments will you design to support meaningful student learning?

CLSP Sequence of Lessons Rubric*

Item	Not Acceptable < 3 points	Developing 4 points	Proficient 5 points	Exemplary 6 points	Total:
P r i c i p l e	Topic/theme is not clear or grade appropriate; the lessons are not aligned to CSP.	Topic/theme is somewhat clear and grade appropriate; the lessons are somewhat aligned to CSP.	Topic/theme is clear and grade appropriate; the lessons are aligned to CSP.	Topic/theme is clear, grade appropriate, and creates opportunity for introducing more advanced concepts; the lessons are clear and pertinent to the particular community of students, and thus to CLSP.	
L a n g u a g e	Content objectives are not linked to CCSS; objectives are not written in measurable terms; Language objectives do not address the language demands of the mini-unit.	Content objectives are somewhat linked to CCSS; objectives are somewhat written in measurable terms; Language objectives somewhat address the language demands of the mini-unit.	Content objectives are adequately linked to CCSS; objectives are adequately written in measurable terms. Language objectives adequately address the language demands of the mini-unit.	Content objectives are strongly linked to CCSS; all objectives are strongly written in measurable terms. Language objectives strongly address the language demands of the mini-unit.	
S t r a t e g y	Learning tasks are not connected to unit objectives and standards; lessons do not include a variety of teaching strategies; plans do not make use of supplemental materials or technology.	Learning tasks are somewhat connected to unit objectives and standards; lessons somewhat identify teaching strategies; plans somewhat utilize activities and supplemental materials, including technology, to present new information.	Learning tasks are adequately connected to unit objectives and standards; lessons identify more than one teaching strategy, showing adequate understanding of how to encourage students' development of critical thinking, problem solving, and performance skills; adequately utilizes activities and supplemental materials, including technology, to present and enhance	Learning tasks are strongly connected to unit objectives and CCCS standards; lessons identify a range of teaching strategies, showing significant or sophisticated understanding of how to encourage students' development of critical thinking, problem solving, and performance skills; utilizes activities and supplemental materials, including technology, to present	

			new information, reinforce knowledge, and engage students.	and enhance new information, reinforce knowledge, and engage students.	
sc	Assessments are not tied to unit objectives; assessments do not consider diverse types of learners.	Assessments are somewhat associated with unit objectives; assessments somewhat consider diverse types of learners.	Assessments are adequately tied to unit objectives; assessments consider diverse types of learners.	Assessments are strongly tied to unit objectives; assessments strongly consider diverse types of learners.	
trajnsi	Lessons make little or no adjustments for individual student differences–No evidence of UDL principles; No evidence of TRLG spaces.	Lessons plans make some adjustments for individual student differences–some evidence of UDL principles; some evidence of TRLG spaces.	Lesson plans adapt to diverse learners by adequately accommodating individual student differences, including different developmental levels, EBL, SWD–adequate evidence of UDL principles; Good use of TRLG approaches throughout the lessons and assessments.	Lessons adapt to diverse learners by greatly accommodating most/all individual student differences (different dev. levels, EBL, SWD)–UDL principles are strongly present; Sts’ home language(s) is/are used as a resource– TRLG is strongly incorporated and utilized throughout the assignments, activities and assessments.	
mm					Grand Total: ____/30

*Adapted from E. Mayorga, 2007