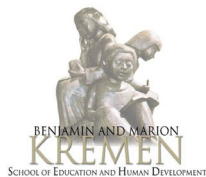


Leadership for Diverse Communities



LEE 157 Teaching English Learners in Secondary Classroom

Section 07

Spring 2020

The schedule and procedures for this course are subject to change in the event of extenuating circumstances.

CATALOG DESCRIPTION:

Educational issues, methodologies, and materials to improve students' listening, speaking, reading, and writing in content areas at the secondary level (7-12). Special emphasis on skills necessary to deliver comprehensive instruction to English learners.

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Time:	Email: tvang@csufresno.edu
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website: Google Classroom	Office Hours:

NOTE: *This syllabus and class schedule are subject to change.*

WELCOME TO LEE 157

This course will provide candidates with systematic opportunities to acquire the knowledge, skills, and abilities to deliver comprehensive instruction to English learners in diverse secondary classroom settings. Specifically, this course will address: 1) the impact of culture on teaching and learning in secondary schools; 2) language acquisition theory and instructional strategies for English Learners in the classroom; and 3) strategies to promote student success in the content area.

Course candidates will be expected to demonstrate competence in preparing adolescents from all cultural and linguistic backgrounds to comprehend spoken and written information typically occurring in the content areas. Throughout the course, students will read chapters from the text and participate in weekly online activities. The readings and the weekly assignments are located in the Weekly Folder. There is a folder for every week of instruction. Each folder contains a To-Do agenda.

It is suggested that the syllabus be downloaded so that you have it available to use even when you are offline. Should you need to contact me, the easiest way to reach me is via email. My e-mail address is tvang@csufresno.edu. You can also call my office at 559/278-0284. Looking forward to your learning, and again, welcome to the course!

PRIMARY LEARNING OUTCOMES

The learning outcomes at the bottom of this syllabus 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: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.

Course Instructions

Students are to complete the activities and assignments one week at a time. More specifically, students are to read and summarize a chapter from the assigned textbook, view a PowerPoint (PPT) and answer questions following the reading or viewing of a PPT, and write a reaction to a video or a website. The chapter readings and the PowerPoint questions are called "Journal Entries" and the video/website assignment reactions are called "Video Reflections." Students can submit answers to both of these assignments anytime during the week; however, final postings are due no later than 5:00 pm on the following week, as a folder opens on the meeting day and closes at the beginning of the week. Please note that unless there is a technical difficulty, weekly folders will not re-open, so be sure to download the material every week.

Required Textbooks:

(1) J. Echevarria & A. Graves, (2015) "Sheltered Content Instruction" *Teaching English Learners with Diverse Abilities, Fifth Edition, ISBN 10:0-13-375426-X*;

(2) J. Echevarria, M. Vogt & D. Short, (2017) "Making Content Comprehensible for English Learners" *The SIOP® Model, Fifth Edition, ISBN 10: 0-13-404523-8*

Course Expectations:

Students will be expected to complete, submit, and participate in weekly assignments and/or activities. These assignments and/or activities include weekly reflections (a chapter reading task, a PowerPoint reflection, video/Website reflection), data collection, a Group Mini Lesson Presentation, a Teaching Strategy Group Work Assignment in addition to attending three Live Sessions.

1. Due weekly - Weekly Reflection: ONE OF THE FOLLOWING:
 - a. The chapter reading task: This consists of reading an assigned chapter from the text, and summarizing the highlights of the chapter.
 - b. The PowerPoint reflection. This consist of viewing a PowerPoint specific to the topic of the week and then answering a specific question (s).
 - c. The video or website reflection. This consist of watching video or previewing a

- website, and answering a focus question that promotes the connection between pedagogy and theory.
- d. Data Collection
2. Due week 12 -- The Group Mini-Lesson Presentation. Students will be randomly assigned to a group. Each group will create a content area lesson which includes the eight SIOP components. The student will use the SIOP lesson plan as a point of reference.
 3. Due week 14 -- The Teaching Strategy/Assessment Collaboration Website. Students will select four research-based strategies (2 per category) that promote comprehension, vocabulary, and content area that promote English language development.
 4. Folders will open weekly and will remain open. However, due dates will not change.
 5. **Live Session dates are: TBA (PST).**

GRADING CHART

CATEGORY	WEEK	NUMBER	POINTS	TOTAL
Weekly Reflections:				
● Chapter Reading Task Reflection	1-15	7	10	70
● PowerPoint Reflection	1-15	2	10	20
● Video/Website Reflection	1-5	2	10	20
Mid-term Exam	8	1	40	40
Data Collection Assignment	8	1	10	10
Group Mini Lesson Presentation	12	1	20	20
Teaching Strategy Group Work	12-15	8	10	80
2 Teaching EL Strategies in Each Area:				
● Comprehension				
● Vocabulary				
● Content Area				
● Reading				

GRAND TOTAL				260
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90-100%: A, 80-89%: B, 70-79%:C, 60- 69%: D

****Note:** ALL assignments and exams must be completed to pass this course

Live Session Information:

Live Sessions are conducted through Fresno State's video/web conference software platform known as "ZOOM." It is available at: [https:// www.fresnostate.zoom.us/](https://www.fresnostate.zoom.us/)
ID #: 559 278 0284

Live sessions will start at 6:00 PM and end at 8:00 PM (Pacific Standard Time). Note: Ending time varies.

<p>DATE: FIRST LIVE SESSION _____ TBA DATE: SECOND LIVE SESSION _____ TBA DATE: THIRD LIVE SESSION _____ TBA</p>

IMPORTANT INFORMATION:

- Zoom is an online meeting and conferencing platform that allows for video, audio, and screen sharing. It can be used from any computer, laptop, tablet, or phone, and it works on a PC, Mac, Android and IOC devices.
- LEE 157 students must use their fresnostate user account to join all sessions.
- Once you sign-in using your fresnostate user account, click the JOIN A MEETING button located at the top right hand corner of the ZOOM screen.
- After clicking the meeting button, type in the meeting ID #: 559 278 0284.
- Upon entering be sure to mute your mic o prevent reverberation.
- For technical difficulties, be sure to download the ZoomGuide for Students at: <http://www.fresnostate.edu/academics/cfe/toolsforteaching/zoom.html>
The ZoomGuide will provide you with step-by-step instructions for participating in a live conference.

Session	Topic	Reading Assignment (following week)
WEEK 1 1-24-20	<u>Theme(s):</u> Introduction to course. Getting to know each other. Early language learning experiences. Demographics, policy and state trends. <u>Issues/Questions:</u> Who are English language learners? How do early language learning experiences affect educational experiences? How are recent policy changes driving English Learner programs? What are the stages in L1 acquisition?	Sheltered Content Instruction

<p>WEEK 2</p> <p>1-31-20</p>	<p><u>Theme(s):</u> First and second language acquisition. Learning Theories. BICS/CALP Activity. Factors affecting L2 acquisition.</p> <p><u>Issues/Questions:</u> What are the three theories recognized in L1 acquisition? What are Krashen's theories of L2 acquisition as they apply to classroom instruction? What are the levels of language acquisition? What are Jim Cummins views on L2 acquisition? Why are his views crucial when looking at student performance? Why Cummins Quadrant is important?</p> <ul style="list-style-type: none"> ● Stages of L1+2 Acquisition.pptx 	<p>Sheltered Content Instruction</p> <p>PPT Reflection</p>
<p>WEEK 3</p> <p>2-7-20</p>	<p><u>Theme(s):</u> Bilingual Education. Myths and Misconceptions.</p> <p><u>Issues/Questions:</u> Federal and State laws requiring Bilingual Education taught in schools.</p> <ul style="list-style-type: none"> ● Dual Language Proficiency ● Whole-Language Approaches to Reading Instruction <p><u>Theme(s):</u> Teaching English Learners with Diversity Abilities</p> <p><u>Issues/Questions:</u></p> <ul style="list-style-type: none"> ● Student Profiles ● Native-Language Knowledge ● English-Language Knowledge ● Academic Background and School Experiences ● Search for Intervention: A Three-Tiered Model 	<p>Read Chap. 1, Sheltered Content Instruction</p> <p>Chapter Reading Task Reflection</p>
<p>WEEK 4</p> <p>2-14-20</p>	<p><u>Theme(s):</u> Home Language Surveys. Assessing ELs and Program Placement. Servicing ELs.</p> <p><u>Issues/Questions:</u> What is a home language survey? Why is it important to assess students once they arrive? What services are available to ELs? What is sheltered instruction?</p> <p><u>Theoretical and Historical Foundations</u></p> <ul style="list-style-type: none"> ● History of Education of Students Learning English in School ● Theories of Second-Language Acquisition ● The Contributions of Cummins ● Factors That Affect Second-Language Learners ● Teaching English Learners: Theory to Practice 	<p>Read Chap. 2 Sheltered Content Instruction</p> <p>Chapter Reading Task Reflection</p>

	<ul style="list-style-type: none"> ● SIOP.pptx ● (1) Lesson Preparation ● (2) Content and Language Objectives Clearly Defined, Displayed, and Reviewed ● Teaching Scenarios and discussion of Lessons <p>SIOP Video</p>	
<p>WEEK 5</p> <p>2-28-20</p>	<p><u>Theme(s):</u> Sheltered Content Instruction in the Content Areas</p> <p><u>Issues/Questions:</u></p> <ul style="list-style-type: none"> ● Why is sheltered instruction important for English learners? ● What is the SIOP model? ● Why is it important to contextualize material for students? ● What are some methods? ● What methods are used to teach learning strategies? ● Improving Achievement and Closing Gap Between Groups ● What is SDAIE <ul style="list-style-type: none"> ● SDAIE.pptx ● Teaching ELLs.pptx ● Video: Teaching ELLs 	<p>Read Chap. 3, Sheltered Content Instruction</p> <p>PPT Reflection</p>
<p>WEEK 6</p> <p>3-6-20</p>	<p><u>Theme(s):</u> Understanding, Adjusting, and Teaching the Language of the Classroom</p> <p><u>Issues/Questions:</u> How do school and societal challenges affect language learning? What are methods used to accommodate these challenges? Why is it important to validate existing knowledge and how can it be done?</p> <ul style="list-style-type: none"> ● Understanding the Language of the Classroom ● Teaching Language through Objectives ● Developing Oral Language Proficiency ● Adjusting Language with Sheltered Instruction ● Using Instructional Conversation for Language and Concept Development ● Integrating Language Skills: Listening, Speaking, Reading, and Writing ● Error Correction and Grammar: Treatment of Errors, Teaching spelling and Treatment of Grammar. 	<p>Read Chap. 4, Sheltered Content Instruction</p> <p>Chapter Reading Task Reflection</p>

	<ul style="list-style-type: none"> ● ELD.pptx ● What Is the Purpose of the ELD Standards ● Language development across the curriculum ● ELD Intervention 	
<p>WEEK 7</p> <p>3-13-20</p>	<p><u>Theme(s):</u> Comprehensible Input</p> <p><u>Issues/Questions:</u> What is comprehensible input? What are the SIOP features for comprehensible input? What teaching strategies build on comprehensible input?</p> <ul style="list-style-type: none"> ● How do we adjust classroom discourse to make content comprehensible to English learners? ● How do teachers demonstrate sensitivity to cultural and linguistic diversity? ● Scaffolding Strategies for Els ● Speech Appropriate for Students' Proficiency Levels ● Clear Explanation of Academic Tasks ● A Variety of Techniques Used to Make Content Concept Clear <ul style="list-style-type: none"> ● Comprehensive Input video 	<p>Read Chapter 4 Making Content Comprehensible</p> <p>Midterm Exam</p>
<p>WEEK 8</p> <p>3-20-20</p>	<p><u>Theme(s):</u> Promoting Affective and Cultural Connections</p> <p><u>Issues/Questions:</u></p> <ul style="list-style-type: none"> ● Providing Reading and Writing Activities That Promote Success ● Providing Ample Practice and Careful Corrections ● Focusing on Relevant Background Knowledge and Cultural Connections ● Using Alternate Grouping Strategies ● Providing Native-Language Support ● Focusing on Content and Activities That Are Meaningful to Students Both Emotionally and Culturally ● Creating Roles in the Classroom for Family and Community Members ● Holding High Expectations for All Learners ● Being Responsive to Culturally and Personal Diversity 	<p>Read Chap. 5, Sheltered Content Instruction</p> <p>Data Collection Assignment DUE</p>
<p>WEEK 9</p> <p>3-27-20</p>	<p><u>Theme(s):</u> Learning Strategies</p> <p><u>Issues/Questions:</u></p> <ul style="list-style-type: none"> ● What types of Learning Strategies? ● Guides for selecting a Learning Strategy. 	<p>Read Chap. 6 Sheltered Content Instruction</p>

	<ul style="list-style-type: none"> ● Teaching Learning Strategies ● Presentation methods used to teach learning strategies ● Language Assessment.pptx: <ul style="list-style-type: none"> ● (1) Language and Literacy Assessment ● (2) Language and content-Area Assessment for English Learners ● (3) Diagnostic Assessment ● (4) Informal Assessment ● (5) Assessment for English Language Learner Special Education ● (6) Formative Assessment ● (7) Summative Assessment ● (8) Assessing Content Objectives ● (9) Assessing Content Objectives ● (10) Assessing Language Development Objectives <p>Videos:</p> <ul style="list-style-type: none"> ● Strategies video ● 1962 EL-A video ● AB 78 – Hmong Voices ● Five Case Study of English Learners 	<p>Video/Website Reflection</p>
<p>WEEK 10 4-3-20</p>	<p>Theme(s): Learning Strategies (continued) <u>Issues/Questions:</u></p> <ul style="list-style-type: none"> ● What types of Learning Strategies? ● Guides for selecting a Learning Strategy. ● Teaching Learning Strategies ● Presentation methods used to teach learning strategies ● Language Assessment.pptx: <ul style="list-style-type: none"> ● (1) Language and Literacy Assessment ● (2) Language and content-Area Assessment for English Learners ● (3) Diagnostic Assessment ● (4) Informal Assessment ● (5) Assessment for English Language Learner Special Education ● (6) Formative Assessment ● (7) Summative Assessment ● (8) Assessing Content Objectives ● (9) Assessing Content Objectives ● (10) Assessing Language Development Objectives 	<p>Read Chap. 6, Sheltered Content Instruction</p> <p>Video/Website Reflection</p>

	<p>Videos:</p> <ul style="list-style-type: none"> ● Strategies video ● 1962 EL-A video ● AB 78 – Hmong Voices ● Five Case Study of English Learners 	
<p>WEEK 11 4-10-20</p>	<p>Theme(s): Differentiated Instruction <u>Issues/Questions:</u></p> <ul style="list-style-type: none"> ● Demonstrating Sensitivity to Cultural and Linguistic Diversity ● Content Knowledge ● Providing Adequate Background Knowledge ● Providing Language Development Opportunities ● Building Academic Proficiency ● Modifying Lesson Plan and Text 	<p>Read Chap. 7, Sheltered Content Instruction</p> <p>Chapter Reading Task Reflection</p>
<p>WEEK 12 4-17-20</p>	<p>Theme(s): Becoming a Reflective Practitioners <u>Issues/Questions:</u></p> <ol style="list-style-type: none"> (1) Why is it important to teach learning strategies to English learners? (2) What are the three types of scaffolding strategies? <ol style="list-style-type: none"> a. Assisting and supporting student understanding b. Use a variety of questions or tasks that promote higher-order thinking skills. c. Questioning and paraphrasing - Language Development (3) Video: Cultural Impact (4) Video: High School Student (5) US Cultural Diversity.pptx (6) Cultural Knowledge Questions (7) The Individual and Cultural Diversity 	<p>Read Chap. 8, Sheltered Content Instruction</p> <p>PPT Reflection</p> <p>DUE Group Mini-lesson Presentation</p>
<p>WEEK 13 4-24-20</p>	<p>Theme(s): Interaction <u>Issues/Questions:</u> Why are interaction opportunities essential for ELs?</p> <ul style="list-style-type: none"> ● Frequent Opportunities for Interaction and discussion ● Grouping configurations Support Language and Content Objectives ● Sufficient Wait Time for Students Responses ● Ample Opportunities for Students to Clarify key Concepts in L1 	<p>Read Chapter 6 Making Content Comprehensible</p> <p>Chapter Reading Task Reflection</p>

WEEK 14 5-1-20	Theme(s): Practice & Application Issues/Questions: <ul style="list-style-type: none"> ● Why is it important to contextualize material for students? ● What are some methods used to integrate language skills? ● How do teachers check for understanding? ● Hands-On Materials and/or Manipulatives Provided for Students to Practice Using New Content Knowledge ● Activities Integrate ALL Language Skills ● 	Read Chapter 7 Making Content Comprehensible Chapter Reading Task Reflection
WEEK 15 5-8-20	Theme(s): Review and Assessment Issues/Questions: <ul style="list-style-type: none"> ● How do we adjust classroom discourse to make content comprehensible to English learners? ● Comprehensive Review of Key Vocabulary ● Comprehensive Review of key Concepts ● Regular Feedback Provided to Students on their Output ● Assessment of student Comprehension and Learning of ALL Lesson Objectives Throughout the Lessons Theme(s): Self-Evaluation and Collaboration Issues/Questions: How do we create learning communities in our schools?	Read Chapter 9 Making Content Comprehensible Chapter Reading Task Reflection

ASSIGNMENTS:

1. **Data Collection Assignment** -- Students will collect data on English Learners and display the data on a matrix. Students will write a reflection based upon their findings.
2. **Midterm** -- The midterm will consist of short-essay questions on L1/L2, SIOP, ELD, and Culture.
3. **The Group Mini-Lesson Presentation** -- Students will be randomly assigned to a group. Each group will create a content area lesson which includes the eight SIOP components. The student will use the SIOP lesson plan as a point of reference.

4. **The Teaching Strategy Group Work Assignment** -- Students will select 2 comprehension, 2 vocabulary and 2 content subject matter area strategies. For each strategy selected, students will construct a brief write-up that includes: (a) a description and/or definition of the strategy, and (b) a brief explanation of how the strategy connects to literacy and/or language acquisition. Actual strategy examples or teaching strategy videos can be included. Students will need to cite their sources for the strategy.

PRIMARY LEARNING OUTCOMES

Topics and Objectives

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

Objectives:

- a) Discuss the historical and cultural traditions of the major English learner groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.
- b) 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.
- c) Understand and apply strategies that contribute to respectful and productive relationships between families and schools.

2) Equity and Access

Objectives:

- a) Examine principles for English learners of educational equity and diversity and their implementation in curriculum content and school practices.
- b) Describe the relationship between background characteristics of English learners and inequities in academic outcomes of schooling.

3) Bias, Racism and Schooling

Objectives:

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

4) Accountability, Standards and Testing

Objectives:

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

5) School Law And Policy

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**Objectives:**

- a) Understand and meet professional and ethical obligations of teachers regarding English learners.

7) Language Acquisition Theory**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/SIOP Strategies**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 English Learners**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**Objectives:**

- a) Integrating the home cultures and values of English learners into instruction.
- b) Communicating effectively with families across cultures.