# California State University, Fresno

## *Leadership for Diverse Communities*

## Cultural and Language Contexts of the Classroom
### LEE 172

## Vision:

*The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.*

*The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.*

## Course Description:

This course will address: 1) the impact of culture on teaching and learning in the elementary school, 2) language acquisition theory and instructional strategies for English Learners in the classroom, and 3) strategies to promote student success, including achievement of state-adopted content and language-development standards.

**Multiple Subject Program Requirements:**
This course is a required course in Phase 1 of the Multiple Subject Program. Taken concurrently, Field Study A is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in Field Study A, will need to make special arrangements with the instructor.

|  | Instructor Name |
| --- | --- |
| Units:  3 | Office Number |
| Time: 3 hours per week, plus 1 hour arranged | Email |
| Location: | Telephone |
| website | Office Hours |

**Prerequisites:**  Admission to the Multiple Subject Credential program. Students should have taken CI 171 or be concurrently enrolled. Students not concurrently enrolled in EHD 174 need to make special arrangements with the instructor.

## (Suggested) Required Texts and Instructional Materials:

Díaz-Rico, L. T., & Weed, K. Z. (2006). *The crosscultural, language, and academic*

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*development handbook: A complete K-12 reference guide.* Boston, MA: Pearson Education, Inc.

Ovando, C., Collier, V., Combs, M. C. *Teaching in multicultural contexts*. 2nd Ed. New York: McGraw Hill.

Spring, J., (2004). *Deculturalization and the Struggle for Equality*. New York: McGraw Hill. *Selected Readings.*

Vogt, M. & Echevarria (2008). 99 Ideas and Activities for Teaching English Learners with the SIOP Model. Boston: Pearson Education, Inc.

Whelan Ariza, E. N. (2006). *Not for ESOL teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*. New York: Pearson Education.

## 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: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.*

**Topics and Objectives:**
1) **Purpose(s), History(ies) and Cultural Traditions in United States Education** (CCTC 3, 9, 10, 12; TPE 7, 8, 11, 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** (CCTC 3, 5, 9; TPE 8, 11; 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.

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**3)** **Bias, Racism and Schooling** (CCTC 9; TPE 11; 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 3; 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** (CCTC 10; TPE 12; 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 12; NCATE 1.6 – *Reflection, Professional Ethics*)
Objectives:
   a)   Understand and meet professional and ethical obligations of teachers.

**7)** **Language Acquisition Theory** (CCTC 4, 9, 12; TPE 7, 9; 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** (CCTC 4, 5, 6, 9, 12, 13; TPE 4, 9; 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 English Learners** (CCTC 9, 13; TPE 3, 4, 8; 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** (CCTC 12, 13; TPE 4, 6, 8; NCATE
1.4, 1.6 – *Collaboration, Valuing Diversity*)
Objectives:
  a) Integrating home cultures and values into instruction.
  b) Communicating effectively with families across cultures.

# Major Assignments and Examinations

## Cultural Awareness Project
(Lab 8 hours) (FORMATIVE ASSESSMENT: TPE 8, 11; NCATE 1.4, 1.6 – *Reflection,
Valuing Diversity, Collaboration, Lifelong Learning*)
(TEACHING PROJECT COMPONENT: Students in Context)
This assignment requires the candidate to work with a student in the classroom whose
race/ethnicity/culture is different from the candidates. The student will be interviewed and the
candidate will initiate a dialogue to learn more about the student. In order to develop
observational and analytical skills, candidates must reflect upon their experience by highlighting
differences, similarities, new discoveries regarding their own cultural beliefs, and classroom
implications.

## Legal, Professional, and Ethical Obligations Reflections
(FORMATIVE ASSESSMENT: TPE 12; NCATE 1.1, 1.3, 1.4 – *Reflection, Critical Thinking,
Professional Ethics, Valuing Diversity, Lifelong Learning*)
Candidates will be required to take a critical look at the legal, professional, and ethical
obligations of teachers of English learners by reflecting upon these topics in written form. The
reflections should make a connection between previous knowledge, new learning, and classroom
applications.

*ELD Lesson Observation*

(Lab 3.5 hours) (TPE 7; NCATE 1.3, 1.4 – *Reflection, Critical Thinking, Professional Ethics,
Valuing Diversity, Lifelong Learning*)
Participants will be required to observe an English Language Development (ELD) lesson.
Required elements for this observation will be explored in class prior to the assignment and will
address such things as: assessment driven instruction, ELD and ELA Standards, systematic ELD,
ELD grouping, and how the teacher makes language instruction appropriate for students of
differing language development stages. Candidates will reflect upon the lesson and make
suggestions for improvement.

## Content Lesson Observation
(Lab 3.5 hours) (TPE 7; NCATE 1.3, 1.4 – *Reflection, Critical Thinking, Professional Ethics,
Valuing Diversity, Lifelong Learning*)
Participants will be required to observe a content area lesson that uses Specially Designed
Academic Instruction in English (SDAIE) strategies. Required elements for this observation will
be explored in class prior to the assignment and will address such things as: language and content
standards, scaffolding elements, SDAIE strategies, content assessments, and how the teacher

differentiates content instruction for students of differing language development stages. Candidates will reflect upon the lesson and make suggestions for improvement.

*Final Exam: English Learner Assessment and Strategies*
(FORMATIVE ASSESSMENT: TPE 3, 7; NCATE 1.1, 1.3, 1.4, 1.7 – *Critical Thinking, Professional Ethics, Valuing Diversity*)
The final examination in this course will satisfy the formative teacher performance assessment requirement of interpreting assessment data and planning instruction appropriate for English Learners responding to their levels of English Language Proficiency, literacy and background knowledge. Based on appropriate assessment information, candidates will select instructional materials and strategies to develop students' abilities to comprehend and produce English, orally and in written form

**Assignment and Examination Schedule:**

| Date | Assignment | Points |
| --- | --- | --- |
| Session 6 | ELD Lesson Observation | 20 |
| All Sessions | Legal, Professional, & Ethical Obligations Reflections | 20 |
| Session 12 | Content Lesson Observation | 20 |
| Session 16 | Cultural Awareness Project | 20 |
| Session 16 | Final Exam | 20 |

## Course Policies:

**Preparation for Class.** Reading assignments are expected to be completed prior to attending class and knowledge of the content of reading assignments may be tested in various modes including quick-writes, quizzes, short-answer essays, and performance assessments.

**Grading.** Grading will be based on points. Points will awarded for various assignments and exams and the final grade will be determined based on the following scale:
90-100 points = A  80-89 points = B  70-79 points = C  60-69 points = D  <60 points =F

**Confidentiality.** The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child in a case study, for example, the recommended language is "for the purpose of this study, I'll refer to the observed student as *Child A."*

**Subject to Change.** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

## 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 to Students with Disabilities in Madden Library 1049 (278-2811).

**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 (Policy/Legal Statements) or the University Catalog (University policies)

**Make Up Policy for Planned and Unplanned Absences:** In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan.  In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

**Computers**: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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## COURSE OUTLINE, CALENDAR AND ASSIGNMENTS

| SESSION # and DATE | TOPICS | READINGS | ASSIGNMENTS |
|---|---|---|---|
| **Session #1** | **First Language Acquisition (L1)** | Chapter 3 (Díaz-Rico & Weed) <br><br> Baltra handout | Written Reflection |
| **Session #2-3** | **Second Language Acquisition (L2)** | Chapter 3 (Díaz-Rico & Weed) | Written Reflection |
| **Session #4-6** | **English Language Development (ELD)** | Chapter 4 (Díaz-Rico & Weed) <br><br> Dutro & Moran article | ELD Lesson Observation Due |
| **Session #7** | **Language Structures** | Chapter 2 (Díaz-Rico & Weed) <br><br> Baltra handout | Written Reflection |

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| | | | Written Reflection |
|---|---|---|---|
| **Session #8-9** | **Content Area Instruction using Specially Designed Academic Instruction in English (SDAIE) strategies** | Chapter 5 (Díaz-Rico & Weed)<br><br>Moran article<br>Walqui-Van Lier article | |
| **Session #10** | **Language and Content Area Assessment** | Chapter 7 (Díaz-Rico & Weed) | Written Reflection |
| **Session #11** | **Historical Perspectives in Education** | Chapter 6 & 8 (Díaz-Rico & Weed) | Written Reflection |
| **Session #12** | **The Law and Language Policy** | Chapter 11 (Díaz-Rico & Weed) | SDAIE Lesson Observation Due |
| **Session #13** | *Culturally Responsive Schools* | Chapter 10 (Díaz-Rico & Weed) | Written Reflection |
| **Session #14** | *The Intercultural Educator* | Chapter 9 (Díaz-Rico & Weed) | Written Reflection |
| **Session #15** | **Diverse Learners and Special Education** | Chapter 12 (Díaz-Rico & Weed) | Written Reflection |
| **Session #16** | **Final Exam** | | Cultural Awareness Project Due |

# Topics and Descriptions

**First Language Acquisition (L1)**

   Through cooperative learning structures and lectures, teacher candidates are asked to have a solid understanding of the theory of first language acquisition in order to understand and build connections between first and second language acquisition. This understanding is evaluated through a reflection and Blackboard discussion questions.

**Second Language Acquisition (L2)**

   The theory and methods of second language acquisition are addressed throughout the course. Teacher candidates spend ample time discussing and understanding the basic tenets of second language acquisition through evaluating Stephen Krashen's theories of second language acquisition. Teacher candidates are expected to know the theories and connect the theories to strategies used in the classroom.

**English Language Development (ELD)**

   In addition to observing an ELD lesson in their field placement, teacher candidates are expected to recognize effective ELD strategies in the lesson observed, adjust the lesson for various levels of English language proficiency. Teacher candidates are expected to understand the various levels of English language proficiency and be able to recognize various strategies and how they apply to each level of proficiency.

**Language Structures**

   The language structures of English are discussed in the course. The phonological elements of English are discussed in relation to how to assist EL's in acquiring English. The course also presents methods to assist in transition to English. These methods are presented in ELD lessons modeled by the instructor, placement teacher and videos shown in class.

**Content Area Instruction/SDAIE strategies**

   Throughout the course teacher candidates observe and model content area instruction strategies for English Language Learners. Students observe a lesson in their field placement, write a reflection on the observation and apply the strategies in their final lesson. These instructional strategies are modeled in the content areas. They are also described in relation to the Sheltered Instruction Observation Protocol (SIOP), which is used in the advanced levels of English proficiency in the content areas. Teacher candidates also observe these strategies in videos that give them ample opportunities to observe SDAIE strategies.

**Language and Content Area Assessment**

   This topic will focus on the current emphasis on standards-based instruction and the various ways in which English learners are assessed and placed in appropriate instruction. Teacher candidates will also learn about the key role assessment play, not only in instruction, but also in learning about the learner in the process of classroom instruction. In addition, teacher candidates will watch films (i.e. immersion) that provide them with opportunities to discuss and reflect on policy decisions regarding standardized testing and English Learners.

**Historical Perspectives in Education and Immigration Laws and Policies**

   Teacher candidates will examine and reflect on the historical backgrounds on cultural diversity and its treatment in the United States. Immigration laws and polices will be discussed in this course (i.e. Chinese Exclusion Act and CA Proposition 227). Teacher candidates will be required to take a critical look at the legal, professional and ethical obligations of teachers of English learners by reflecting upon these topics in reflection papers.

**Culturally Responsive Schools and the Intercultural Educator**
   Teacher candidates will explore how culture influences every aspect of life, including schooling.  They will explore culture by first recognizing who they are as cultural beings and that of their students by conducting a sociocultural project.  This project will allow candidates to not only reflect upon their own cultural beliefs and that of their students, but also of classroom implications.  In this topic, student candidates will gain knowledge on how schools can become responsive to the cultural needs of their students and strategies in becoming an intercultural educator.

**Culturally and Linguistically Diverse Learners and Special Education**
   In this topic, teacher candidates are exposed to language policies and specific program models for culturally and linguistically diverse learners (CLD) with special needs.  Such issues as the disproportionate representation of CLD learners in Special Education will also be discussed.  Students will review the identification, referral, and early intervention for CLD learners with potential special needs. Their understanding is evaluated through a reflection and Blackboard discussion questions.


# Bibliography

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# Legal, Professional, and Ethical Obligations Reflections
(6 pts. each)



**In this course you will learn about the research and theory of Language Acquisition and English Learners (EL) by listening to lectures using effective ELD strategies, participating in class activities, conducting Internet searches, and by reading articles. However, research and theories alone will not make you a better teacher. In order to process new learning and reinforce previous learning, it is necessary to reflect upon the topic and make the connection to the classroom.**

Your one page reflection should consist of:

- A visual element (drawing, picture, photo, graphic organizer, etc.) related to the topic

- 2 quotations, one from the class session and the other from the assigned

  article (cite source)

- One short interpretive paragraph (your understanding of the topic)

- One short paragraph with a connection to the classroom (implications for teaching English Learners)

## *Be creative!*

## Appendix B.
## *ELD Lesson Observation*

**Part I**

Include the following information in your lesson observation project:

Your name:
Date of Observation:
District/School:
ELD Proficiency Level(s):
Type of ELD Lesson:
Length of Lesson:
Materials Used:

**Part II**

Describe your observation of the following areas in paragraph form:

- **TARGET VOCABULARY**-How was the vocabulary introduced? Was literature used as an introduction?
- **LISTENING**-What activities were students involved in that required listening?
- **SPEAKING**-Did students have an opportunity to use the target vocabulary? How and how often?
- **PHONOLOGICAL ELEMENTS**-How were the phonological elements of the vocabulary taught and practiced?
- **READING**-In what ways did students practice reading the target vocabulary?
- **GRAMMATICAL STRUCTURES**-What structures were taught and how were they taught?
- **WRITING**-Were sentence frames used to encourage writing and how were they used? If not, how did the teacher encourage students to write?
- **PRACTICE**-What type of practice was provided for students to review the target vocabulary?

**Part III**

Discuss your reaction to the lesson observed and if the lesson was appropriate for the proficiency level of the students. How were they grouped? Explain what you learned and what you will use or not use in your future classroom.  Use the Appendix A format.

# Appendix C
## Content Lesson (SDAIE) Observation
### **(Fine Arts, Math, Reading, Science, Social Studies)**

## **Part I**

Include the following information in your lesson observation project:

Your name:
Date of Observation:
District/School:
Subject/Grade Level:
Lesson Topic:
Length of Lesson:
Materials Used:

## **Part II**

Describe your observation of the following areas in paragraph form:

- Clearly defined **OBJECTIVES**
- **BUILDING BACKGROUND** (concepts linked to students' prior knowledge)
- **KEY VOCABULARY** emphasized
- **COMPREHENSIBLE INPUT** (appropriate, clear explanations, variety of techniques, pacing)
- Specific **SDAIE STRATEGIES** observed
- Frequent opportunities for **INTERACTION** (teacher/students, student/student)
- Integration of all **LANGUAGE SKILLS** (listening, speaking, reading, writing)
- Regular **FEEDBACK/ASSESSMENT** provided (spot-checking, group response, etc.)
- Time for **METACOGNITION** (review, processing of new knowledge, debrief)

## **Part III**

Discuss your reaction to the lesson observed and what you learned. Explain what you will use or not use in your future classroom.  Use Appendix A format.