Advanced Studies in Education & Counseling

Vision:
Equity & Excellence in Education
Mission:
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDSP 454 Online Academic Language Development of English Language Learners

Fall 2021

Department of Advanced Studies in Education and Counseling

Course Information

Instructor: Linda Keil	**Email**: linda.keil@csulb.edu
Virtual Office Hours Days/Times: Monday 4-6pm or by appointment	**Office Hours Zoom Link:** **https://csulb.zoom.us/j/87819447990**
Class Days/Times: Online Format	**Class Zoom Link**: N/A

Catalog Course Description

This course is designed to address normal and atypical development of language skills in school-aged children from non-English language backgrounds. Focus will be on the skills needed in the classroom, including communicative competence, pragmatics and literacy. Distinguishing between normal language development and linguistic problems will be addressed.

Course Student Learning Outcomes and Goals

The SLO specifies that in preparation for every course, students will satisfy all prerequisites. During the course itself, students achieve certain specified learning outcomes. All performance assessments depend upon the accomplishment of these outcomes. It is the responsibility of the student to come to class prepared. Upon completion of the course the students will:

1.   Distinguish between typical and atypical development of language skills in students from non-English speaking backgrounds (CTC Standard 3).
2.   Demonstrate knowledge of language acquisition theories and their implications for practice with English learners in K-12 settings (CTC Standard 10).
3.   Identify how cognitive, pedagogical and individual factors affect students' language acquisition and learning (CTC Standard 10).
4.   Identify types of language assessments and the situational appropriateness of each type.

5.   Use informal assessments (observation and interview) to determine an EL student's level of English language proficiency.

6.   Acquire and demonstrate the use of assessment information to determine students' language abilities.

7.   Develop lessons that promote access to and achievement in the Common Core State Standards.

8.   Identify and apply evidenced-based intervention and instructional strategies to enhance typical and atypical language development for students from non-English speaking backgrounds focusing on the SIOP Model (CTC Standard 10).

9.   Acquire knowledge regarding the importance of families and culture in a student's language development as well as how to create a sense of community in the classroom that welcomes all students.

Teacher Performance Expectations (TPE)

https://www.ctc.ca.gov/educator-prep/stds-prep-program
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction;
TPE 4: Making Content Assessable;
TPE 5: Student Engagement;
TPE 7: Teaching English Language Learners

Education Specialist Credential Program Goals and Themes:

Consistent with the University and College missions, the Education Specialist program is designed to prepare competent and effective teachers who are able to develop, implement, and evaluate educational programs for students with Mild/Moderate and Moderate/Severe disabilities in diverse urban schools and other community settings.

The Education Specialist Credential Program at CSULB has the following goals. We aim to assist candidates in becoming:

•   Effective & caring teachers
•   Partners with parents & others in the development of high quality educational programs
•   Lifelong learners engaged in program development reflective of best practices in special education

The program themes emphasize current issues of importance to the field of special education. These themes are addressed across our curriculum and are as follows:

•   Individualized Education
•   Collaboration
•   Cultural Responsiveness
•   Evidence-Based Practices
•   Advocacy & Leadership

Required Texts/Course Materials:

Echevarria, J., Vogt, M, & Short, D. J. (2017). Making Content Comprehensible for English Language Learners: The SIOP Model. (5th Ed) Boston, MA: Pearson Education/Allyn & Bacon.
*MUST HAVE DIGITAL ACCESS WITH THIS TEXT

Echevarria, J. & Graves, A. (2015). Sheltered Content Instruction: Teaching English Learners with Diverse Abilities. (5th Ed) Boston, MA: Pearson Education/Allyn & Bacon.

Best Practices for Serving English Language Learners and Their Families (Online)
http://www.tolerance.org/publication/best-practices-english-language-learners

BeachBoard: Access to BeachBoard is required for this class.

Recommended Texts:
Vogt, M., & Echevarria, J. (2013). 99 Ideas and Activities for Teaching English Learners with the SIOP Model. Boston, MA: Pearson Education/Allyn & Bacon.

Nora, J., & Echevarria, J. (2016). No More Low Expectations for English Learners. Portsmouth, NH: Heinemann.

Mode of Delivery and Technical Requirements

The course will include online lectures with Power Point slides, online modules from another website, online discussions, and online activities as well as a summative case study assignment. It is expected that students will have thoroughly read the assigned readings, be prepared to make thoughtful contributions to online class discussions and complete all assignments on time. Students should be prepared with weekly reading material during online lectures. Keeping up with the course requirements and meeting deadlines is expected of all students. In addition, students are expected to communicate with the instructor regarding any questions or concerns, via email or during office hours by appointment as needed

To access this course on BeachBoard and Zoom, students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk. The university provides a variety of technology resources to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Course Evaluation Components and Grading

Evaluation Components

Assignment Expectations

•All assignments will be typed using a, 12-point font double-spaced, and proofread for grammatical and spelling errors. Students are expected to use "people first" language (e.g., student with a learning disability, teacher of students with intellectual disability). Information regarding people-first language is posted on BeachBoard under "Supplemental Materials."

•All references to sample/observation students will be made without identifying information. Full confidentiality of K-12 students and their families will always be maintained (if applicable).

•Students will provide original thoughts, ideas, and work in all written assignments. Correct citations must be provided when summarizing or quoting another's work.   Please refer to the CSULB catalog for any questions regarding University policy and disciplinary procedures in the areas of plagiarism and cheating. 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 credit to the source…" CSULB Academic Integrity

•Rubrics or guidelines will be posted on Beachboard for all assignments. Each rubric will provide the criteria for the assignment.

•It is the student's responsibility to contact the instructor regarding any extended illness, injury, or circumstance that may affect the student's ability to participate in this class in a meaningful and timely way.

Course Grading

In-Module Activities/Discussions (4 @ 5 points each)

Throughout the semester there will be activities assigned to support student learning related to the topic(s) of given modules. Collaboration with classmates is encouraged if you choose to work with someone else in the class. These activities will be submitted to the BeachBoard drop box and must be completed by the stated due date and time.

Quizzes (4 – points vary for total = 55-60)

There are 4 quizzes that will be completed during the semester. The format will consist of multiple choice, matching, true/false, and short answer. Quizzes are based on ALL course content (readings, lectures, modules, etc.) Notes may be used but these are not collaborative activities. Quizzes must be taken independently by each student. Please note the due dates for all quizzes will be strictly followed. No quizzes may be submitted late. The Dropbox for the quiz will close and quizzes will not be accepted after the given due date.

IRIS Center Modules & Activity (4 @ 15 points each)

There will be 3 online modules and one activity completed through the IRIS Center at Vanderbilt University. All of these will be viewed online. Responses to the "Assessment" portion of the IRIS modules and to the single activity will be completed in a Word document and submitted to Dropbox on BeachBoard by the stated due date and time.

For IRIS Modules and Activity, use: https://iris.peabody.vanderbilt.edu/iris-resource-locator/

1.   IRIS Center Module: Cultural and Linguistic Differences: What Teachers Should Know – after Module

2.   IRIS Center Activity: Disability Awareness: Cultural Attitudes – after Module 2

3.   IRIS Center Module: Teaching English Language Learners: Effective Instructional Practices – after Module 3

4.   IRIS Center Module: The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns – Module 10

Student Case Study – (Rubrics and/or checklists for all elements of this assignment are on BeachBoard under "Assignments" – Please use these!)
This project is designed to provide students with the opportunity to examine the English language proficiency level of a K-12 student and to consider elements for planning instruction to meet the English Learner's (EL's) unique needs. To initiate the project, students will be given a video clip to watch of a K-12 student who is an EL. An EL is a student who speaks a language other than English as his or her first language. The project involves a comprehensive observation evaluation of an EL and delivery of a lesson based on the observation assessment and the specific needs of the EL. The assignment is broken into seven elements that will be submitted at different times throughout the course. Each element of the case study is described in more detail below. Rubrics/forms for each element of the project will be discussed during class and are posted on BeachBoard.

1. Child Description and Observation (25 Points) (Please refer to assignment checklist on BeachBoard for more detail.)
The first portion of the case study will require the student to:
a) Watch a video provided and observe an assigned K-12 EL student in a classroom setting (will be given the assignment to watch from instructor).
b) Record some basic details about the student from video.
c) Write a brief narrative that describes the student and the observation from the video.
The narrative will be submitted to the BeachBoard drop box along with the Child Description and Observation rubric. Points will be deducted if the signed rubric is not submitted.

2. Observation Assessment (50 Points) (Please refer to assignment checklist on BeachBoard for more detail.)
The second portion of the case study will require students to conduct an observational assessment **on a video link provided by the instructor**, The assessment is an informal observation of the EL student from the video that will assist in determining their English Language Proficiency level. You will be watching an assigned video of a student to complete this assignment. The assessment matrix, notes, and a typed summary of the assessment results will be submitted with SOLOM Observation Assessment rubric. Please take notes as you watch the video and use the SOLOM matrix to asses then you will write up a essay about your observations.

3. SIOP Lesson Plan (60 Points) (Please refer to assignment checklist on BeachBoard for more detail.)
Each student will develop a Sheltered Instruction Lesson using the SIOP Model Lesson Plan Template (located on BeachBoard). Students will be responsible for selecting the appropriate Common Core State Standards (any grade level content area) and ELD standard that corresponds to their lesson. (See www.cde.ca.gov). Each lesson is to be developed with the EL's assessment results in mind.
You will write a lesson that could be taught to a small group of students (3-5), the whole class or individually. You will NOT be teaching this lesson, you are just writing as if you would. The lesson should last approximately 15 minutes. The typed lesson plan on the SIOP Template and SIOP Lesson Plan rubric will be

submitted as part of the Completed Case Study. This lesson needs to be detailed out completely. Please refer to anchor papers.

4. Lesson Reflection (20 Points) (Please refer to assignment checklist on BeachBoard for more detail.)
Reflection is a key component of the instructional cycle. Using the "Guiding Questions" found on the rubric, complete a reflection based on the process of developing the lesson plan for the EL Student. The typed reflection and Lesson Reflection rubric will be submitted as part of the Completed Case Study.

5. Final Presentation (25 Points) (Please refer to assignment checklist on BeachBoard for more detail.)
Your final presentations are to be done in Power Point, Prezi, or other electronic presentation format.
Please use a maximum of 5 slides. You will summarize the major elements of your case study:
- Brief description of the student
- Observation & assessment (SOLOM) outcomes - What did you learn about the student's ELD level?
- Your lesson topic and brief description of your lesson plan – How did SOLOM results affect this?
- Your reflection - How did it when you prepared the lesson? What did you learn? What went well? What might you do differently?
- Your completed presentation will be posted in "Discussions" for your classmates to view.

6. Peer Reflection in "Discussions" (10 points)
You are required to view and COMMENT on at least three presentations done by your peers to receive the points for this element of the assignment.

Grading Scale: Based on the total number of points possible, the final grades will be calculated as follows:

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight (Sample)

Evaluation Component	Points
ELL Case Study Part I: Child/Observation	25
ELL Case Study Part II Observational Assessment	50
ELL Case Study Part III : SIOP Lesson Plan	60
ELL Case Study Part III: Lesson Reflection	20
ELL Case Study Part III: Final Presentation and Peer Reflection	35
SIOP Protocol Checklist	10
Quizzes (4-points variable)	60
On-line Modules/Activities (4 @ 15 pts. Each)	60
In-Module Activities/Discussions	20
Total Points	**340**

Course Topics & Schedule Fall 2021

Course Notes:
•	Use the "Checklist" found at the beginning of each module on the BeachBoard course site to ensure that all required elements for every week are completed
•	Details for all assignments are on BeachBoard under "Assignments"
•	Due dates are posted on BeachBoard within each Module
•	Some Modules contain video lectures prepared and narrated by the original course professor, Dr. Sue Leonard-Giesen

Module 1 – Weeks 1 & 2

Introduction to the EDSP 454: Syllabus and introduction to the content

Activities:
Online readiness assessment
Read the Netiquette article
View instructor's introduction video and create your own video in "Discussions" on BB.
View videos posted by classmates and comment on at least 3 of them.

Topics:
History of Bilingual Education
Introducing Elements of Language

Module 2 – Weeks 2-5

Topics: Language Development and Acquisition
 Child's Family, Background, and Culture
	Language Assessments and the Diverse Learner
	Sheltered Instruction & the SOLOM

Readings:	Echevarria & Graves (2015) Chapter 1, 2, and 5

Links for the following two readings are also posted on BeachBoard in Module 2.

Read this brief Overview of Sheltered Instruction:
http://www.nisenet.org/sites/default/files/pages/sheltered_instruction_info_for_nise_net_conference.pdf

Read: Best Practices for Serving English Language Learners and Their Families (Online)
http://www.tolerance.org/publication/best-practices-english-language-learners

Module 3 – Week 4-5

IRIS Center Module (online)
"Teaching English Learners: Effective Instructional Practices"

Please see links and instructions on BeachBoard for Module 3

All responses are to be submitted to BeachBoard Course Dropbox.

Module 4 – Week 6

1. Quiz #1

2. IRIS Center Activity: "Sheltered Instruction"

Please see links and instructions on BeachBoard for Module 4

All responses are to be submitted to BeachBoard Course Dropbox.

Module 5 – Week 7

Topic: Introduction to the SIOP Model

Readings: Echevarria, Vogt and Short (2017) Chapter 1

Module 6 – Week 8

1. Quiz #2

2. Topics: SIOP Model Elements 1 & 2:
• Lesson Preparation
• Building Background

Readings: Echevarria, Vogt and Short (2017) Chapters 2 & 3
                Echevarria & Graves (2015) Chapter 5

Have a copy of the SIOP Protocol form on hand starting with this module and for each following module until we have completed all modules related to the SIOP. You will turn in the SIOP Protocol AFTER we have completed all modules related to the SIOP.

Module 7 – Week 9

Topics:SIOP Elements 3 & 4:
• Comprehensible Input
• Strategies

Readings: Echevarria, Vogt and Short (2017) Chapters 4 & 5

Echevarria & Graves (2015) Chapter 6

Module 8 – Week 10

Topics:SIOP Elements 5 & 6:
•   Interaction
•   Practice & Application

Readings: Echevarria, Vogt and Short (2017) Chapters 6 & 7

Module 9 – Week 11

Topics:SIOP Elements 7 & 8:
•   Lesson Delivery
•   Review & Assessment

Readings: Echevarria, Vogt and Short (2017) Chapters 8 & 9
                  Echevarria & Graves (2105) Chapter 7

Module 10 – Week 12

1. Quiz #3

2. Topics: Special Education and the ELL

Readings: Echevarria, Vogt and Short (2017) Chapter 10

Module 11 – Week 13

1. Quiz #4

2. Topic: Augmentative & Alternative Communication

Readings: Read the online article: What is Augmentative & Alternative Communication?

Module 12 – Week 14 & 15

Case Study Presentations

Please see BeachBoard for detailed instructions.

Course Policies

Attendance and Participation

Candidates are expected to progress through the online course modules and assignments in a consistent manner. It is expected that candidates will log into the Beachboard course on a weekly basis to check announcements and updates that may have been posted.   Candidates will meet the posted due dates and times for assignments. Early submission is possible, but, may require collaboration with the instructor to facilitate.

Excused Absences for missed due dates or times.

•   Students must provide documentation for any excused absence, which include 1. Illness or injury to the student; 2. Death, injury or serious illness of an immediate family member or the like; 3. Religious reasons; 4. Jury duty or government obligation; 5. University sanctioned activities

•   It is the student's responsibility to contact the instructor regarding an excused absence prior to the next class session. All posted assignments are due by the due date unless absence meets criteria for #1 and #2 stated above with supporting documentation. For absences that are not supported with documentation then previously posted assignments must be submitted by the due date/time (see Late Work policy above). It is then the responsibility of the candidate to contact the instructor prior to the next class session to arrange for make-up of any missed in-class assignments/activities. For criteria # 3, 4 or 5 candidates must notify the instructor at least 1 week in advance to arrange for missed class activities and all assignment due dates must be adhered to.

Please refer to and get familiar with the CSULB Attendance Policy - http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html.

Clinical 1

All hours for Alternative Assignments that address Clinical 1 or 2 fieldwork will be recorded in S4@The Beach. Detailed directions to come.

Per state standard from the Commission on Teacher Credentialing it is required that Candidates provide a copy of a current TB test and a Certificate of Clearance prior to any Clinical 1 fieldwork. Therefore, candidates will upload these two required documents to the S4@TheBeach system. Initialization through the creation of a log in to the system is required for first time use. Candidates will upload these required documents for each course they take that require a Clinical 1 observation/assignment. Candidates may not start their Clinical 1 observation without posting these required documents to S4@TheBeach.

Communication Policy

Candidates are encouraged to contact the instructor with any questions they may have. The instructor is available during office hours and by appointment.   Email is an effective way of contacting the instructor.

Dispositions

Candidates will demonstrate professional commitment and responsibility, effective intra- and interpersonal skills, and positive attitudes toward learners. Professional interactions at school sites, with CSULB staff and faculty, and among candidates is always required.

Late Work/Make-up Policy

Points will be deducted for assignments submitted late: 1 point per day, including weekends and holidays will be deducted. Assignment received after posted due date and time will be considered late. Assignments more than 10 days late will not be accepted. Assignments submitted after the Final Exam session date/time will not

be accepted. Due dates for quizzes will be strictly followed. Candidates must provide a documented excused absence that meets CSULB criteria (see attendance policy below) for an extension on a quiz to be offered. Because peer responses are interactive, points for those will not be accepted late for any reason.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on Cheating and Plagiarism that governs your participation in courses at CSULB.

University Withdrawal Policy
Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

Special Needs Accommodations
Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct
Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:
1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including

but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking
Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at https://www.csulb.edu/equity-diversity/title-ix or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services
The Division of Student Affairs has prepared a helpful guide, Student Resources During COVID-19. A full list of student support services is also available on the Programs and Services website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes
The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.