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**University of Arizona**

**Department of Teaching, Learning, and Sociocultural Studies**

**(Program in Language, Reading and Culture)**

**Summer Session II – July 14-August 1, 2014**

# LRC 516-003/920: Foundations of Structured English Immersion

**(3 credits or 45 hours)**

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**Catalogue Description**

Theory and practice in sheltered content instruction for English learners, national and state education policies affecting ELLs, and the relationship between these policies and second language acquisition theory.

**Extended Description**

The increasing presence of English language learners (ELLs) in Arizona schools and elsewhere in the nation has made more apparent the need for quality instruction for these students. National and state education policy developments (e.g., the federal *No Child Left Behind* legislation, *Flores v. Arizona*, and Arizona’s *Proposition 203*) also have focused attention on a program known as “Structured English Immersion” (SEI), in which teachers use a methodology called “Sheltered English content instruction.” The Arizona Department of Education requires all teachers in the state to have completed 6 credits/90 hours of SEI training. LRC 516 (SEI Foundations) will provide you with 3 credits/45 hours and you will receive the additional 3 credits in a second course – LRC 517 (SEI Methods), scheduled for the spring 2015 semester.

LRC 516 is designed for practicing teachers who serve English learners in their classrooms, as well as Master’s and Doctoral students interested in pedagogical, social, cultural, and political issues involved in the education of immigrant students. We will consider the historical and political context of education for ELLs and their families, the relationship between national and state education policy mandates and theories of first and second language acquisition, and sheltered instructional approaches to second language teaching in academic settings.

We will also explore the implementation of the “Sheltered Instruction Observation Protocol” (SIOP) model developed by researchers and teachers affiliated with the Center for Applied Linguistics (CAL) and the National Center for Research on Education, Diversity and Excellence (CREDE). We will pay particular attention ADE’s newly mandated “Structured English Immersion Models of the Arizona English Language Learners Task Force” (the 4-hour English Language Development/ELD block requirement for ELLs in Arizona public schools). We will explore the origin of the mandate, its research base, and the ways in which school districts across the state have responded.

**Required Text**

**Required Readings**

Echevarria, J. & Graves, A. *Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities*, 4th edition. Boston, MA: Pearson, Allyn & Bacon.

2. You will also be required to download selected readings and videos from the d2l site and from the Arizona Department of Education website: [www.ade.state.az.us](http://www.ade.state.az.us).

**Course Format**

This class will use multiple methods for introducing learners to key concepts related to the course objectives such as course readings, videos, PowerPoint presentations, prompted message board discussions, written reflections, a lesson plan and quizzes. Our emphasis throughout will be participatory. Please use all of these activities to share your thoughts and reactions, to learn from each other, to grow intellectually and professionally, and to understand the needs of ELLs. Our hope is that you learn something new each and every time you participate in a discussion. Your colleagues will be depending on your insights and encouragement, your questions and suggestions, your ability to make connections and find parallels, your sense of humor and your sincerity.

**Course Goals**

The principal goal of the course is to provide you with a background in historical and contemporary approaches to the education of English language learners in the United States in general, and in the Southwest in particular. A secondary goal is to encourage you to make the education of English learners a major focus of your teaching career. Teaching ELLs English and content matter is an enormously rewarding *and* challenging endeavor. It also requires the kind of unique competency and resourcefulness that one finds in the very best teachers in our profession. We hope to engage you in thoughtful ways of planning and implementing a variety of sheltered teaching strategies that will promote the learning of academic content and the acquisition of English language and literacy among ELL students. Finally, we want to motivate your innate creativity and intellectual curiosity -- abilities that will serve you well throughout your teaching career.

**Specific Goals**

* Students will more deeply understand the role of culture in teaching and learning.
* Students will gain a nuanced understanding of state language and education policy with respect to English language learners, including historical and legal approaches to minority education.
* Students will explore and understand research in first and second language acquisition theory to improve to teaching and learning. This includes understanding the relationship between research and state language policy.
* Students will engage in targeted content area practice using the *Sheltered Instruction Observation Protocol* (SIOP) model developed by researchers and teachers affiliated with the Center for Applied Linguistics.
* Students will become more adept at sheltered English content teaching.
* Students will implement a variety of sheltered teaching strategies that will promote Ells’ learning of academic content and English language and literacy.

The following table describes the specific goals of this course, as well links to corresponding InTASC and ISTE NETS-T standards. See complete standards at the following links:

<http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf>

<http://www.iste.org/Libraries/PDFs/NETS-T_Standards.sflb.ashx>

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| **Specific Course Goals** | **Corresponding *InTASC* and *ISTE NETS-T* Standards**  *Interstate Teacher Assessment and Support Consortium (InTASC)*  *International Society for Technology in Education National Education Standards for Teachers (ISTE NETS-T)* |
| •A deeper understanding of the role of culture in teaching and learning. A nuanced understanding of state language and education policy with respect to English language learners, including historical and legal approaches to minority education. | **InTASC Standard #2: Learning Differences**  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.  2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.  2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.  2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.  **ISTE NETS-T Standard #1: Facilitate and Inspire Student Learning and Creativity**  Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.  1(a) Promote, support, and model creative and innovative thinking and inventiveness.  1(b) Engage students in exploring real-world issues and solving authentic problems using digital tools and resources. |
| •Exploration of research in second language acquisition theory improve teaching and learning. Understanding the relationship between research and state language policy. | **Standard #1: Learner Development**  The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.  1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.  **Standard #2: Learning Differences**  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.  2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.  **Standard #4: Content Knowledge**  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.  4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.  4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.  **ISTE NETS-T Standard #4: Promote and Model Digital Citizenship and Responsibility.**  Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.  4 (b) Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.  4 (d) Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools. |
| •Targeted content area practice using the *Sheltered Instruction Observation Protocol* (SIOP) model developed by researchers and teachers affiliated with the Center for Applied Linguistics. Applied practice in sheltered English content teaching. | **Standard #5: Application of Content**  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.  5(c) The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.  5(e) The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.  **Standard #7: Planning for Instruction**  The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.  7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.  7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.  7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.  **ISTE NETS-T Standard #3: Model Digital Age Work and Learning**  Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.  3(c) Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.  3(d) Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. |
| •Targeted practice in multiple assessment strategies, and adjustment of instructional strategies to accommodate the unique needs of English language learners. | **Standard #6: Assessment**  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.  6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.  6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.  6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.  **ISTE NETS-T Standard #2: Design and Develop Digital Age Learning Experiences and Assessments**  Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS·S.  2 (a) Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.  2(c) Customize and personalize learning activities o address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  2(d) Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching. |
| •Thoughtful ways to plan and implement a variety of sheltered teaching strategies that will promote Ells’ learning of academic content and English language and literacy. | **Standard #7: Planning for Instruction**  The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.  7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.  7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.  **Standard #8: Instructional Strategies**  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.  8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.  8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.  8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.  8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners.  8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.  8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.  **ISTE NETS-T Standard #5: Engage in Professional Growth and Leadership**  Teachers continuously improve their professional practice, model lifelong learning, and exhibit  leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.  5(a) Participate in local and global learning communities to explore creative applications of technology to improve student learning.  5(c) Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning. |

**Course Assignments and Requirements**

**Policy on Incompletes**

Incompletes are difficult for me and for you. They are also unfair to your colleagues in this class who have completed the course requirements within the scheduled time. Therefore, I strongly discourage incompletes and will only allow them for extreme emergencies. Students who receive incompletes can expect to earn only a grade of B or below.

**Policy on Attendance at Chandler Site on July 18, 25, and August 1:**

Attendance is mandatory. This is a critical time for us to discuss, face-to-face, any problems with the online portion of the class and to review course material issues.

**1.** **Introduction and Course Goals Paper (5 pts. (InTASC Standard #2: e)** –Requirements are outlined in module 1 for July Jul 14.

**2. Reflections, 12 @ 3pts each for total of 36 points. (ISTE NETS-T #1:a & b)** Because this is an online class your participation will be via online postings in the Discussion area of d2l. You will be required to write 12 reflections which should be about **two pages, double-spaced.** These reflections should contain the major points from the readings, your questions about the material and you must also respond to questions asked in the written assignment portion of the syllabus. **In some cases, you will be required to complete an activity at the end of the chapter. If this is the case, you only need to respond to the activity.** Your classmates will respond to your reflections. There are specific time constraints when you will have to post your discussions and responses. The due dates are listed with each module. Type your “Reflection” in Word and save it on your hard drive. Upload your initial “Reflection” from your hard drive into the appropriate Reflection # in the Discussion area. **Click on “compose” and “Add File”.**

**3. Responses to peers’ reflections (24 responses @ 1point each for a total of 24 points) (ISTE NETS-T #1:a & b)** - In addition to writing your reflection you are required to respond to at **least two** of your classmates’ reflections. In order to be counted as an “official response” it should be at least 1 solid paragraph. You can make as many other responses as you like to participate in the discussions.

First read the Reflections submitted by your classmates in the Discussion area. When you are ready to respond to someone’s Reflection, navigate to the person’s name in the Discussion area you want to reply to and **click on “reply**”. **Do not click on “compose**”.

In your response, indicate the name of the person you are responding to (although the name should be at the top of box, if you used “reply”). **Do not upload attachments** with your response. Complete your response in the box provided and click on “Post”.

4. **SIOP Instruction Individual Lesson Plan. (InTASC Standard #7: a, b, h, i,o & InTASC Standard #8: a, b, d, e, k)** You will design one lesson plan in the content area of your choice. These plans should include all eight components of the SIOP model, e.g., ***Preparation***: content and language objectives, identification of supplementary teaching materials, content adaptation and meaningful activities; ***Building Background***: linking concepts to students’ backgrounds and experiences, past learning to new concepts, and emphasizing key vocabulary; ***Comprehensible Input***: using speech appropriate for students’ proficiency level, clear explanations of academic tasks, and a variety of techniques to make content concepts clear; ***Strategies***: e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring, scaffolding techniques, and question types to promote higher-order thinking throughout the lesson; ***Interaction***: opportunities for student interaction, grouping, wait time, student clarification of key concepts in both first and second languages; ***Practice/Application***: list of hands-on materials and activities for students to apply content and language knowledge and to integrate all language skills (reading, writing, listening, speaking); ***Lesson Delivery***: supporting content and language objectives clearly, engaging students in 90-100% of the lesson period, and pacing the lesson appropriately to the students’ ability levels; ***Review/Assessment***: reviewing key vocabulary and content concepts, providing regular feedback, and using a variety of assessments of student comprehension and learning throughout lesson (**15 pts.**)

5. **Three quizzes (20 pts.) (InTASC Standard #1: g) –** There will be three quizzes consisting of short essay answers, matching, and true/false questions.

**Grading Criteria**

**Student introduction and Course Goals Paper 5 pts**

**Reflections 36 pts**

**Responses to peers’ Reflection 24 pts**

**Lesson Plan 15 pts**

**Quiz #1 7 pts**

**Quiz #2 7 pts**

**Quiz #3 6 pts**

**TOTAL = 100 points**

**A = 100-93 B = 92-85 C = 84-77 D = 76-69 E = Below 68**

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| **Grading Rubric** | | |
| **Percentage**  **Equivalent** | **Letter Grade** | **General Description of Work** |
| 100-93% | A | **Outstanding, exemplary work**. Uses and integrates readings, classroom discussions, and out-of-class experiences (where appropriate) to inform the writing/activity. Demonstrates thorough understanding of important course ideas. Meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support the assignment. Very few to no errors in grammar, punctuation, spelling. |
| 92-85% | B | **High quality work.** Uses many readings, classroom discussions, and out-of-class experiences (where appropriate) to inform the writing/activity. Demonstrates understanding of important course ideas. Meets all the requirements of the assignment, is thoughtful, and provides some details and examples to support ideas. Very few errors in grammar, punctuation, spelling. |
| 84-77% | C | **Good quality work**, performing at expected level for this course. Uses some readings, classroom discussions, and out-of-class experiences (where appropriate) to inform the writing/activity. Demonstrates understanding of some key course ideas. Meets all the requirements of the assignment, engages with purposes of assignment, provides some details and examples to support ideas. Few errors in grammar, punctuation, spelling. |
| 76-69% | D | **Work below expected level of quality** for the Teach Arizona program. Makes vague references or inappropriate references to relevant readings, class discussions, and teaching experiences to inform writing/assignment. Does not meet all requirements of assignment. Limited attempt to engage with purposes of assignment, few details and examples to support ideas. Many errors in grammar, punctuation, spelling. |
| Below 68% | E | **Significantly below expected level of quality**. Shows little evidence of having read course readings, of uses of classroom discussions, or of out-of-class experiences. Meets few of the requirements of the assignment. Demonstrates little or no understanding of key course ideas. Shallow attempt to engage with purposes of assignment, no details or examples to support ideas. Many errors in grammar, punctuation, spelling. |

**Discussion Group Format**

**T**he very nature of an on-line course requires that the discussion group be the heart and soul of the course. Use the discussions to share thoughts and reactions, to learn from one another, to grow intellectually and professionally, and to understand the unique challenges faced by ELLs. Approach each posting with the expectation that you’ll learn something new each time you enter the discussion group. Your classmates will be depending on you to offer insights, encouragement, questions, and suggestions. Your collective ability to make connections, find parallels, express your sense of humor and demonstrate sincerity is essential.

**I**t is vital that we treat each other with patience and respect. To collaborate effectively, we must develop a RISK FREE LEARNING ENVIRONMENT. When communicating exclusively through text, one can easily give others the wrong impression. A reader may see sarcasm where none was intended, or a playful comment may be taken as ridicule. I want every student to enjoy the experience of communicating on-line, but that may require you to take a few moments to carefully review your posting before hitting the send button. Also, look for ways to propel discussion forward rather than terminating them. When referring to someone else’s comments, begin such a post by naming the person who prompted your response. Keep in mind that one good way to sustain a discussion is to end each post with a question. Wouldn’t you agree?

As yourinstructor, I will enter the discussion groups only from time to time to monitor and make clarifications as necessary. Normally, I will communicate with students individually through private e-mails.

**Daily Tasks**

**T**he course is divided into daily module segments. It is your responsibility to check your email daily. Reflections must be posted by the date specified in the module number. Responses (to someone else’s reflection) are due by the date specified in the module number. Lesson Plans will be due on the August 1; by 11:59 pm in the appropriate **drop box**.

**Note: Your initial Reflection and at least two responses to someone else’s reflection must be posted to the Discussion area on the date specified by 11:59 PM. Be aware of the date and time restrictions for every assignment.**

**The Reflection and Response cycle is as follows:**

Everyone posts their initial Reflection on the same day. You have until the following day to respond to someone else’s initial Reflection.

**A Few Tips:**

1. Familiarize yourself with d2l at the beginning of the course. Review what is contained in every module. I have placed instruction in module for every day of class. The instructions are the same as those listed in the syllabus. I placed them in the appropriate module to make it easy for you to follow.

2. In order to be successful you will have to try to get ahead as much as possible. As you know the summer schedule is an accelerated schedule (in our case 15 days) and we cover the same amount of material as in a regular semester. Stay organized and on top of things

4. Email me if you have questions at [hlucero@email.arizona.edu](mailto:hlucero@email.arizona.edu) or for emergencies, you can call me on my cell phone, 520-270-1442. I check my email several times a day including weekends.

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**Discussion Topics:**

The purpose of this module is to provide you with an opportunity for you to introduce yourselves to your colleagues and to describe your goals for the course.

**Required Readings: (d2l)**

Course Syllabus

**Written Assignments**:

1. Submit email with any questions/comments you have about any assignment.

2. **Introduction/Course Goals**: Tell us about yourself: if you speak another language, teaching experiences, where you are from (if from Arizona, indicate what high school you graduated from), university where you graduated and your major, the grade level you would eventually like to teach and at what site you will be placed for your methods classes and student teaching. Please include anything else you would like to share with class. Given the course description in the syllabus, what goals might you have for yourself in this course? What kind of questions would you like to have answered in a course like this?

**Due dates**:

1. Send d2l email to Dr. Lucero with questions/comments via d2l by Jul 14.

2. Introduction/Goals paper is due by Jul 14; 11:59 PM. Enter your intro/goals to the Discussion Area under the appropriate topic. Select “Compose” and type your introduction and course goals in the dialogue box.

**Note: Module 2 assignment below is also due Jul 14.**

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**Historical Education of Spanish-Speakers Module 2 (Jul 14)**

**Discussion:**

According to the state of Arizona, 80 percent of the 130,000 English Language Learners in the state are Spanish-speakers. The majority are Mexican Immigrants or US born children of Mexican immigrants. The purpose of this module is to give you some insight into the historical education of Spanish-speakers in the Southwest through viewing of a video entitled “Taking Back the Schools”.

The video is part of a series of documentaries on “The Chicano Movement”. Although the events took place in East Los Angles in 1968, similar events were taking place all over the Southwest in the 1960-70s. In East Los Angles, 14,000 high school, middle school, and elementary students walked out protesting the poor quality of their education. As you watch the video, note the demands and concerns of the students and consider if these conditions still exist in Arizona schools with large Hispanic populations. One of the demands of the students in East Los Angles was that more Mexican-American history be taught in the schools. This issue is very much alive in Tucson, Arizona.

Currently, there is an ongoing controversy in the Tucson Unified School District about recently halted classes in Mexican-American studies that were deemed in violation of Arizona Laws enacted by SB 2281. The state felt that the classes were divisive and threatened to withhold $15M in funding from TUSD unless the classes were eliminated. Recently a federal judge ruled (as part of a unitary status hearing) that TUSD must provide a culturally relevant curriculum. TUSD is in the process of revising the curriculum for school year 2014-2015. It is not clear yet what form the revised curriculum will take (Note: revised culturally relevant curriculum is being tested this year in 3 high schools in Tucson). The court ruling is loaded in d2l for your information and is optional reading.

A deeper analysis of the historical education of Spanish-speakers in Arizona can be found in the excerpt cited for optional reading below. The excerpt is from the book “Los Tucsonenses”, by Tom Sheridan, a noted anthropologist at the University of Arizona.

**Required Viewing:** Video: “Taking Back the Schools”. **(d2l)**

# Note: the video is also available in YouTube: Chicano! PBS Documentary - Taking Back the Schools

**Optional Reading: (d2l)**

1. Sheridan, “The Mexican Community in Tucson, 1854-1941.”

2. TUSD Unitary Status, *Fisher v. Tucson Unified School District,* 652 F.3d 1131 (9th Cir. 2011).

**Written Assignments:**

Reflection #1 is on the Video, “Taking Back the Schools”. In your reflection, provide your analysis/opinions of the events depicted in the video. Include in your narrative a list of the demands the students presented to the School Board. Do you think these demands were justified and do you think that these conditions still exist in Arizona schools?

**Due dates:**

Reflection #1 is due by Jul 14.

Two responses to peer’s reflections #1 are due by Jul 15.

**Chapter 1 Teaching English Learners Module 3 (Jul 15)**

**Discussion:**

The module will introduce the contemporary education of English Language Learners. Chapter 1 of the text provides information on the background and profiles of English Language Learners and emphasizes the importance of literacy for ELLs in their first language (L1). Chapter 1 also describes the assessment and placement of ELLs. Theoretically ELL should be assessed in their first language (L1) and also in the second language (English, L2) upon entering school. Then, based on these assessments and the schooling background of the student, the student should be placed in one of several program options listed in the chapter that is best suited for the student. These program options range from English Immersion to Dual Language bilingual programs.

However, as you will note in the next module, Arizona laws mandate that all ELLs be placed in Structured English Immersion (SEI) classes until they can pass an English proficiency test. The variety of program options listed in chapter 1 for bilingual education are available, however the parents must obtain one of various waivers from SEI before their children can be placed in bilingual classes.

**Required Reading:**

Echevarria & Graves, Chapter 1

**Written Assignments:**

Reflection #2 is on Chapter 1. For your reflection, complete Activity 3 on page 26 of the text. Assume that Sara described in the activity is literate in L1 to help you in determining placement.

**Due dates:**

Reflection #2 is due by Jul 15.

Two responses to peer’s reflection # 1 are due by Jul 15.

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**State of Arizona Language Policies Module 4 (Jul 16)**

**Discussion:**

In this module we will review the State of Arizona’s educational policies for English Language Learners (ELLs). Proposition 203 was passed by Arizona voters in November 2000 and mandated English Immersion classes for ELLs. Arizona Revised Statutes (ARS) 15-751-756 were revised to comply with Prop 203. In ARS 15-753 there are provisions for parental waivers to allow students to still attend bilingual classes instead of being placed in an SEI classroom. However, the waivers are difficult to obtain for most children who are learning English.

The SEI Program Model from the Arizona Dept. of Education website describes how ARS 751-756 are to be implemented by public schools in Arizona. It is loaded in d2l and provides a guide for school districts for implementation of the law. The SEI Program Model provides information on the identification (home language survey), the English language assessment (Arizona English Language Learner Assessment- AZELLA), and the placement of ELLs in various SEI classroom configurations. Where there are not sufficient ELLs to form an SEI classroom, ELLs must still be taught the 4 hour English Language Development curriculum in the mainstream classroom using an Individual Language Learner Plan (ILLP). The process of identification, assessment, and placement of ELL is flowcharted for your information in d2l (Procedures for Identifying ELLs). The Home Language Survey form is in d2l. This form is completed by the parents during school registration and is the initial step in identification of ELLs.

**Required Reading (d2l):**

1. Arizona Revised Statutes, Article 3.1, Title 15-751-756 (Proposition 203).
2. SEI Program Model
3. Procedures for Identifying ELLs
4. Home Language Survey

**Optional Reading (d2l):**

Article: The Condition of ELLs in Arizona in 2005 by Jeff MacSwan, ASU Professor, et al.

**Written Assignments:**

Reflection #3 is on ARS 15-751 to 15-756 and the SEI Program Model. In addition to your questions and comments about the laws and the SEI Program Model, answer the following question in your reflection: What are the pros and cons of English Immersion? Consider that ELLs are segregated in a daily 4 hour English Development block in an SEI classroom until they pass the Arizona English Language Learner Assessment (AZELLA). This means that in the normal 6-hour school day, only 2 hours are left for the remainder of the curriculum, such as social studies, math, science, art, music, etc. Usually, ELLs are often placed in math and science for these two hours, but this placement is not directed by the state and varies by school. ARS15-751intends that ELLs to in SEI classrooms for normally one year, **but they are generally in SEI classrooms for 2 or 3 years.**

**Due dates:**

Reflection #3 is due by Jul 16.

Two responses to peer’s reflection #2 are due by Jul 16.

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**Federal Language Policies Module 5 (Jul 17)**

**Discussion:**

This module will review some of the federal educational policies and court decisions that affect English Language Learners. The required readings are supplemental to the information cited under “Rights of English Learners” in chapter 2 of the textbook and are landmark court decisions and laws that affect ELLs.. It is important that teachers be aware of the various laws that affect ELLs so that they can be informed advocates for their students. The Supreme Court decision in “Lau v. Nichols”, in general, and EEOA of 1974, in particular, require that schools take “appropriate action” to remove language barriers for ELLs. Obviously the term “appropriate action” can be interpreted in many different ways. Castaneda v. Picard is significant because this court ruling prescribes a three-part test that defines the term “appropriate action” for school districts.

**Required Readings:** (**d2l**)

The Education and Civil rights of ELLs which includes:

1. Title VI of the Civil Right Act of 1964
2. Lau v. Nichols (1974)
3. Equal Educational Opportunities Act (EEOA) of 1974
4. Castaneda v. Picard (1981)

**Written Assignments:** Reflection #4 is on the question posed. Bilingual education classes were widely offered throughout the southwest after the Supreme Court decision in Lau v. Nichols. As noted in chapter 2 of the textbook, bilingual education continues to be controversial especially in states like Arizona. In your opinion, do you think that bilingual education should be available for ELLs in AZ or is English immersion the best choice for all?

**Due Dates:**

Reflection #4 due by Jul 17.

Two responses to peer’s reflection #3 are due by Jul 17.

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**Module 5A (Jul 18) Chandler Site 12:30-3:00 PM**

**Discussion:**

1. Review question/comments from this week’s discussion forum topics

2. Other historical legislation affecting the education of ELLs:

* 14th Amendment 1868 Due Process and Citizenship if born in US
* Plessy v. Ferguson 1896 “Separate but Equal” Doctrine
* Mendez v. Westminster 1947 Segregated schools for Spanish-speakers struck down
* Brown v. Board 1954 Segregated schools unconstitutional
* Pyler v. Doe 1982 Schools cannot deny an education to undocumented immigrant children
* Flores v. Arizona 1992 Class action lawsuit filed in Nogales, AZ

2. School Segregation in Arizona

Dissertation: Lucero, H. R. (2004) From Plessy to Brown: Segregation of Mexican American in Arizona Public Schools, 1896-1954.

**Quiz (7 pts.) Open book and open notes.**

**Chapter 2 Theories of Second Language Acquisition Module 6 (Jul 21)**

**Discussion:**

There are many theories on second language acquisition. Due to the increasing numbers of ELLs who are acquiring English as a second language, it is vital that teachers have a basic understanding of second language acquisition theories. In this module, we will discuss the theories of two of the most respected and well-known second-language theorists; Stephen Krashen and Jim Cummins.

One of the most important concepts of Krashen theories in chapter 2 is that of providing “comprehensible input”. This concept is directly related to process of using sheltered Instruction techniques to be reviewed later in chapter 3. Another important concept of Krashen is the “affective filter hypothesis” which emphasizes the importance of teachers providing a risk-free environment for students. Affective issues will be discussed in more detail in chapter 4 later in the course. The Krashen article in d2l describes Krashen’s theory of how best to acquire a second language.

Two of Jim Cummins important theories concerning two types of language proficiency (conversational and academic) were introduced in chapter 1. A key theory of Cummins discussed in chapter 2 is the “linguistic interdependence hypothesis” which holds that cognitive-academic skills learned in the native language (L1) will transfer to the new language (L2). This theory explains why literacy in L1 is critical to acquiring English in L2 at a faster rate. The Cummins model on figure 2.1, page 32 in chapter 2 is also important for teachers because it emphasizes the importance of teaching in quadrant B where the material to be learned has context-embedded clues (through sheltered instruction), but is also cognitively demanding.

**Required Readings (d2l):**

1. Echevarria & Graves, Chapter 2, pages 27-33

2. Stephen Krashen, Article: “Theories of Second Language Acquisition.”

**Written Assignments:**

Reflection #5 is on chapter 2, pages 27-33. Comment specifically on the theories of Krashen and Cummins. Do you agree with Krashen on the best way to acquire a second language? In the Cummins model, what instructional techniques would you use to move instruction from quadrant D to quadrant B?

**Due dates:**

Reflection #5 due by Jul 21.

Two responses to peer’s reflection #4 are due by Jul 21.

**Chapter 2 Theories of Second Language Acquisition Cont’d Module 7 (Jul 22)**

**Discussion:**

This module is a continued discussion on second language acquisition and includes an overview of factors that affect second language acquisition and also provides an introduction to learning theories.

**Required Reading (D2L):**

Echevarria & Graves, Chapter 2, pages 33-42.

**Written Assignments:**

Reflection # 6 is on Chapter 2, pages 33-42. From the Factors listed that affect second-language acquisition, which three do you consider the most important and why? Also, include in your reflection an analysis of the different learning theories. Answer this question: On which learning theory (ies) will your teaching style be based? Explain your answer.

**Due Dates:**

Reflection #6 is due by Jul 22.

Two responses to peer’s reflection #5 are due by Jul 22.

**Chapter 3 Sheltered Instruction in the Content Areas Module 8 (Jul 23)**

**Discussion:**

This module introduces the Sheltered Instruction Observation Protocol (SIOP) Model of sheltered instruction. The SIOP is used to develop lesson plans specifically for English learners. The teaching methods and techniques prescribed in the SIOP are beneficial for all students; however, they are especially effective for instruction of ELLs. Many schools in Arizona and throughout the nation are using the SIOP for lesson planning, instruction and teacher-evaluation. Pay particular attention in chapter 3 to the pyramid that outlines the differences between “effective” teaching and sheltered instruction. View the SIOP video (Introduction segment runs 10 minutes). This segment will give you an overall view of the SIOP Model and its 8 components. In Module 14, you will be required to write a lesson plan using the SIOP Model. Review the example of a SIOP lesson plan in d2l.

**Required Readings:**

1. Echevarria & Graves, Chapters 3
2. SIOP video (d2l)
3. Format SIOP Lesson Plan (d2l)
4. Example of SIOP Completed Lesson Plan (Writing) (d2l)

**Written Assignments:**

Reflection #7 is on chapter 3. Provide a description of sheltered instruction in your reflection and also include an analysis of the comparative case study on pages 55-61 and summarize the similarities and differences between Effective Instruction and Sheltered Instruction as described in the case study. Also, answer this question: What aspect of sheltered instruction do you consider the most important for teaching ELLs? Explain your answer.

**Due dates:**

Reflection #7 due by Jul 23.

Two responses to peer’s reflection #6 are due by Jul 23.

**Note: The video is located in module 16. Move the video to the segment you want to view. The Introduction segment is about 10 minutes long from the beginning of the video.**

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**Chapter 4 Affective Issues Module 9 (Jul 24)**

**Discussion**

This module provides important information on affective issues that promote a feeling of safety and belonging in the classroom for English learners as well as for all students. The chapter also focuses on the importance of appropriate assignments and expectations for English learners. This information directly connects to Stephen Krashen’s theory of the “affective filter” in chapter 2.

**Required Reading:**

Echevarria & Graves, Chapters 4

**Written Assignments:**

Reflection #8 is on chapter 4. For your reflection complete Activity #1 on page 78 of the textbook. Outline at least 5 ways to in which a teacher might help Mohammed feel like a vital and respected member of his class (see top of page 66 of the text for the profile of Mohammed).

**Due dates:**

Reflection #8 due by Jul 24.

Two responses to peer’s reflection #7 are due by Jul 24.

**Module 9A (Jul 25) Chandler Site 12:30-3:00 PM**

Discussion:

1. Review question/comments from this week’s discussion forum topics

2. Stephen Krashen’s theories on second language acquisition

3. Jim Cummins’ theory on the “linguistic interdependence hypothesis” and the Cummins’ model (fig 2.1, pg 33 of the textbook)

**Quiz (7 pts.) Open book and open notes**

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**Chapter 5 Learning Strategies Module 10 (Jul 28)**

**Discussion:**

This module provides an introduction to Learning Strategies. Many English learners lack the experience with learning strategies that would help them learn more effectively. This chapter provides a sampling of how learning strategies can be included in sheltered content lessons.

**Required Reading:**

Echevarria & Graves, Chapters 5

**Written Assignment:**

Reflection #9 is on chapter 5. Define the term “Learning Strategy” and complete Activity #3 on page 96 of the text.

**Due dates:**

Reflection #9 due by Jul 28.

Two responses to peer’s reflection #8 are due by Jul 28.

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**Chapter 6 Differentiated Instruction Module 11 (Jul 29)**

**Discussion:**

This module provides information and curriculum adaptations that will assist in making the curriculum assessable to ELLs. As a teacher, you must strive to make the curriculum accessible to all students. Chapter 6 describes a variety of teaching methods and scaffolding techniques to help ELLs master the content. This chapter builds on previous chapters, particularly Chapter 3 (Sheltered Instruction in Content Areas).

**Required Reading:**

Echevarria & Graves, Chapter 6

**Written Assignment**:

Reflection #10 is on chapter 6. Define “Differentiated Instruction” and outline five possible text or assignment modification to accommodate “Luisa” described below:

Born in an urban U.S. city, Luisa is a friendly 15 year-old who sits quietly in class as if she understands everything. When written assignments are given, she writes down the assignment and begins to work. Her writing, however, is illegible, and her spelling is extremely poor. Spanish is her first language, although her family speaks a mixture of Spanish at home. She writes in English in a knowledge-telling mode without recognized structure in her sentences or paragraphs. Luisa can converse quite well in both languages, but for some reason has not made academic progress in either language. Although she is popular at school, she is at risk of dropping out because of consistent underachievement.

**Due Dates:**

Reflection #10 due by Jul 29.

Two responses to peer’s reflection #9 are due by Jul 29.

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**The SIOP Model Module 12 (Jul 30)**

**Discussion:**

In the SIOP video, all of the SIOP components are modeled for you. The article “SIOP Summary” provides you with additional information on the SIOP. Use the SIOP Summary as you view the video along with pages 47-48 of the textbook. The video teachers will preview a SIOP component and then model a lesson using the elements (listed under each component on pgs. 47-48) of each component. Move the video to the segment starting with “Preparation”.

**Required Reading**: (d2l) 1. Article- SIOP Summary an also use pgs. 47-48 of the textbook

2. View the SIOP video for modeling of the following SIOP components:

* “Preparation”,
* “Building Background”
* “Comprehensible Input”
* “Strategies”

3. As you view the video from “Preparation thru Strategies”, take notes on the modeling of the elements of the SIOP components as they are covered by the video teachers.

Note: In the “Preparation” segment of the video the teacher indicates that the lesson is based on academic standards. Teacher in Arizona are required to base their lessons on the academic standards listed in the Arizona Department of Education website: [www.ade.state.az.us](http://www.ade.state.az.us).

**Written Assignments:**

Reflection #11 is on the first four SIOP components. In your reflection describe the elements of each SIOP component viewed **as follows:**

**SIOP Components:**

**Preparation:** Summarize how the video teacher prepared to teach her lesson and note the sources she used to select the content and language objectives.

**Building Background**: Describe how the video teacher linked the lesson to the student’s personal experiences, how she linked the lesson to past learning and techniques used to emphasized key vocabulary.

**Comprehensible Input**: Describe the teaching strategies used by the video teacher to provide comprehensible input.

**Strategies:** Describe the various strategies used by the video teacher. Use the SIOP Summary (d2l) to help you identify the strategies. Note: making a tree map is an example of a strategy used by the video teacher.

**Due Dates:**

Reflection #11 due by Jul 30.

Response to peer’s reflection #10 is due by Jul 30.

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**The SIOP Model Module 13 (Jul 31)**

**Discussion:**

In the video, the last four components of the SIOP will be modeled for you. Move the video to the segment starting with “Interaction”. The article “SIOP Summary” will provide you with additional information on the SIOP.

**Required Reading: (d2l)**

1. View the SIOP videofor modeling of the following SIOP components:

* “ Interaction”
* “Practice and Application”
* “Lesson Delivery”
* “Review and Assessment”

2. SIOP Summary and also use pgs. 47-48 of the textbook

3. As you view the video, take notes on the modeling of the elements of the SIOP components as they are covered by the video teachers.

**Written Assignments:**

Reflection #12 is on the SIOP Components. In your reflection describe the elements of each SIOP component that you viewed **as follows:**

SIOP Components:

**Interaction:** Describe the various groupings of students used by the video teacher and include her rationale for each different grouping. (Whole class, partners, inside-outside circle)

**Practice and Application**: Describe the hands-on activities used and the purpose of the student generated game.

**Lesson Delivery**: Describe the flow of the lesson, e.g., review content and language objectives, etc.

**Review and Assessment:** Describe the methods used for review and assessment.

**Due Dates:**

Reflection #12 is due by Jul 31.

Two responses to peer’s reflection#11 are due by Jul 31.

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**SIOP Lesson Plan Module 14 (Aug 1)**

**Discussion:**

In this module you will required to write a 50 minute lesson plan using the SIOP model for your content area. You can use the lesson plan format in Figure 3.2, pages 49-50 of the textbook to plan your lesson. Use lesson plan format in the sample lesson plan (d2l) on the water cycle to submit your final lesson plan. **(Note: You will have an opportunity to ask questions about your lesson plan at the Chandler site. Completed lesson plans must be placed in the appropriate drop box by Aug 1 not later than 11:59 PM)**

**Required Reading:**

1. <http://www.ade.state.az.us> , Academic Standards. **(Common Core Standards or current Arizona standards)**

2. Sample lesson plan format on the Water Cycle (d2l).

3. Also refer to the SIOP Summary provided in module 13.

4. Example Completed SIOP Lesson Plan (math) (d2l)

5. Example Completed SIOP Lesson Plan (literature) (d2l)

6. Rubric for grading lesson plans (d2l)

**Written assignments:** Prepare a lesson plan in your area of interest using the SIOP model. Look at the sample lesson plan format in the required reading. Also go the Arizona state web site and select an academic standard that you would use in preparing a 50 minute lesson. Rewrite the standard into your content objective. Write a language objective based on the language functions, i.e., reading, writing, listening, or speaking skills required of the student during the learning of the content objective.

Note: Review the lesson plan on page 49 of the text for an example of how to write content and language objectives.

**Due Dates:**

Completed lesson plan is due by Aug 1. Upload your lesson plan in the appropriate **drop box.**

Two responses to peer’s reflection #12 are due by Aug 1.

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**Chandler Site 12:30-3:00 PM (Aug 1) Module 15**

**Discussion:**

1. Review question/comments from this week’s discussion forum topics

2. Lesson plan preparation requirements

Activity: Complete writing lesson plans in class.

**Quiz (6pts.) Open book and open notes.**

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**Module 16**

SIOP Video