

# Education 388

## Language Policies and Practices

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### Textbooks

Required:

Echevarria, Jana, Vogt, MaryEllen, & Short, Deborah. (2008). Making Content Comprehensible for English Learners: The SIOP Model (3rd ed). Pearson Education.

Zwiers, Jeff (2008). Building Academic Language: Essential Practices for Content Classrooms, Grades 5-12. Jossey-Bass Teacher.

Optional/recommended:

Lightbown, Patsy & Spada, Nina (2006). How Languages are Learned (3rd ed). Oxford Univ Press

### Course Description

The overall goal of this course is to prepare STEP credential candidates to be effective, beginning teachers of English Learners. In practical terms, the course will help STEP candidates meet the requirements for the English Learner Authorization (ELA) on their preliminary credential. The ELA authorizes STEP graduates to teach English Learners both in general classrooms, and in specialized settings such as English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE) classrooms. The course introduces students to the historical, political, and legal foundations of educational programs for English Learners. It overviews theories of second language learning, and the research on the effectiveness of bilingual education. The course also provides students with a repertoire of theory-based methods to facilitate and measure English Learners' growth in English language and literacy acquisition, as well as create learning environments which promote ELD, and content area learning through the use of sheltered instruction. Students will acquire knowledge and skills related to methods of teaching a second language through readings, discussion, group interaction, lesson presentation, hands-on experience of instructional and assessment methods, and materials exploration.

## **Course Goals** (Teacher Preparation Program Standards)

1. Identify the historical, political, and legal development of bilingual education, and the impact of English Learner placements and instructional programs.(13c)
2. Understand the philosophy, design, goals and characteristics of instructional models and programs designed to meet the needs of English Learners, and explore how each contributes to their language and academic development. (13a)
3. Explore factors related to first and second language acquisition and discuss ways in which they impact teaching and learning in ELD, SDAIE, and mainstream classrooms. Acquire general knowledge of how first language literacy connects to second language development. (13d)
4. Understand how to interpret assessment of English Learners with particular emphasis on the California English Language Development Test (CELDT). Use appropriate measures for initial, progress and summative assessment of English Learners. (13g)
5. Become familiar with materials, methods, and strategies for English Language Development that are responsive to students' primary language and assessed level of English proficiency. (13b,g)
6. Develop practical experience with designing instruction for English Learners that promotes English language and literacy development, and makes grade-appropriate or advanced curriculum comprehensible. (13e,f)
7. Recognize ways to integrate English learners' personal experiences, and family and community backgrounds with academic content. (13h)
8. Understand the relationship between programs for English Learners and the state-adopted content standards and frameworks. (13a)
9. Critically examine the attitudes and knowledge of decision-makers, educators, and people in various U.S. communities toward bilingual education. (NCATE)
10. Examine issues of teacher advocacy and student empowerment. (13h)

## **Reading assignments**

Readings will provide background and complementary information for the following week's class. They will serve as resources to help deepen your understanding of the course content and extend your knowledge of strategies and techniques to use in the classroom. You are strongly encouraged to become very familiar with them and use them for your assignments, particularly in the second half of the quarter. Our hope is that these books will continue to be useful resources once you begin teaching.

## **Grades**

Grades will be based on the following: your completed assignments (*75 percent*) plus *25 percent* for class participation (including attendance). There will be no end-of-quarter project or exam. Late assignments will be accepted, but unexcused tardiness will result in deductions of up to *half of the assignment's score*. *Assignments later than one week after the due date will be accepted only at the discretion of the Teaching Assistant for your section.*

**List of assignments** (see below for due dates) 15 pts each

- Assignment 1: An e-mail from Georgia (due first day)
- Assignment 2: Analyzing and assessing English oral proficiency
- Assignment 3: A linguistic profile of your placement
- Assignment 4: A video-taped instructional strategy
- Assignment 5: Annotated lesson plan

PLEASE NOTE: ASSIGNMENTS ARE SUBJECT TO CHANGE.

Date	Week #	
Jan. 8	1	<p><b>Course overview and introduction:</b>  <b>Research, policy, and effective practice for English language learners</b>                      Introduce Part I of Assignment 2: Get to know and interview an EL.</p> <p><u>Due:</u> Assignment 1.  <u>Section:</u> Discuss Assignment 1; quickwrite additions, based on the discussion. Go over Assignment 2. You will interview and observe an English learner in your placement class.</p> <p>Readings for NEXT WEEK:                      • Echevarría et al. Ch. 1 (Introducing Sheltered Instruction) &amp; 2 (Lesson Preparation).                      • Optional: Lightbown &amp; Spada, Ch. 2-4.</p>
Jan. 15	2	<p><b>Second language acquisition (or is it second language <i>learning</i>?)</b>                      Concepts, theories, and perspectives on second language acquisition.</p> <p><u>Due:</u> Bring notes from EL interview (Assignment 2, Part I).  <u>Section:</u> Use SOLOM to do preliminary ELD assessment.</p> <p>Readings for NEXT WEEK:                      • Echevarría et al. re-read or finish reading Ch. 2 (Lesson preparation).                      • Zwiers Ch. 1 (Understanding How Students Use Language) &amp; 2 (Language for Academic Thinking).                      • Optional: Lightbown &amp; Spada, Ch. 5-6.</p>
Jan. 22	3	<p><b>Language demands and language objectives <b>**NOTE: Secondary only; will then go to section. Elementary will go straight to section.</b></b></p> <p><u>Due:</u> Bring in 2 data collection sheets and 1-page description of your ELL from the interview.  <u>Section:</u> Complete and turn in Assignment 2. Introduce Assignment 3.</p> <p>Readings for NEXT WEEK:                      • Echevarría et al. Ch. 3 (Building Background).                      • Zwiers Ch. 3 (Cultivating Academic Language Acquisition) &amp; 4 (Content-Area Variations of Academic Language)</p>

Jan. 29	4	<b>Background knowledge</b> Connecting background knowledge and (new) academic knowledge
		<u>Due:</u> Bring notes and data for Assignment 3. <u>Section:</u> Discuss Assignment 3. Background knowledge and planning for instruction.  Readings for NEXT WEEK: • Zwiers Ch. 5 (Academic classroom discussion), 6 (Academic Listening and Speaking in Small Groups), & 9 (Building Language into Lessons and Assessments)
Feb. 5	5	<b>Academic language and content instruction</b> Lecture: Jeff Zwiers
		<u>Due:</u> Assignment 3. <u>Section:</u> Introduce Assignment 4. How do you help ELLs develop their academic language? 'Bricks' and 'mortar' words.  Readings for NEXT WEEK: • Echevarría et al. Ch. 4 (Comprehensible input)
Feb. 12	6	<b>Comprehensible input</b>
		<u>Due:</u> Lesson plan sketch, outline, or video (if completed) for Assignment 4. <u>Section:</u> Discuss Assignment 4. How do you make instructional input comprehensible?  Readings for NEXT WEEK: • Echevarría et al. Ch. 5 (Strategies) & 6 (Interaction)
Feb. 19	7	<b>Learning strategies and classroom interactions</b> Lecture: Jeff Zwiers
		<u>Due:</u> Assignment 4. <u>Section:</u> Introduce Assignment 5. Using learning strategies. Structuring student interactions.  Readings for NEXT WEEK: • Echevarría et al. Ch. 7 (Practice/Application) & 8 (Lesson Delivery)
Feb. 26	8	<b>Practice/Application &amp; Lesson Delivery</b> Maximizing engagement and participation
		<u>Due:</u> Bring outline or sketch of a lesson for Assignment 5. <u>Section:</u> Planning with EL language needs in mind. Engaging all learners.  Readings for NEXT WEEK: • Echevarría et al. Ch. 9 (Review and assessment)

Mar. 5	9	<b>Review and assessment</b>
		<u>Due:</u> Bring well-developed draft of Assignment 5. <u>Section:</u> Partner sharing/feedback on Assignment 5. Checking for understanding and assessing student learning.  Readings for NEXT WEEK: • Zwiers Ch. 7 (Language for Academic Reading), 8 (Language for Academic Writing), & 10 (Concluding Thoughts)
Mar. 12	10	<b>Summary and Capstone</b>
		<u>Due:</u> Assignment 5. <u>Section:</u> Preparation for PACT.

### **Stanford University Honor Code**

Please note that we adhere to the standards of Stanford's Honor Code, the University's statement on academic integrity written by students in 1921. The Honor Code articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work. The Honor Code stipulates that students will not give or receive unpermitted aid for any coursework and will actively uphold the spirit and letter of the Honor Code.

For more information: <http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm>