

SAN DIEGO STATE UNIVERSITY
Fall 2009

Course Title: **PLC 915B** Teaching in the Content Area: ELD & SDAIE
For Single Subjects Credential Candidates

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Office Hours: Monday 4:30-5:30
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Or by appointment

Textbooks and Materials

Required:

Mora, J.K. (2009) PLC 915A Course Reader. San Diego, CA: Montezuma Publishing.

Herrell, A. L. & Jordan, M. (2008). *Fifty Strategies for Teaching English Language Learners*. Third Edition. Upper Saddle River, NJ: Merrill.

Recommended:

O'Malley, J.M., & Valdez Pierce, L. (1996). *Authentic Assessment for English Language Learners*. New York: Addison Wesley Publishing.

Young, T.A. & Hadaway, N.L. (2006). *Supporting the literacy development of English learners*. Newark, DE: International Reading Association

Course Description

This course is designed to equip Preliminary Credential Single Subject teacher candidates with the knowledge and skills to effectively organize and implement instruction for limited English proficient students. The course meets the guidelines under California laws SB 2042 and AB 1059, which require that all new teachers be prepared to teach English language learners within the context of regular education classrooms. The Preliminary Credential qualifies teachers for instructing language minority students in English language development and sheltered immersion programs where methods of teaching English as a second language and academic content. The course schedule and

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course reader include an outline and correlation to the Teacher Performance Expectations (TPE) #7. Single Subject credential candidates design lessons and learn to utilize instructional strategies compatible with principles of effective teaching practices specifically for English Language Learners (ELL). ELL students speak a native language other than English and are classified as limited in English proficiency (LEP). Elementary teachers also teach students who have been reclassified from LEP because they have achieved a sufficient level of English proficiency (RFEP).

In this methods course, we explore the current legal, socio-cultural and educational context for teaching ELL in California's public schools. We examine the psycholinguistic and sociolinguistic principles of modern methods of second language (L2) teaching using content-based instruction. We examine, analyze, practice and apply multiple strategies for teaching subject matter content and addressing content standards within a framework for determining the effectiveness and appropriate uses for strategies. The course content is learned through the kinds of experiential, participatory and process-oriented strategies that are used in successful bilingual/English language development classrooms that build reflective practices and shared decision-making in programs designed for ELL. Teacher candidates will utilize multiple forms of technology for discussions of course content and to complete assignments.

Course Objectives

Upon completing the course teacher candidates for the Single Subject Preliminary Credential will be able to:

1. Define the basic principles of ELD/SDAIE methods and describe their implementation in ELD/SDAIE classroom contexts, including structured English immersion classrooms, based on grades K-6 academic content and performance standards and the state-adopted English Language Development Standards in the teacher candidate's particular subject area of specialization. This objective and related assignments address TPE #7: *"Candidates...can apply pedagogical theories, principles and instructional practices for comprehensive instruction of English learners."*
2. Identify and apply the principles and procedures of different L2 methods and strategies in lesson plans and learning activities. This objective and related assignments address TPE #7: *"Candidates...implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers."*
3. Identify and describe instruments and rating scales for assessing language proficiency, including the California English Language Development Test (CELDT), and diagnosing language and literacy skills of L2 learners in order to effectively plan instruction. This objective and related assignments address TPE #7: *Candidates ...draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages , as well as their proficiency in English, to*

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provide instruction differentiated to students' language abilities...They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction....Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content."

4. Present a demonstration lesson using appropriate and effective ELD/SDAIE strategies to deliver specific academic content based on the grades 6-12 content and performance standards, including questioning strategies utilizing familiar English grammar and sentence structure. This objective and related assignments address TPE #7: *Candidates... use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit."*

5. Design an integrated thematic instruction for students of various levels of language proficiency in English language development in the four language skills using the 4X4 model and principles of English language development (ELD) and Specially Designed Academic Instruction in English (SDAIE) in the content areas. This objective and related assignments address TPE #7: *"Candidates...know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum."*

Course Requirements

The projects for the course are described thoroughly in class and in handouts and models. Students are encouraged to develop a timeline for the semester for accomplishing the tasks required.

1. An individually designed thematic instructional unit using the ELD/SDAIE model and principles presented in class that demonstrates planning based on grades K-6 content and performance standards and the state-adopted English Language Development Standards. This assignment includes the Embedded Signature Assignment lesson plans submitted for performance evaluation (TPA) through Blackboard.
2. Completion of the lesson plan requirements of the Embedded Signature Assignment (ESA).
3. An in-class demonstration lesson presented by each student as part of a group using strategies for ELD/SDAIE instruction on material covered in class and/or in the course readings. The lesson will be prepared in class by the student's content-area group. A written in-class quick-write or reaction to the strategy presentation may be included as part of the assignment.
4. A final reflection in response to questions regarding applications of ELD/SDAIE theories, principles and instructional practices.

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5. Active participation in class assignments and activities that demonstrates professionalism, preparation, utilization of course textbooks and resources, reflective practices and the integration of course content with field-based experiences and student teaching.

Grading and Evaluation

Class work, projects and written assignments and tests will be weighed for the total course grade according to the following scale:

| | |
|---|-----|
| Class participation | 10% |
| Discussion Board (3@5 points each) | 15% |
| 4X4 Thematic Unit (including ESA) | 40% |
| ELD/SDAIE Strategies Demonstration Lesson | 20% |
| Final Reflection | 15% |

All written assignments will be typed, double-spaced in continuous narrative portions and edited for usage and mechanical errors. The content of all quizzes, tests and assignments will be evaluated based on the level of higher order thinking skills demonstrated by the student according to the criteria for grading included in this syllabus. Any papers or on-line assignments not posted or turned in by the beginning of class on the date due will be designated as late. **Late papers will be penalized ten percent for each week past the due date until handed in to the instructor.**

Participation in on-campus class sessions is weighed heavily because the processes learned through interaction with peers are an essential component of the course. A student cannot earn a grade of A in the course with more than one absence from class. Students must come to class with the required course reader since these instructional materials will be used frequently for group and individual activities. The readings are in a format that is conducive to note-taking and review according to the needs of the student and are correlated with corresponding on-line research, review and discussion activities.

Web Resources and On-line Assignments

Students will be required to use on-line resources in this class: Blackboard and Dr. Mora's CLAD Website.

Blackboard is accessible through the SDSU WebPortal. Blackboard will be used for on-line class discussions, posting class handouts and resources, posting assignments, and for class communications with the instructor through e-mail. Check the Blackboard Discussion Board weekly for announcements, posting of discussion board questions, and new up-loaded course documents design program that provides the format and structure for lesson planning, instructor feedback and final scoring of the Embedded Signature Assignment for the PACT/TPA. Students are required to use on-line standards-based lesson planning tools available through TS from the California Department of Education. All lesson plans must demonstrate mastery and integration of the SS candidate's subject area content standards, as well as sound principles for teaching English Language Learners.

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Stanford University English Learner Library of Resources is a series of videos of classrooms and lectures by language minority education experts. Access it at <http://ellib.stanford.edu/> and register for a free membership.

The World-Class Instructional Design and Assessment (WIDA) Consortium has a valuable website for ELD instruction. Access a list of language tasks for various levels of English proficiency at this website: http://www.wida.us/standards/CAN_DOs/

Dr. Mora's CLAD Website is the resource for reviewing class lectures through Podcasts, viewing slide shows of course presentations, and linking to resource documents and websites that serve to expand and supplement the course readings and other instructional materials. Dr. Mora's CLAD Website contains over 100 modules related to effective instruction for bilingual learners, which are linked to the PLC 915B syllabus. Go to **Courses** table and click on PLC 915. The syllabus page will link you to interactive web pages to review course materials and guidelines for assignments. There are a number of on-line mini-lectures titled *MoraModules* to be viewed in preparation for class and reviewing the course content. The course reader is coordinated with the on-line modules for you to take notes while you are working with the computer and during class. Do not attempt to follow all the links available in the *MoraModules*. These are designed to provide additional resources and information on the topics discussed in the module. Go through the modules in a linear fashion initially and then return to topics of interest to study in more depth. Many of the *MoraModules* PowerPoint slide shows are included in the PLC 915B Course Reader in a note-taking format. Students are encouraged to use the Reader in conjunction with the Website for study and preparation for class. The instructor will model and explain effective utilization of the website resources. Dr. Mora's CLAD website is available at <http://coe.sdsu.edu/people/jmora/>.

The Four by Four Thematic Unit

Purpose: The purpose of the Four by Four Thematic Unit assignment is to provide the teacher candidate with the experience of planning instruction for a diversity of English language proficiency levels in the ELD/SDAIE classroom. The 4X4 thematic unit each student completes is based on a state-adopted textbook and curriculum, just as s/he will be required to do in his/her own classroom. In addition, the assignment gives the teacher candidate a "micro-experience" in collaborative standards-based planning with colleagues. The structure of the assignment also gives the teacher candidate the benefit of peer and instructor input at different stages of development of a thematic unit.

Cooperative Group Work: Dr. Mora has designed the schedule to have content-area specific thematic unit working groups during regularly scheduled class times. These sessions are designed to address strategies, topics, and concerns of Single Subject teachers in specific content areas. There will be three working groups that will meet separately for a full class session or during the second half of a class period following a whole group class meeting, as indicated on the course schedule:

Group 1: Mathematics; Science(s); Physical Education

Group 2: Social Science

Group 3: English; Foreign Languages; Music, Art

Single Subject credential candidates must prepare and bring the following to the Thematic Planning Working Group (TPWG) sessions:

1. The required PLC 915 Course Reader and *50 Strategies* textbook
2. A general selection of a theme with relevant content-area standard(s)
3. A content-area textbook or literature book from your ST classroom
4. A hard copy of a reading selection from the textbook that you can mark up
5. Printed copy of any working drafts or drafts returned with Dr. Mora's comments
6. Laptop computer if a preferred work style (for course-related work only)

All grading of the 4X4 Thematic Unit is individual. There will be no group grade.

Keep in mind that the content of this course is critical and helpful in preparing for the PACT Teaching Event and the CAT requirements for your Single Subject area of specialization to qualify for the credential.

4X4 Thematic Unit Assignment

The completed 4X4 thematic unit will be submitted in hard-copy on the due date indicated in the syllabus and will include the following elements.

Section 1 – Rationale: This section contains six major components that comprise a 3-4 page narrative description of the unit that gives an overview of the thematic unit and its implementation in a hypothetical classroom. These components are:

- 1. Overview of classroom** in which unit will be implemented, including characteristics of students, reasons for choosing the theme and overall goals of the unit.
- 2. Staging the concept** telling how you will assess for students' prior knowledge of the topic, introduce the theme and capture students' interest.
- 3. Vocabulary** includes a description of how you selected the concepts and vocabulary words for your Vocabulary List or Word Bank and how these progressed in difficulty level in the unit.
- 4. Reading selection** telling why you chose the passage that you used in the unit to paraphrase and what the process of paraphrasing entailed.
- 5. Guided practice** describing how you will guide and facilitate the skills that students will apply in the independent practice activities they will complete to master the vocabulary, skills and concepts you are teaching.
- 6. Evaluation** that describes your method of assessing what the students have learned and the overall effectiveness of the unit with this group of learners.

Section 2 - Lesson Plan: This section includes one English Language Development (ELD) lesson plan targeted for students with levels 1 & 2 proficiency and one SDAIE lesson plan for students with levels 3 & 4 proficiency. Both lesson plans describe teaching strategies and learning activities for each of the four skills (listening, speaking, reading and writing). Each lesson plan will be submitted through Blackboard and follows the five-step lesson plan model. These two lesson plans will cover a day or more of

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instruction and activities. Do not be concerned about the hypothetical time frame of the lesson. Rather, focus on covering each of the components of the lesson as shown in the model. The lesson plans count toward satisfaction of course grading requirements and passage of the TPA credential program requirement (see above).

Section 3 - Lesson Support Materials: This section contains three components:

1. The Word Bank for your unit consisting of vocabulary words and optionally, cognates or words that have similar spelling and meaning in English and Spanish. The cognates will facilitate understanding in L2 and enrich vocabulary in L1.
2. A paraphrase of a selected paragraph or section of the text or story. Identify what level(s) of ELL students will be able to read your paraphrased text passage.
3. Samples of handouts, visuals, worksheets, quizzes that you have created or adapted from commercial sources. These need not be extensive, but provide enough samples to give an idea of your use of materials.

Section 4 - Resources and References: Students must include a list of resources and references used in the unit, including URLs of any Internet materials. Use the American Psychological Association citation format for referencing any print and on-line resources.

Embedded Signature Assignment (ESA) Lesson Plan Assignment:

All SS teacher candidates are required to demonstrate competency to earn their authorization for teaching English Language Learners in the Teacher Performance Expectations (TPE). The Embedded Signature Assignment (ESA) is a part of the larger 4X4 thematic unit required in this course. It is termed “embedded” because the ESA is an integral part of the complete thematic unit. Each student will complete all the components of the 4X4 Thematic Unit (see description below). The ESA lesson plans are Section 2 of the completed 4X4 unit assignment. He/she will prepare one lesson for English Language Development (ELD) targeted for students with Levels 1 & 2 (CELDT Beginner & Early Intermediate levels) proficiency and one lesson for Specially Designed Academic Instruction in English (SDAIE) targeted for students with proficiency levels 3 & 4 (CELDT Intermediate, Early Advanced and Advanced levels). Each of these two lesson plans will integrate each of the four skills of English language arts: listening, speaking, reading & writing. The instructor will explain the five step lesson planning format required for the lesson plans in class.

Drafts of the lesson plans for ELD and SDAIE submitted through Blackboard are due on the dates indicated in the course schedule. The instructor will review the draft lesson plans and provide feedback and guidance on the planning procedures and content. Teacher candidates may submit the Blackboard lesson plans for a second review by the instructor before submission of the ESA assignment for final scoring. No more than two draft reviews of the ELD lesson and one review of the SDAIE lesson will be provided. These drafts will not be graded. However, it is strongly advised that teacher candidates

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submit drafts that are thorough and represent your best efforts in a timely fashion in order to benefit from the review/feedback/revision process. **Only the final product submitted through Blackboard will receive a rubric score for the TPA and will count toward the final grade in the course.**

When submitting lesson plan drafts on Blackboard, teacher candidates must label the lessons clearly so that both students and the instructor can track the progress.

ELD Lesson Draft 1: Theme

SDAIE Lesson Draft 1: Theme

ELD Lesson Draft 2: Theme

SDAIE Lesson Final: Theme

ELD Lesson Final: Theme

Please send Dr. Mora an e-mail message at jmora@mail.sdsu.edu to notify her that you have posted your lesson plan draft for review. This is useful but not essential since the instructor checks Blackboard regularly for lessons submitted for review after the due date. The draft with Dr. Mora's comments will be e-mailed to you individually and also posted in a content folder under Student Work. *Please notify the instructor when you submit your lesson if you do not want your work to be available for viewing by your classmates on Blackboard.* The final version of the two lesson plans will be submitted for evaluation on Blackboard. Teacher candidates will be instructed in procedures for final electronic submission for rubric scoring. In addition, teacher candidates will include a hard copy of their ELD and SDAIE lesson plans in the complete 4X4 unit on the due date indicated in the syllabus.

See Dr. Mora's PLC 915B 4X4 Thematic Unit scoring rubric for the criteria used to assess the completed 4X4 Thematic Unit for purposes of grading in this course. See the TPA Embedded Signature Assignment Rubric for the scoring criteria for the ESA. The instructor will explain the relationship between the 4-point scoring of performance on the ESA rubric and the final grading scale in the course, which are related but independent of each other since these scores serve distinct purposes in course grading and assessments of teacher candidate performance for eligibility for award of the Single Subject Credential.

PLC 915 A/B EMBEDDED SIGNATURE ASSIGNMENT

Guidelines for Model ELD/SDAIE Lessons

Purpose

Model lessons for English Language Learners (ELL) provide the teacher candidate in elementary or secondary school classrooms with an experience to apply principles of differentiated instruction in standards-based lessons for students varying levels of English language proficiency. Content-area instruction typically focuses on students' subject matter learning. This focus is based on the assumption that they possess native English speaker language skills or have attained a level of proficiency in English as a second language equivalent or nearly equivalent to their native-English speaking peers. However, this assumption does not acknowledge the proficiency levels of students who are classified as ELL or limited English proficient (LEP). Frequently, students reclassified as Fluent English Proficient (RFEP) who are native speakers of a language other than English also require differentiated instruction because of their levels of academic achievement in reading and writing academic English.

Differentiated instruction for ELL addresses careful planning to adjust for language functions and usages, unfamiliar vocabulary, complex and abstract concepts, and the cognitive and linguistic demands of assigned learning tasks and products, especially in tasks that involve reading and writing academic English. Differentiated instruction also requires clarity and focus on the key concepts, generalizations and principles that are derived from the content standards. A very important aspect of instructional planning and design for ELL is the analysis of the accessibility and comprehensibility of content-area textbooks and instructional materials.

ELD vs. SDAIE

Although both forms of instruction address ELL, there are important distinctions between what is termed English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). ELD targets English Language Learners who are at a beginning or early intermediate level of English proficiency (Levels one and two on the FSI language proficiency scale). The focus of ELD instruction is on English language learning. The academic content is the "vehicle" for language learning. Consequently, teachers plan lessons with special attention to the language forms and functions and specific vocabulary in English ELL need to learn and control to understand and express their thoughts and ideas related to the content-area concepts and processes. This requires that language instruction be direct and explicit in an ELD lesson.

SDAIE is content instruction that is targeted for ELL with a high intermediate to advanced level of English proficiency. SDAIE instruction requires modifications and adjustments in the language used as the "vehicle" for delivering the academic content. However, the content instruction is the focus of the SDAIE lesson. Both forms of instruction are aimed to develop literacy and critical thinking skills.

Steps in ELD/SDAIE Lesson Planning

Step 1: Select a content standard to address in the ELD & SDAIE lessons and select a content topic or theme for the two lessons. Analyze the content standard to determine these aspects of the standard: Essential Questions or principles and “Big Ideas” to be learned; Key concepts and vocabulary to label and describe those key concepts; and critical thinking skills required for students to learn the facets and relationships inherent in the key concepts of the content standard. This requires determining a focus or concentration within a broader standard. Write these in the form of instructional objectives that clearly express the behaviors students will engage in to demonstrate mastery.

Step 2: Determine the academic language functions that students will be expected to engage in and perform in the lesson and/or that will be the focus of instruction. The academic language functions and critical thinking skills are closely related in describing how students will practice using English as a medium of thought and expression regarding the content. The ELD Standards are also available as a guide to the listening, speaking, reading and writing tasks that ELL with different levels of proficiency need to learn and can perform at their level.

Step 3: Select a project that students will complete or products they will produce as a learning process and as a means of assessing their mastery of the content and concepts. The project or products require contextual uses of listening, speaking, reading and writing based on text types at an appropriate level of challenge according to ELLs’ levels of English proficiency.

Step 4: Design an ELD lesson and a SDAIE lesson, describing listening, speaking, reading and writing instruction and learning activities. A template for the lessons along with guide questions is available on-line. The five-step lesson plan model is the most useful as a framework or structure for covering the essential components of an effective instructional cycle. The lesson plans should describe the teacher’s instructional strategies and procedures and the learning activities and assignments the students will engage in and produce in the lesson.

Components of ESA ELD/SDAIE Lesson Plans

The teacher candidate will hand in the final product on the date indicated in the course syllabus that includes (1) a two-page minimum rationale and description of the process and results of Steps 1-3; (2) ELD lesson plan (3) SDAIE lesson plan; (4) additional handouts, graphics, exercises or assessment tools such as a rubric or test to demonstrate differentiated instruction.

PLC 915 Four by Four Thematic Unit Scoring Rubric (Mora, 2009)

Name _____ Theme _____

| Scoring Criteria | Points |
|---|-------------|
| 1 Overview The overview of the thematic unit provides a coherent rationale for teaching the unit based on K-12 content and performance standards in the selected content-area and on the ELD Standards. | 5 4 3 2 1 0 |
| 2. Lesson Objectives The lesson objectives clearly define what students will do to demonstrate their mastery of the content and processes that are the goals of the lesson. | 5 4 3 2 1 0 |
| 3. 5-Step Lesson Planning The five steps of the lesson plan are thoroughly described to show a coherent sequence and progression of the lesson for building concepts and language skills. | 5 4 3 2 1 0 |
| 4. Language Proficiency Level Skills (LSRW) The focus of each of the four lessons matches the language skills of students with the particular level of proficiency. | 5 4 3 2 1 0 |
| 5. Instructional Activities The lessons contain activities that provide sufficient scaffolding and learning strategies for mastery of key concepts and vocabulary to provide students with comprehensible input at the “i + one” level. | 5 4 3 2 1 0 |
| 6. Paraphrased Passage The paraphrased passage is written at an appropriate level of language complexity and conceptual demand to be an effective scaffolding tool for conveying content and practicing language skills. | 5 4 3 2 1 0 |
| 7. Vocabulary The selected vocabulary using different parts of speech are appropriate for the proficiency level and level of conceptual development according to the demands of the lessons. | 5 4 3 2 1 0 |
| 8. Integration of Content and Language Teaching The unit overall demonstrates a thorough understanding of the processes of planning and evaluation the subject area content according to four levels of students’ language proficiency. | 5 4 3 2 1 0 |

Scoring Guide:

- 5 = Outstanding: Meets all objectives with all processes clearly articulated.
- 4 = Very Good: Meets most objectives with processes clearly articulated
- 3 = Good/Fair: Meets some objectives. Not all processes are clear.
- 2-0 Poor/Weak: Does not meet objectives; unclear as to process

Total: _____ 40-35 = A 30-34 =B 25-29= C 20-24= D Below 19= F

See reverse side for comments:

ELD/SDAIE Strategies Demonstration

Purpose: This activity is designed to give teacher candidates the opportunity to try out new teaching strategies using simulation and role playing. This simulation allows students to generate ideas for future lesson planning and for refining their thematic units.

Cooperative Group Work: Each group will select a theme to present from within their content area. It is recommended that teacher candidates use a textbook from his/her student teaching assignment classroom or a local school district in your particular SS credential subject area for developing this presentation. Check with the instructor for approval of your group's selection of a topic to address both English language development and content area standards. Additional time outside of class with your group members is optional. During the time provided in class, you will select your topic and determine the main concepts, principles and content and share ideas for teaching strategies, activities and lesson plans for the four levels of proficiency and four skills.

Procedure: The strategy demonstration and role-play is planned and performed in class by your theme/content-area group. For each level of language proficiency and for critical thinking skills teaching, one or two groups will demonstrate a selected teaching strategy. Resources for selecting a strategy include the PLC 915B Course Reader, Dr. Mora's CLAD Website. Your textbook, Herrell & Jordan (2008), *Fifty Strategies for Teaching English Language Learners* is an excellent source of strategies to select from for this demonstration. The presenter(s) will explain or demonstrate procedures for teaching a class of elementary students who have achieved the specified language proficiency level or levels. See the course schedule for presentation dates. The lesson presentation should include each of the five steps of the lesson cycle. Different individuals may present a step in the 5-step lesson cycle sequentially or a single individual can perform the lesson, provided that there was full participation in planning the demonstration from each member of the group. Any time-consuming tasks that the students would complete can be explained or summarized.

Evaluation: Students in each group will be awarded full credit (20 points) if the lesson demonstration meets the following criteria:

1. Demonstration lesson is an appropriate application of the strategy described in the *50 Strategies* textbook to the designated level and selected content area.
2. Demonstration lesson includes all five steps of the lesson cycle: 1) Anticipatory set 2) Presentation 3) Guided Practice 4) Independent Practice 5) Closure
3. Demonstration lesson illustrates sound principles of ELD/SDAIE instruction.
4. Each member of the group contributes to the planning and/or presentation of the demonstration lesson.
5. A brief written report or PowerPoint presentation is submitted for the group summarizing the application of the strategy.

| Class Date | PLC 915B Class Topic & Activities | Assignment Due |
|-------------------|--|--|
| Mon 8/31 | California context of ELL education Models & programs of ELD/SDAIE Instruction | Reader Sec. A, pp. 1-28 H & J, Sec 1 |
| Mon 9/14 | Theoretical foundations of ELD/SDAIE instruction Second-language (L2) teaching methods Language Assessment Principles & CELDT | Reader Sec. A, pp. 29-74 H & J, pp. 295-303 |
| Mon 9/21 | The Four Levels-Four Skills Curriculum Model Language-Concept Connection Vocabulary Teaching | Reader Sec. B, pp.75-154 H & J, Cpt. 1-6 |
| Mon 9/28 | Thematic Planning Work Group 1 | Reader Sec. C, pp. 155-228 Discussion Question #1 Due |
| Mon 10/5 | Thematic Planning Work Group 2 | Reader Sec. C, pp. 231-234 H & J, Sec. 3 |
| Mon 10/12 | Thematic Planning Work Group 3 | Reader, Sec. D, pp. 235-266 H & J, Sec. 4 |
| Mon 10/19 | L2 reading instruction Reading comprehension & demands of text | Reader, Sec. E, pp. 267-302 H & J, Sec. 2, Cpt. 6-9 Draft ELD LP |
| Mon 10/26 | Elements of a SDAIE lesson Adapting materials for SDAIE instruction | Reader, Sec. E, pp. 303-328 H & J, Sec. 5, Cpt. 36-43 Discussion Question #2 Due |
| Mon 11/2 | Reading in the content areas Academic Language: Teaching & assessment Text structures | Reader, Sec. F, pp. 329-354 H & J, Cpt. 13, 23, 26 |
| Mon 11/9 | 7:00-8:30 Activities for developing L2 writing skills Using rubrics to plan L2 writing instruction 8:30-9-9:40 Thematic Planning Work Group 1 | Reader, Sec. F, pp. 355-374 H & J, Cpt. 7,-9, 24, 45-49 Draft SDAIE LP |
| Mon 11/16 | 7:00-8:30 Strategies Demonstrations 8:30-9-9:40 Thematic Planning Work Group 2 | Reader, Sec. G. pp. 375-414 H & J, Cpt. 35, 37 & 38 Strategies Demonstration Presentation Due |
| Mon 11/23 | No Class Faculty Furlough Day | |

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| Mon 11/30 | 7:00-8:30 Strategies Demonstrations 8:30-9-9:40 Thematic Planning Work Group 3 | Reader, Sec. H, pp. 415-448 H & J, Cpt. 17, 19, 20, 50 Discussion Question #3 Due |
| Mon 12/7 | Presentation of 4X4 Units-Peer Group Rotations Review for Final Reflection | 4X4 Thematic Unit |
| Mon 12/14 | Course Wrap-up | Final Reflection Due Submitted Electronically |

Faculty Furlough Days Notice

The devastating California state budget cuts have had a direct and injurious effect on all levels of education in our state. Specifically, all California State Universities have had to enforce a furlough program to limit the number of hours that faculty and staff work each month. The CSU furlough program reduces faculty compensation by approximately 10% and therefore, inhibits faculty members from teaching, being on campus, doing research, and consulting with students on two days per month in order to reduce our workload commensurate with our reduction in pay. These furlough days vary from faculty to faculty. **Dr. Mora's furlough days are the following: August 28, Sept. 10, Sept. 18, Oct. 9, Oct. 30, Nov. 10, Nov. 23, Dec. 4, & Dec. 18.** On these days, Dr. Mora's classes and office hours are cancelled, no supervision visits to student teachers will be made, and telephone and e-mail messages will not be answered.

The CSU furlough causes most University, College, and Department Offices to close on the following days: Sept 11, 18; Oct 2, 16; Nov 13, 25; Dec 21, 22, 23, 24. To avoid CSU imposed furloughs in the future, you may want to contact your legislators in Sacramento so that they better understand how cutting the state budget for higher education affects your education and your future.