



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Education & Behavioral Sciences
School of Teacher Education

ECLD 513 Professional Renewal:

Introduction to Culturally & Linguistically Diverse Education for Practicing Teachers

Summer

A. COURSE DESCRIPTION

This course provides an introduction to the education of culturally and linguistically diverse (CLD) learners in mainstream classrooms. It is designed to address the Colorado Licensure renewal rules related to English Learner Educator Standards. The course will provide a basic understanding of theories, concepts, and research related to CLD populations, second language acquisition, literacy development for CLD students, and CLD teaching strategies. The course emphasizes the classroom application of theory and research to support emerging bilingual students' language and literacy development and academic content learning across the curriculum for school success. Participating teachers are encouraged to engage in critical reflection on classroom practices related to linguistic and cultural diversity, and to apply what they have learned to their own teaching contexts.

B. PREREQUISITES

K-12 Classroom Teachers teaching any grade level and subject area

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE

This course can be used as credit toward a graduate Endorsement in CLD or an MAT in CLDE degree program, as well as Teaching Diverse Learners master's degree program at UNC.

D. PROFESSIONAL STANDARDS MET

You are responsible for knowing these standards and working towards demonstrating that you meet the standards.

COLORADO TEACHER QUALITY STANDARDS: English Language Learner Educator Preparation Standards
5.12 Quality Standard I: Educators are knowledgeable about CLD populations
5.12(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.

5.12(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.

5.13 Quality Standard II: Educators should be knowledgeable in first and second language acquisition.

5.13(1) ELEMENT A: Educators are able to understand and implement strategies and select materials to aid in English language and content learning.

5.13(2) ELEMENT B: Educators are knowledgeable of, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.

5.14 Quality Standard III: Educators should understand literacy development for CLD students.

5.14(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to literacy development for CLD students.

5.14(2) ELEMENT B: Educators understand and implement strategies and select materials to aid in English language and content learning.

5.15 Quality Standard IV: Educators are knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students.

5.15(1) ELEMENT A: Educators are knowledgeable in, understand and able to use the major theories, concepts and research related to language acquisition and language development for CLD students.

5.15(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.

E. COURSE OBJECTIVES (Matched to the Standards)

Course Objectives	ELL Educator Preparation Standards	Assessments
1. Demonstrate understanding of CLD populations by conducting an analysis of selected CLD students for family backgrounds, social and emotional needs, English language proficiency, academic needs, and needed support for school success.	5.12(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.	-Quizzes -Discussion and Activities.
2. Demonstrate the ability to design and implement assessment strategies for English Learners to further content and language learning.	5.12(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.	-CLD Integrated Unit Plan -Quizzes

3. Demonstrate an understanding of second language acquisition in the implementation of strategies and selection of materials to aid in English language and content learning.	5.13(1) ELEMENT A: Educators are able to understand and implement strategies and select materials to aid in English language and content learning.	-CLD Integrated Unit Plan -Analysis of Student English Language Proficiency in Writing -Discussion and Activities
4. Explain the relationship among language, culture, diversity and equity, and how a teacher can support academic access and opportunity for CLD students through a pedagogy that builds on the principles of culturally and linguistically responsive teach.	5.13(2) ELEMENT B: Educators are knowledgeable of, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations.	-Discussion and Activities
5. Explain processes of academic language/literacy development for CLD students and its relationship to students' academic success; as well as incorporate instructional strategies and assessment that support academic literacy development in standards-based content and CLD instruction.	5.14(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to literacy development for CLD students.	-Discussion and Activities -CLD Integrated Unit Plan -Quizzes
6. Demonstrate the ability to differentiate instruction and develop appropriate materials based on the evaluation of student's language proficiency and literacy levels.	5.14(2) ELEMENT B: Educators understand and implement strategies and select materials to aid in English language and content learning.	-Discussion and Activities -Analysis of Student English Language Proficiency in Writing -CLD Integrated Unit Plan
7. Describe major theories of language acquisition and language development for CLD students and apply the theories in analysis of CLD students.	5.15(1) ELEMENT A: Educators are knowledgeable in, understand and able to use the major theories, concepts and research related to language acquisition and language development for CLD students.	-Discussion and Activities -Quizzes
8. Demonstrate an understanding of the	5.15(2) ELEMENT B: Educators are knowledgeable	-Quizzes -CLD Integrated Unit Plan

<p>purposes and quality indicators of assessment (including validity and reliability of instruments) as they relate to second language learners, and how to use results to plan instruction.</p> <p>Demonstrate an understanding of the requirements for identification, placement, monitoring, and exit from designated English Language Development programs.</p>	<p>in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.</p>	<p>-Discussion and Activities -Analysis of Student English Language Proficiency in Writing</p>
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F. COURSE CONTENT

1. Characteristics of CLD students in today's K-12 classrooms in the United States
2. Relationship among language, culture, diversity and equity, creating access and educational opportunity for CLD learners
3. Overview of the theories of second language acquisition and bilingual and biliteracy development
4. Systematic Integration of language and content
5. Differentiating instruction based on language proficiency levels
6. Scaffolding interaction and academic reading
7. Writing, reading, listening and speaking in the content areas
8. Formative and summative assessment to support instruction
9. Effective instructional practices and assessment for literacy and biliteracy development at the elementary and secondary levels
10. Culturally and linguistically responsive teaching
11. Programs for CLD education and current language and education policies
12. Identification, placement, monitoring, and exit from designated English Language Development programs

G. COURSE REQUIREMENTS

You must have regular access to a functioning computer and internet in order to participate in this course. In addition, you must have audio and video streaming capacity on your computer, which for older computers may require the purchase of a small plug-in microphone and a webcam.

1. Discussion and Activities (30%)

Engaged and meaningful participation in this course is important both for developing an understanding of the complex issues and concepts involved in educating culturally and linguistically diverse students, and for creating a community of learners. Participation in this course consists of whole class and group discussion, and a variety of hands-on, interactive activities related to the readings and assignments.

Certain weeks will require group discussion with a group discussion leader. As discussion leader, you will formulate a question for the group to launch the discussion, providing background – or an introduction to your question. The discussion leader will provide guidance for group members to go deeper in their thinking and

reflection on the thoughts and feelings of other group members related to the readings, through probing questions and responses. Group discussion can be held asynchronously in the discussion thread, or via zoom meeting, which is highly recommended since it gives teachers a chance to discuss their current teaching situations, questions they may have about the course content, and so on. Discussion leaders will post a 150-200 word summary of the group discussion. The role of discussion leader will rotate each week.

2. Quizzes (30%)

Teachers will complete 11 multiple-choice format chapter quizzes, with automatic feedback, to help them gauge their understanding of the fundamental concepts covered in the chapter.

3. CLD Integrated Unit Plan (40%)

Teachers will demonstrate their ability to plan for integrating language and content learning in a multidisciplinary instructional unit. The unit should address ELA, CELP, and content area standards. Refer to the curricular framework and unit examples provided in Gottlieb & Ernst-Slavit (2014), Ch. 1, and example chapters from three volumes for different grade levels. Sections of the CLD Integrated Unit Plan will be due throughout the semester.

H. GRADING CRITERIA:

1. Discussion & Activities	30%
2. Quizzes	30%
3. CLD Integrated Unit Plan	40%
Total	100%

<u>Grade</u>		<u>Raw Score</u>
A	4.00	95-100
A-	3.70	90-94
B+	3.30	87-89
B	3.00	84-86
B-	2.70	80-83
C+	2.30	77-79
C	2.00	74-76
C-	1.70	70-73
D+	1.30	67-69
D	1.00	64-66
D-	0.70	60-63
F		>59%

I. REQUIRED TEXT:

Peregoy, S. & Boyle, O. (2017). *Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners*, 7th Edition. New York: Pearson

Selected chapters, articles, and webpages

Gottlieb, M. & Ernst-Slavit, G. (2014a, 2014b, 2014c). *Academic Language in Diverse Classrooms: English Language Arts, Grades 3-5: Promoting Content and Language Learning* 1st Edition. Thousand Oaks, CA:Corwin Press. A chapter from the volume that corresponds to the grade level you currently teach, or plan to teach, will be available in Canvas

CDE (2013) Colorado Academic Standards.

<http://www.cde.state.co.us/standardsandinstruction/coloradostandards>

CDE (2018). Colorado English Language Proficiency Standards (CELP).

https://www.cde.state.co.us/cde_english/celpstandards

CDE (2015). Family and Community Engagement: https://www.cde.state.co.us/cde_english/engagement

CDE (2015). Guidebook on designing, delivering, and evaluating services for ELLs. Denver: Colorado Dept. of Education. http://www.cde.state.co.us/cde_english/guidebookoct16

WIDA (2012) The English Language Development Standards (<http://www.wida.us/standards/eld.aspx>)

J. SUGGESTED READING

Fisher, D. and Fry, N. (2007). Checking for understanding: Formative assessment. *Techniques for your classroom*. Alexandria, VA: Association for Supervision & Curriculum Development.

Colorado Academic Standards (CDE, 2013).

<http://www.cde.state.co.us/standardsandinstruction/coloradostandards>

Garcia, E., & Cuéllar, D. (2006). Who are these Linguistically and Culturally Diverse Students? *Teachers College Record*, 108(11), 2220-2246.

Hamayan, E., Marler, B., Sanchez-Lopez, C., & Damico, J. (2007). *Special Education Considerations for English language learners: Delivering a continuum of services*. Philadelphia: Caslon.

Klingner, J. & Geisler, D. (2008). Helping classroom teachers distinguish between language acquisition and learning disabilities. In J. Klinger, J. Hoover, & L. Baca (Eds.), *Why do English language learners struggle with reading?: Distinguishing language acquisition from learning disability* (pp. 57-74). Thousand Oaks, CA: Corwin Press.

Nieto, S. (2018). *Language, Culture, and Teaching: Critical Perspectives*, 3rd Edition. New York: Routledge. Ch. 5: Lessons from students on creating a chance to dream.

Paris, D., & Alim, S. (2012). *Culturally sustaining pedagogies: teaching and learning for justice in a changing world*. New York: Teachers College Press.

READ Act resource of approved assessments (CDE, 2013)

<http://www.cde.state.co.us/coloradoliteracy/readact/resourcebank>

RTI resources: <http://www.rti4success.org/>; NCREST: <http://www.tc.edu/ncrest/>

Staeher Fenner, D. (2014). *Advocating for English Learners: A Guide for Educators*. Thousand Oaks: Corwin Press. Ch. 3: How teachers can collaborate to expand advocacy efforts for Els.

K. DISABILITY ACCESS

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or visit www.unco.edu/dss to certify documentation of disability and to ensure that accommodations are implemented in a timely fashion.

I. INCLUSIVITY IN THE CLASSROOM AND UNC COMMUNITY

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own. Please visit the CEBS Diversity and Equity Committee

website for more information on our commitment to diversity (<http://www.unco.edu/cebs/diversity/framework.html>).

M. UNC ACADEMIC POLICIES and STUDENT CODE

University Incomplete Policy:

An Incomplete grade is assigned due to unanticipated circumstances the **last week** of the term that make the student unable to complete course requirements within the allotted time (e.g. he/she missed the final examination due to sickness, an emergency in the family). Incompletes will not be given for any other circumstances.”

UNC Plagiarism Policy:

Plagiarism may result in one or all of the following: a zero on the assignment, failing the class, violation reported to the UNC Honor Code Committee, and/or violation reported on Personal and Professional Disposition for teacher education students. This is UNC policy regarding plagiarism, quoted from the Student Handbook:

Regarding written work in particular, direct quotations, statements which are the result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotations.

As long as a student adequately acknowledges his/her sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even though the form of the acknowledgment may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgment and some may evaluate a project on the basis of form.

N. Course Schedule

	Readings and Topics	Assignments Due
Week 1	Gottlieb & Ernst-Slavit (2014). Chapter 1: Academic Language: A Centerpiece for Academic Success in English Language Arts; Self-paced reading of selected chapters from the Gottlieb volumes (2014a, b, & c) available in Canvas. These chapters provide guidance for the CLD Integrated Unit Plan assignment	-Introductions -M01 Discussion -M01 Quiz -CLD Integrated Unit Plan sections
Week 2	Peregoy & Boyle, Chapter 1: English Learners in 21st-Century Classrooms Peregoy & Boyle (2017) Chapter 2: Language and Language Acquisition Self-paced reading of selected chapters from the Gottlieb volumes (2014a, b, & c) available in Canvas.	-M02 Discussion -M02 Quiz -CLD Integrated Unit Plan sections

Week 3	<p>Peregoy & Boyle, Chapter 3: Classroom Practices for Effective English Learner Instruction</p> <p>Peregoy & Boyle, Ch. 5: Oral English Development in Second Language Acquisition</p> <p>Self-paced reading of selected chapters from the Gottlieb volumes (2014a, b, & c) available in Canvas.</p>	<p>-M03 Discussion</p> <p>-M03 Quiz</p> <p>-CLD Integrated Unit Plan sections</p>
Week 4	<p>Peregoy & Boyle, Ch. 6: First Steps to Literacy Identifying and differentiating for proficiency levels.pdf</p> <p>Peregoy & Boyle, Ch. 7: Words and Meanings; English Learners' Vocabulary Development</p> <p>CDE EL Guidebook (2020) Chapters 2, 4, 5</p> <p>Self-paced reading of selected chapters from the Gottlieb volumes (2014a, b, & c) available in Canvas.</p>	<p>-M04 Discussion</p> <p>-M04 Quiz</p> <p>-CLD Integrated Unit Plan sections</p>
Week 5	<p>Peregoy & Boyle, Ch. 9: Reading and Literature Instruction for English Learners</p> <p>Peregoy & Boyle, Ch. 10: Content Reading and Writing; Prereading and During Reading</p> <p>Self-paced reading of Gottlieb & Ernst-Slavit (2014)</p>	<p>-M05 Discussion</p> <p>-M05 Quiz</p> <p>-CLD Integrated Unit Plan sections</p>
Week 6	<p>Peregoy & Boyle Ch. 11: Content Reading and Writing; Postreading Strategies for Organizing and Remembering</p> <p>Identifying, Assessing, and Placing English Learners CDE EL Guidebook, Chapters 2, 4, 5 English Learners Guidebook 2020.pdf</p>	<p>-M06 Discussion</p> <p>-M06 Quiz</p> <p>-Final CLD Integrated Unit Plan</p>

DISABILITY RESOURCE CENTER

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can [learn more about the accommodation process here.](#)

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REQUESTING TRANSCRIPTS

There are two options for requesting transcripts. For an unofficial transcript, on your Student tab in URSA, choose "Unofficial transcript" located under the "Grades" heading. For an official transcript, go to: <http://www.unco.edu/registrar/etranscripts.aspx>.

BILLING

All students will receive a billing notification in their UNC student email account. Please make sure to activate your UNC student email in order to receive billing notification and payment information. UNC does not send bills via postal mail.

SAMPLE