UNC

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

CATALOG DESCRIPTION
Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies.

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.

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

RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE
This course can be used as credit toward a graduate Endorsement in CLD or a MAT in CLDE degree program, as well as Teaching Diverse Learners master's degree program at UNC.

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.

COURSE OBJECTIVES (Matched to the Standards)

Course Objectives	ELL Educator Preparation Standards	Assessments
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.	-Culturally and Linguistically Responsive Teaching Framework -Self-Check Assessments -Discussion and Activities.
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.	-Assessment Plan -Progress Monitoring -Self-Check Assessments

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.	-Instructional Unit Plan (targeting language development and content learning); -Progress Monitoring -Language Analysis of Instructional Materials -Discussion and Activities.
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.	-Culturally and Linguistically Responsive Teaching Framework -Discussion and Activities.
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 -Instructional Unit -Self-Check Assessments
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 -Language Analysis of Instructional Materials for language development and content learning -Instructional Unit Plan
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 -Self-Check Assessments
Demonstrate an understanding of the purposes and quality indicators of assessment (including validity and reliability of	5.15(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative	-Progress Monitoring -Self-Check Assessments -Assessment Plan -Discussion and Activities

| instruments) as they relate to second language learners, and how to use results to plan instruction.

Demonstrate an understanding of the requirements for identification, placement, monitoring, and exit from designated English Language Development programs.	and summative assessments to support student learning.	

COURSE OBJECTIVES

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.
2. Describe major theories of language acquisition and language development for CLD students and apply the theories in analysis of CLD students.
3. 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.
4. 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. Demonstrate understanding of, and the ability to implement strategies and select materials to aid in English language and content learning.
6. Demonstrate an understanding of the 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.
7. Demonstrate the ability to develop, administer and interpret the results of formative and summative assessments for progress monitoring of language proficiency development that are appropriate for the language proficiency level of the student for the purpose of guiding instruction.
8. Demonstrate the ability to differentiate instruction and develop appropriate materials based on the evaluation of student's language proficiency and literacy levels.
9. Demonstrate an understanding of the requirements for identification, placement, monitoring, and exit from designated English Language Development programs. To be assessed by Self-Check Assessment.

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

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.

2. **Group Discussion Facilitation and Summary (10%)**
   Each week one teacher will assume the role of small 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. You may hold your group discussion in a written Canvas group discussion board thread, via Zoom, or another means. 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.

   Discussion leaders will post a 150-200-word summary of the group discussion. The summary should include the names of group members, group number, and a brief (2-3 sentence) reflection on the meaningfulness of the discussion for the group, with a rating of 1-10; 1 being meaningless, no learning occurred, 10 being extremely meaningful for your group's developing understanding of concepts and their application to their current or future practice. The role of discussion leader will rotate each week.

3. **CLD Lesson Plan (15%)**
   Teachers will develop lesson a plan that demonstrates their ability to plan for integrating academic language and content knowledge and skills. The focus for language instruction should emanate from the content focus of the lesson of learning, which are anchored in the standards as well as the resources that students bring from home and the community. Teachers will use the CAS and CELP/WIDA standards.

4. **Progress Monitoring (25%)**
   Individually or in pairs, teachers will monitor one student's language development through formative assessments at three points during the semester. One of the assessments should be a student self-assessment. If a teacher does not have an English Learner in her/his classroom, they may collaborate on this assignment with another teacher who does.

   a. <u>Progress Monitoring Report #1</u>: Collect writing and oral language samples from a focal student, in order to identify their language development levels in the targeted language domain(s). Use WIDA Can Do Descriptors to determine student's language proficiency levels. Submit a photo/scan of the Can-Do Descriptor page used with your marks and notes, along with one-page (double-spaced) report on student language proficiency levels.

      ➡ Determine the language demands and formulate language learning targets for the content topic to be taught.

➡ Design a lesson and develop a formative assessment, targeting integration of academic language and content. Use WIDA performance definitions or local assessment tools and rubrics to evaluate student's language. Include the rubric, if you create one, as an Appendix to your report.

➡ Teach the lesson and administer the formative assessment. If you are collaborating with another teacher, video or audio record yourself teaching the lesson and administering the assessment in order to share the lesson with your partner. Use WIDA Can Do Descriptors to determine student's current language development levels.

b. Progress Monitoring Report #2: Submit a brief, one-page (double-spaced) report on student language proficiency levels determined through the use of WIDA Can Do Descriptors.

c. Final Progress Monitoring Report: Analyze the results of the formative assessments: Reflect back on language targets and objectives from lesson plans for the student. Was the student successful? How do you know? Based on the student's language proficiency level in this domain, did the student meet the expectations of the language target and performance definitions? What language areas need further support? How will you use the assessment results to inform your instruction in future instruction for this student?
Reflect upon what you learned about language development from the progress monitoring activity (1-2 pages, double spaced, 1" margins).

5. **Quizzes (15%)**
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.

6. **Final Reflection on Learning in this Course (5%)**
Teachers will write a 3-page reflection paper on major take-aways from the course. Include learning from the progress monitoring of an emergent bilingual student.

GRADING CRITERIA:
1. Discussion and Activities   30%
2. Group Discussion Facilitation and Summary   10%
3. CLD Lesson Plan   15%
4. Progress Monitoring   25%
5. Quizzes   15%
6. Final Reflection   5%
                                                            Total   100%

Grade		Raw Score
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%

REQUIRED READINGS:

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:

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

Gottlieb, M. & Ernst-Slavit, G. (2014). *Academic language in diverse classrooms: Promoting content and language learning. English Language Arts, Grades 6-8*. ISBN: 978-1-4522-3480-9. Chapter 2.

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.

Staehr 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.

WIDA (2007) Understanding the WIDA English Language Proficiency Standards: A Resource Guide

WIDA (2012) Amplified Standards (http://www.wida.us/standards/eld.aspx)

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.

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

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.

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/

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.

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).

UNC ACADEMIC POLICY 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.

COURSE SCHEDULE

Week	Topics	Readings	Assignments due
1	English Learners in 21st-Century Classrooms	Peregoy & Boyle Ch. 1	Discussion & Activities; **Quiz**
2	Language and Language Acquisition	Peregoy & Boyle Ch. 2	Discussion & Activities; **Quiz**; Progress Monitoring Assessment #1
3	Classroom Practices for Effective English Learner Instruction Differentiating Instruction	Peregoy & Boyle Ch. 3 Fairbairn & Jones-Vo Ch. 8	Discussion & Activities; **Quiz**
4	The New Literacies and English Learners	Peregoy & Boyle Ch. 4 CDE EL Guidebook, Ch. 2 WIDA (2012) section	Discussion & Activities; **Quiz**
5	Oral English Development in Second Language Acquisition	Peregoy & Boyle Ch. 5 WIDA (2012) section	Discussion & Activities; **Quiz**
6	First Steps to Literacy: English Learners Beginning to Write and Read	Peregoy & Boyle Ch. 6 WIDA (2012) section	Discussion & Activities; **Quiz**
7	Words & Meaning: English Learners' Vocabulary Development	Peregoy & Boyle Ch. 7 WIDA (2012) section	Discussion & Activities; **Quiz; Progress Monitoring #1**
8	Academic Language	Gottlieb & Ernst-Slayit Ch. 2 WIDA (2012) section	Discussion & Activities; **Quiz**
9	Academic Language	Gottlieb & Ernst-Slayit Ch. 2 WIDA (2012) section	Discussion & Activities; **Quiz; Progress Monitoring Assessment #2**
	SPRING BREAK	**March 14-22**	
10	English Learners & Process Writing	Peregoy & Boyle Ch. 8 WIDA (2012) section	Discussion & Activities; **Quiz; CLD Lesson Plan**
11	Reading and Literature Instruction for English Learners	Peregoy & Boyle Ch. 9 WIDA (2012) section	Discussion & Activities; **Quiz**
12	Content Reading and Writing Pre-Reading and During Reading	Peregoy & Boyle Ch. 10 WIDA (2012) section	Discussion & Activities **Quiz; Progress Monitoring #3**
13	Content-Reading and Writing Post-Reading Strategies for Organizing & Remembering	Peregoy & Boyle Ch. 11	Discussion & Activities
14	Dimensions of Academic Language	Gottlieb & Ernst-Slavit (2014) Ch. 2	Discussion & Activities **Progress Monitoring Final Report**
15	Identifying, assessing and placing Els; Components of an effective LIEP Multi-tier System of	CDE EL Guidebook, Ch. 2, 4, 5 WIDA (2012) section	Discussion & Activities

	Supports, Special Education Needs, Gifted & Talented Building Family Community-School Partnerships	
16	FINALS WEEK	**Final Reflection**

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.