

Education 388/All Sections

Language Policies and Practices

Winter Quarter, 2018/CERAS 300

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Course Description

The overall goals of this course are: (1) to prepare STEP credential candidates to be effective beginning teachers of students who are officially classified as “English Learners,” and (2) to help STEP credential candidates develop a basic and critically informed understanding of the legal and policy framework for the education of these students.

In practical terms, the course will help STEP candidates meet the requirements for California’s “English Learner Authorization” (ELA) on their preliminary credential. The ELA authorizes STEP graduates to teach English learners in mainstream classrooms through *Integrated English Language Development* (formerly referred to as Specially Designed Academic Instruction in English, or “SDAIE”), and in specialized settings such as *Designated English Language Development* by:

1. Introducing candidates to the historical, political, and legal foundations of educational programs for “English learners,” and encouraging candidates to consider how issues of power, inequality, and social justice overlap with the education of these students.
2. Providing an overview of theories of second language learning and research on the effectiveness of various means of promoting academic achievement in linguistically diverse contexts.

3. Providing a repertoire of methods to facilitate and measure students' growth in English language and literacy, and to create learning environments that promote content area learning through the use of integrated ELD.

Candidates will acquire knowledge and skills related to methods of teaching in linguistically diverse contexts through readings, discussions, lectures, group interaction, lesson presentations, hands-on experiences with instructional and assessment methods, and materials exploration.

NOTE: Different teaching credentials may involve somewhat different responsibilities with respect to English learners; different sections will, therefore, have somewhat different emphases. For example, single subject math, science, and history/social studies candidates must be prepared to teach content to English learners, but they are far less likely to teach English Language Development (ELD) classes. Single subject English, World Languages, and Elementary candidates must be prepared to not only teach in their content areas, but they are also more likely to be assigned to teach designated ELD classes. However, all candidates must be familiar with how English learners may be identified; the different programs into which they can be placed, and the various instructional models that exist; research that supports these programs and models; and the federal and state policy framework that shapes English learners' educational opportunities and experiences.

Grades

Grades will be based on the following:

- Completed assignments: 75%
- Class participation: readings; participation in class activities, discussions, and online discussion forums; attendance: 25%

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 section instructor.

List of assignments (25 pts each). Due dates and details will be provided in section.

- Assignment #1: Student language analysis
- Assignment #2: TBD by section leader; see section leader for more details
- Assignment #3: Teaching assignment – designing instruction to support content and language development

Students with Documented Disabilities

Students with a disability that might require an academic accommodation or the use of auxiliary aids and services must initiate the request with the Student Disability Resource Center (SDRC). The SDRC will evaluate the request with required documentation, recommend appropriate accommodations, and prepare a verification letter dated in the current academic term. Please contact the

SDRC as soon as possible; timely notice is needed to arrange for appropriate accommodations. The SDRC is located at 563 Salvatierra Walk.

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 please see:

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

Class/ Date	Whole group topic	Section questions/goals	Readings and resources Come to class having read/seen:
Class 1 Jan. 11	Beyond the “English learner” label (Ramón)	<p>ESSENTIAL QUESTION: What are the state and federal policies to which schools and districts are beholden, and where did these policies come from? How do these policies shape who counts as an “English learner” and what kinds of educational services they receive? How does the “English learner” label mask tremendous diversity and variation?</p> <p>GOAL: SWBAT briefly describe the historical development of policies for “English learners.”</p> <p>SWBAT describe and problematize the processes and criteria for identifying, classifying, and reclassifying students as “English learners.”</p> <p>SWBAT describe how the “English learner” label conceals tremendous student diversity.</p>	<p>Short video (13 min.) Freedom to Talk from <i>Understanding Language</i></p> <p>Hakuta, K. (2011) Educating Language Minority Students and Affirming Their Equal Rights: Research and Practical Perspectives. <i>Educational Researcher</i>, Volume: 40 issue: 4, page(s): 163-174</p>

<p>Class 2 Jan. 18</p>	<p>Rethinking language, rethinking linguistic categories (Ramón)</p>	<p>ESSENTIAL QUESTION: What is language? How do our ideas about language shape how we perceive students’ linguistic competencies? What counts as “academic” language? How do the language demands of the classroom differ from and overlap with students’ everyday language?</p> <p>GOAL: SWBAT problematize conventional definitions of language and what counts as “academic” language.</p> <p>SWBAT determine language functions (purposes) that correspond to the key language demands in a learning segment and consider various styles for expressing that function.</p> <p>SWBAT identify linguistic competencies reflected in their students’ everyday talk.</p>	<p>Video of Stanford experts on “What is language?” [from NYSED Leadership MOOC]</p> <p>Valdés, G., Bunch, G., Snow, C., and Lee, C. (2005). Enhancing the development of students’ language(s). In L. Darling-Hammond and J. Bransford (Eds.) Preparing teachers for a changing world: What teachers should learn and be able to do (126-168). San Francisco: Jossey Bass.</p>
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<p>Class 3 Jan. 25</p>	<p>Second language acquisition (Ramón)</p>	<p>ESSENTIAL QUESTION: How are additional languages acquired? What are some key conditions that help support second language learning?</p> <p>SWBAT describe key concepts related to second language acquisition.</p> <p>SWBAT describe instructional approaches or recommendations based on second language acquisition research to use with ELs.</p>	<p>Levine, L.N., & McCloskey, M.L. (2008). Language acquisition and language learning in the classroom. In Teaching Learners of English in Mainstream Classrooms (K-8): One Class, Many Paths. Boston: Pearson, Allyn & Bacon.</p>
<p>Class 4 Feb. 1</p>	<p>Integrated and designated ELD (Laura)</p>	<p>ESSENTIAL QUESTION: How do institutions try to address the needs of language learners through programs and services? And what are the underlying goals of each of those approaches? (e.g. comprehensible input, i+1, language supports)?</p> <p>SWBAT articulate the differences between each of the programs studied and identify the goals of each.</p>	<p>ELA/ELD Framework, Executive Summary https://www.scoe.org/files/ELA.ELDExecutiveSummary.pdf</p> <p>ELA/ELD Framework, Chapter 2 pp. 104-119 http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf</p> <p>Assignment 1 Due on Friday, February 2</p>

<p>Class 5 Feb. 8</p>	<p>Supporting academic language development: conversations</p>	<p>ESSENTIAL QUESTION: How do functions and structures intersect with content? What do “constructive” conversations sound like? What does it look like in print?</p> <p>SWBAT identify language demands that correspond to the key language purposes of a learning segment/lesson.</p> <p>SWBAT apply language support strategies to a content lesson plan.</p>	<p>Zwiers, J. (2014). Building academic language: Meeting Common Core standards across disciplines, grades 5-12. Jossey Bass.</p> <p>(chapters 1-3)</p> <p>If you are having trouble accessing the e-library when off campus, check this resource</p>
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<p>Class 6 Feb. 15</p>	<p>Supporting academic language development (Guest lecturer: Jeff Zwiers)</p>	<p>ESSENTIAL QUESTION: How do functions and structures intersect with content? What does argumentation sound like? What does it look like in print?</p> <p>SWBAT identify language demands that correspond to the key language purposes of a learning segment/lesson.</p> <p>SWBAT apply language support strategies to a content lesson plan.</p>	<p><u>Zwiers, J. (2014). Building academic language: Meeting Common Core standards across disciplines, grades 5-12. Jossey Bass.</u></p> <p>(chapters 4 & 5)</p>
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<p>Class 7 Feb. 22</p>	<p>Assessment practices (Laura)</p>	<p>ESSENTIAL QUESTION: What are the language demands of different kinds of assessment and how can they mask student understanding of content?</p> <p>SWBAT apply language support strategies to a content lesson plan. SWBAT adapt and modify assessments for L2 students.</p>	<p>Zwiers, J. (2014). Building academic language: Meeting Common Core standards across disciplines, grades 5-12. Jossey Bass.</p> <p>(chapter 9)</p>
<p>Class 8 Mar. 1</p>	<p>Newcomer students (Ramón)</p>	<p>ESSENTIAL QUESTION: What are some of the unique opportunities and challenges associated with teaching newcomer students?</p> <p>SWBAT identify some of the unique opportunities and challenges associated with teaching newcomers.</p> <p>SWBAT identify practical approaches to supporting newcomers.</p>	<p>Watch I Learn America</p> <p>Select chapters from: Faltis, C. J. & Coulter, C. A. (2008). <i>Teaching English learners and immigrant students in secondary schools</i>. Upper Saddle River, NJ: Pearson Education.</p>

<p>Class 9 Mar. 8</p>	<p>Make America multilingual again: Embracing bi/multilingualism in education (Ramón)</p>	<p>ESSENTIAL QUESTION: How did monolingualism become the dominant paradigm in language education? How might that change in the future?</p> <p>SWBAT describe the history and current context of bilingual education in California and at the national level.</p>	<p>http://sealofbiliteracy.org</p> <p>California Department of Education Seal of Biliteracy Resource Page</p>
<p>Class 10 Mar. 15</p>	<p>Looking back, looking ahead (Ramón)</p>	<p>ESSENTIAL QUESTION: What does it mean to become a teacher of “English learners” in this particular historical moment? How will you support your students while contributing to broader educational transformation?</p> <p>SWBAT articulate a vision for the kind of teacher they want to become for their “English learner” students within this current context and in the future.</p> <p>SWBAT articulate how the practical strategies they will use to support their students align with their broader vision for educational change.</p>	<p>No assigned whole group readings (see section leader)</p>