Education 388/Elementary

Language Policies and Practices
Winter Quarter, 2022

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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 students who are classified as "English learners" in mainstream classrooms through *Integrated English Language Development* 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. Introducing a framework to inform methods of teaching English language and literacy, and to create learning environments that promote content area learning and literacy.

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 designated English Language Development 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 are 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: 80%
- Class participation: readings; participation in class activities, discussions, and online discussion forums; attendance: 20%

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 (20 pts each). Due dates and details will be provided in section.
- Assignment #1: Raciolinguistic autobiography
- Assignment #2: Identifying students' linguistic competencies
- Assignment #3: Designing instruction to support content and language development (eg. integrated ELD)
- Assignment #4: Designing instruction to support language development (eg. designated ELD)

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. 6	Beyond the "English learner" label	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 function to mask student diversity and constrain opportunities to learn? GOALs: SWBAT briefly describe the historical development of policies for "English learners." SWBAT describe and problematize the processes and criteria for identifying, classifying, and reclassifying students as "English learners." SWBAT describe how the "English learner" label conceals student diversity and variation.	Martínez, R.A. (2018) Beyond the *English learner* label: Recognizing the richness of bi/multilingual students' linguistic repertoires.

| **Class 2**
Jan. 13 | Rethinking language | ESSENTIAL QUESTION:
What is language? How do our ideas about language shape how we perceive students' linguistic competencies? How does the language of the classroom differ from and overlap with students' everyday language?

GOALs:
SWBAT problematize conventional definitions of language.

SWBAT problematize deficit-oriented perceptions of racialized students' language practices.

SWBAT identify linguistic competencies reflected in their students' everyday talk. | Brooks, M. D. (2017). How and When Did You Learn Your Languages? Bilingual Students' Linguistic Experiences and Literacy Instruction. *Journal of Adolescent & Adult Literacy*, *60*(4), 383–393. http://www.jstor.org/stable/26630748

Assignment 1 Due in class, to canvas Friday 1/14

Optional:
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. |

| Class 3
Jan 20 | Second language acquisition | ESSENTIAL QUESTION: How are additional languages acquired? What are some key conditions that help support second language learning?

SWBAT describe key concepts related to second language acquisition.

SWBAT describe instructional approaches or recommendations based on second language acquisition research to use with ELs. | Ortega, L. (2009). *Understanding second language acquisition,* Chapters 1 and 4. |

| Class 4
Jan. 27 | Instructional design: Integrated and designated ELD | ESSENTIAL QUESTION: How do institutions try to address the needs of students classified as "English learners" through programs and services? And what are the underlying goals of each of these approaches?

SWBAT articulate the differences between each of the programs studied and identify the goals of each. | ELA/ELD Framework, Executive Summary
https://www.scoe.org/files/ELA.ELDExecutiveSummary.pdf

ELA/ELD Framework, Chapter 2 **pp. 104-119**
http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf

Optional:
Short video (13 min.) Hakuta, K. Freedom to Talk from *Understanding Language*

Assignment 2 Due in class, to canvas Friday 1/28 |

Class 5 **Feb. 3**	Focus on INPUT: Supporting academic language development	ESSENTIAL QUESTION: What are the language demands of texts (oral and written) students are expected to hear and read, and how do teachers scaffold for comprehensible input? SWBAT identify language demands that correspond to the key language purposes of a learning segment/lesson. SWBAT apply language support strategies to a content lesson plan.	Martínez, R.A. & Mejía, A.F. (2020). Looking closely and listening carefully: A sociocultural approach to understanding the complexity of Latina/o/x students' everyday language. Zwiers, J. (2014). Building academic language: Meeting Common Core standards across disciplines, grades 5-12. Jossey Bass. *Chapter 4: Content Area Variations of Academic Language* (If you are having trouble accessing the library when off campus, check this resource)

| **Class 6**
Feb. 10 | Focus on OUTPUT: Supporting academic language development | ESSENTIAL QUESTION: What are the language demands of texts (oral and written) students are expected to say and write, and how do teachers scaffold for comprehensible OUTPUT?

SWBAT identify language demands that correspond to the key language purposes of a learning segment/lesson.

SWBAT apply language support strategies to a content lesson plan. | Rodriguez-Mojica, C. & Briceño. A. (2018). *Sentence Stems That Support Reading Comprehension*. The Reading Teacher Vol. 72 No. 3 pp. 398–402

Zwiers, J. (2014). Building academic language: Meeting Common Core standards across disciplines, grades 5-12. Jossey Bass. *Chapter 5: Facilitating Whole Class Discussions for Content and Language Development*

Chapter 6: Academic Listening and Speaking in Small Groups and Pairs

If you are having trouble accessing the library when off campus, check this resource |

| Class 7
Feb. 17 | History of English language education in US | ESSENTIAL QUESTION: How have English language education ideologies changed (or not) over time? What are some of the political and cultural forces that shape change?

SWBAT recognize historical precedent in current educational settings. | Wiley, T. G., & Wright, W. E. (2004). Against the Undertow: Language-Minority Education Policy and Politics in the "Age of Accountability." Educational Policy, 18(1), 142–168.

Assignment 3 Due in class, to canvas Friday 2/18 |

Class 8 **Feb. 24**	Designated ELD	ESSENTIAL QUESTION: What are the goals and purposes of designated ELD and what are the instructional approaches typically employed? How do schools and districts design ELD programs and what resources do they use? SWBAT list features and guidelines for ELD instruction. SWBAT articulate research findings on ELD and identify reasons why schools and districts find ELD instruction challenging to implement.	Saunders, Goldenberg & Marcelletti (2013) *ELD Guidelines for Instruction*
Class 9 **Mar. 3**	Designated ELD continued	ESSENTIAL QUESTION: What are the instructional practices that are beneficial for EL students in ELD contexts and for what purposes (e.g. fluency vs focus on form)? SWBAT analyze various instructional practices for student output and language goals.	California English Language Development Standards (grade level)
Class 10 **Mar. 10**	Bi/multilingual learners and social justice: Imagining pedagogical possibilities	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?	*No additional readings*

		SWBAT articulate how the practical strategies they will use to support their students align with their broader vision for educational change.	Assignment 4 due: Parts I & II (dELD lesson plan, reflection) to Canvas March 10, and Part III (dELD video) in class (for peer review).