

# Education 388/ELEMENTARY

## Language Policies and Practices

Fall 2020/Winter 2021

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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.

### 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 class.**

- Assignment #1: Student language analysis
- Assignment #2: Designing instruction to support content and language development (eg. integrated ELD lesson)
- Assignment #3: Designing and implementing instruction to promote language development for academic purposes (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>

<b>Class/ Date</b>	<b><i>Class Topic</i></b>	<b><i>Class Questions/goals</i></b>	<b><i>Readings and resources</i></b> <i>Please come to class having read/seen/completed:</i>
<b>Class 1 Sept 30</b>	Beyond the “English learner” label	<p>ESSENTIAL QUESTIONS:            What are the state and federal policies to which schools and districts are beholden, and How do these policies shape who counts as an “English learner” and what kinds of educational services they receive?</p> <p>How does the “English learner” label function to mask student diversity and constrain opportunities to learn?</p> <p>SWBAT describe and problematize the processes and criteria for identifying, classifying, and reclassifying students as “English learners.”</p>	Martínez, R. A. (2018). <i>Beyond the English learner label</i> . <i>The Reading Teacher</i> Vol. 71 No. 5 pp. 515–522.

<p><b>Class 2</b> <b>Oct. 14</b></p>	<p>What is Integrated and designated ELD?</p>	<p>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?</p> <p>SWBAT articulate the differences between each of the programs studied and identify the goals of each.</p>	<p>Short video (13 min.) <a href="#">Freedom to Talk</a> from <i>Understanding Language</i></p> <p>ELA/ELD Framework, Executive Summary <a href="https://www.scoe.org/files/ELA_ELDExecutiveSummary.pdf">https://www.scoe.org/files/ELA_ELDExecutiveSummary.pdf</a></p> <p>ELA/ELD Framework, <i>Chapter 2 pp. 104-119</i> <a href="http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf">http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf</a></p>
<p><b>Class 3</b> <b>Oct. 28</b></p>	<p>Theories of Second language acquisition</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., &amp; McCloskey, M.L. (2008). Language acquisition and language learning in the classroom. In <i>Teaching Learners of English in Mainstream Classrooms (K-8): One Class, Many Paths</i>. Boston: Pearson, Allyn &amp; Bacon.</p> <p><a href="#">Coelho, E. (2004). Adding English : A guide to teaching in multilingual classrooms. Don Mills, Ontario:Pippin.</a> <i>Chapter 8, The language learning environment (139-164)</i></p>

<p><b>Class 4</b> <b>Nov. 11</b></p>	<p>Focus on INPUT: Supporting language development</p>	<p>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?</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><a href="#">Zwiers, J. (2014). Building academic language: Meeting Common Core standards across disciplines, grades 5-12. San Francisco: Jossey Bass.</a></p> <p><i>Chapter 4: Content Area Variations of Academic Language</i></p> <p>If you are having trouble accessing the library when off campus, <a href="#">check this resource</a></p> <p><a href="#">Himmel, J. (2013) Language Objectives: The Key to Effective Content Area Instruction for English Learners</a></p> <p><i>Assignment 1 Exploring students linguistic repertoires due</i></p>
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<p><b>Class 5</b> <b>Dec. 2</b></p>	<p>Focus on OUTPUT: Supporting language development</p>	<p>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?</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><a href="#"><u>Zwiers, J. (2014). Building academic language: Meeting Common Core standards across disciplines, grades 5-12. San Francisco: Jossey Bass.</u></a></p> <p><i>Chapter 5: Facilitating Whole Class Discussions for Content and Language Development</i></p> <p><i>Chapter 6: Academic Listening and Speaking in Small Groups and Pairs</i></p> <p>Rodriguez-Mojica, C. &amp; Briceño, A. (2018). <i>Sentence Stems That Support Reading Comprehension</i>. The Reading Teacher Vol. 72 No. 3 pp. 398–402</p>
<p><b>Winter Recess</b></p>			
<p><b>Class 6</b> <b>Jan. 2021</b></p>	<p>History of English language education in US</p>	<p>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?</p> <p>SWBAT recognize historical precedent in current educational settings.</p>	<p>Wiley, T. G., &amp; Wright, W. E. (2004). Against the Undertow: Language-Minority Education Policy and Politics in the “Age of Accountability.” <i>Educational Policy</i>, 18(1), 142–168.</p> <p><i>Assignment 2 iELD lesson plan due</i></p>

<p><b>Class 7</b> <b>Jan. 2021</b></p>	<p>Designated ELD</p>	<p>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?</p> <p>SWBAT list features and guidelines for ELD instruction.</p> <p>SWBAT articulate research findings on ELD and identify reasons why schools and districts find ELD instruction challenging to implement.</p>	<p><a href="#">California English Language Development Standards</a> (grade level)</p> <p><a href="#">Coelho, E. (2004). Adding English : A guide to teaching in multilingual classrooms. Don Mills, Ontario:Pippin.</a> <i>Chapter 11, Supporting beginning language learners</i></p>
<p><b>Class 8</b> <b>Feb. 2021</b></p>	<p>Designated ELD continued</p>	<p>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)?</p> <p>SWBAT analyze various instructional practices for student output and language goals.</p>	<p><a href="#">Saunders, Goldenberg &amp; Marcelletti (2013) ELD Guidelines for Instruction</a></p>
<p><b>Class 9</b> <b>Feb. 2021</b></p>	<p>Assessment practices</p>	<p>ESSENTIAL QUESTION: What are the language demands of different kinds of assessments and how can they mask student understanding of content and/or language?</p> <p>SWBAT apply language support strategies to formative assessments in a content and language lesson plans.</p>	<p><a href="#">Assessment Accommodations for English Language Learners: Implications for Policy-Based Empirical Research</a></p> <p><i>Assignment 3 due: Parts I &amp; II (dELD lesson plan, reflection) in class (for peer review).</i></p>

<p><b>Class 10</b> <b>Mar. 2021</b></p>	<p>Teaching for Social/Linguistic Justice</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 how the practical strategies they will use to support their students align with their broader vision for educational change.</p>	<p><i>No additional readings</i></p> <p>Assignment 3 due: Parts I &amp; II (dELD lesson plan, reflection) to Canvas, and Part III (dELD video) in class (for peer review).</p>
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