Education 388/Elementary

Language Policies and Practices

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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 (in)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 less likely to teach designated English Language Development classes.

Elementary candidates must be prepared to teach across content areas, and they are also more likely than some single-subject credentialed teachers to be assigned to teach designated ELD classes.

Irrespective of credential type, current state policy (outlined by the CTC) requires that all teacher candidates must be familiar with (1) how English learners are identified and classified; (2) the different programs into which they can be placed, and the various instructional models that exist; (3) research that supports these programs and models; and (4) 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%

List of Assignments (20 pts each). Due dates and details linked below

- Assignment #1: Raciolinguistic Autobiography
- Assignment #2: Exploring Students' Linguistic Repertoires
- Assignment #3: Integrated ELD Lesson Plan
- Assignment #4: Designated ELD Lesson Frame

Students with Documented Disabilities

Stanford is committed to providing equal educational opportunities for disabled students. Disabled students are a valued and essential part of the Stanford community. We welcome you to our class.

If you have a disability, please register with the Office of Accessible Education (OAE). Professional staff will evaluate your needs, support appropriate and reasonable

accommodations, and prepare an Academic Accommodation Letter for faculty. To get started, or to re-initiate services, please visit oae.stanford.edu If you already have an Academic Accommodation Letter, we invite you to share your letter with us. Academic Accommodation Letters should be shared at the earliest possible opportunity so we may partner with you and OAE to identify any barriers to access and inclusion that might be encountered in your experience of this course.

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 **Sep. 24**	Beyond the "English Learner" Label	What are the state and federal policies to which schools and districts are beholden, where did these policies come from, and how are they changing in real time? 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? 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. Najarro, I. (2025). Trump Admin. Quietly Rescinds Guidance on English Learners' Rights. *EdWeek.*

Class 2 **Oct. 1**	Rethinking Language	What is language? How do our ideas about language shape how we perceive students' linguistic strengths? How does the language of the classroom differ from and overlap with students' everyday language? SWBAT problematize conventional definitions of language. SWBAT problematize deficit-oriented perceptions of racialized students' language practices. SWBAT identify linguistic strengths 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.
Class 3 **Oct. 8**	Second language acquisition	How are additional languages acquired? What are some key conditions that help support the learning of additional languages? SWBAT describe key concepts related to second language acquisition. SWBAT describe instructional approaches or recommendations based on second language acquisition research to use with their students who are classified as "English learners."	Ortega, L. (2009). *Understanding second language acquisition,* Chapters 1 and 4. *And* Video: Intro to Language Demands

Class 4 **Oct. 15**	Instructional design: Integrated and Designated ELD	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.	ELD Standards (Read and explore your designated grade level, starting on p. 34) ELA/ELD Framework, Chapter 2 **pp. 104-119** http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf ELA/ELD Framework, Executive Summary (**read the pages for your grade level**) https://www.scoe.org/files/ELA.ELDExecutiveSummary.pdf
Class 5 **Oct. 22**	Focus on INPUT: Supporting "academic language" development	What are the language demands of texts (oral and written) that students are expected to hear and read, and how can teachers scaffold for comprehensible input? How do teachers plan for effective instructional scaffolds across a comprehensive ELD learning environment? SWBAT identify language demands that correspond to the key language purposes of a learning segment/lesson. SWBAT plan for effective instructional scaffolds across a comprehensive	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. Himmel, J. (2013) Language Objectives: The Key to Effective Content Area Instruction for English Learners **Recommended**: Zwiers, J. (2014). Building

		ELD learning environment.	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 **Oct. 29**	Focus on OUTPUT: Supporting "academic language" development	What are the language demands of texts (oral and written) that students are expected to say and write, and how can 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 **Recommended**: 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*

Class 7 **Nov. 5**	History of English language education in the United States	How have the ideologies informing English language education changed (or not) over time? What are some of the political and cultural forces that have shaped and continue to shape change? SWBAT recognize historical precedent in current educational policies and practices.	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. Clinton's 2000 Executive Order Trump's 2025 Executive Order
Class 8 **Nov. 12** ***and*** **Class 9** **Nov. 19**	Newcomer students	ESSENTIAL QUESTION: How can we cultivate accessible, relevant, and humanizing educational spaces and opportunities for recently-arrived immigrant (newcomer) students? SWBAT develop contextual and historical knowledge of newcomer and immigrant education in the US. SWBAT identify practical pedagogical approaches to supporting newcomers.	Bajaj, M. et al (2022). *Humanizing Education for Immigrant and Refugee Youth*. Introduction. pp. 1-16. Skim Saunders, Goldenberg & Marcelletti (2013) ELD Guidelines for Instruction
	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? 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 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.	
Class 10 **Dec. 3**	Bi/multilingual learners and social justice: Imagining pedagogical possibilities	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? 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. SWBAT articulate how the practical strategies they will use to support their students align with their broader vision for educational change.	No assigned readings