New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): EDU 411

Course Title: Teaching Culturally and Linguistically Diverse K-12 Students

Abbreviated Course Title (≤ 30 chars): Teaching Diverse K-12 Students

First Semester to be Offered: Spring 2014

Submitted by: Dr. Jioanna Carjuzaa

Submitter’s Contact Info: Phone 406-994-4941 Email carjuzaa@montana.edu

Instructor: Dr. Jioanna Carjuzaa

Department: Education

College: Education, Health and Human Development

New Course Review Process

Instructor completes the New Course Packet, with Core Information if a Core designation is requested.

Instructor checks for “equivalent” course in the MUS system and recommends a common or unique course number.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet is uploaded to the Provost’s Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core requests are sent to appropriate Core Subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (251,491) skip the CPC review (limited to two years.)

Provost’s Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

APPROVALS

Instructor

Core Course Info.

New Course Packet

Department Review

College Review

Provost’s Office (for distribution)

CPC Review

Core Review (if required)

Provost Review

CCN Assignment

Registrar’s Office (for catalog)

Note: This diagram illustrates the typical workflow, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (491) require fewer signatures, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.
   
   
   www.mus.edu/Qtools/CCN/ccn_default.asp
   
   • If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   
   • If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):  

Course Title: Teaching Culturally and Linguistically Diverse K-12 Students

Abbrev. Course Title (≤ 30 char): Teaching Diverse K-12 Students

Credits: 3

Department Offering Course: Education

College: Education, Health and Human Development

Is this course “equivalent” to a course in the MUS System?:  yes  no

Learning Outcomes for the Course:

As a result of this course you will be able to:

• define and describe ways to work towards cultural competency and put culturally responsive pedagogy into practice.
• establish a classroom climate conducive to learning and demonstrate that you are able to affirm the dignity and worth of all students and provide the positive support ELLs need to be effective learners.
• identify the effects of culture and language on student performance in the classroom.
• outline the historical foundations of bilingual education in this country.
• describe program models in bilingual/ESL education in the United States.
• identify and eliminate bias in the curriculum and in the classroom.
• describe what a culturally different teacher needs to know in relation to working with the following students: Latinos, Native Americans, African Americans, Asian Americans, and White Ethnic.
• demonstrate an understanding of the current research, theory, and practice of working with non-native English speakers.
• compare and contrast the characteristics of first and second language acquisition.
• integrate principles of language acquisition in planning instruction to create effective learning opportunities for ELLs, grades K-12.
• integrate language and content objectives in daily, weekly, and unit lesson plans.
• design lesson plans that integrate listening, speaking, reading and writing skills across the curriculum.
• make professionally competent decisions about activities, materials, and strategies appropriate to working with culturally and linguistically diverse students.
• learn how to identify, access, and critically evaluate appropriate materials for ELLs.
• describe the function of assessment in teaching culturally and linguistically diverse students.
• interpret tools and procedures used to assess language proficiency.
• become professionally competent to discuss educational matters specific to K-12 non-native English speaking students.
• understand the federal and state legislation as it pertains to language minority students.
• describe effective means for communicating with parents of culturally and linguistically diverse students.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed): EDU 411
Course Title (for Catalog): Teaching Culturally and Linguistically Diverse K-12 Students
Course Title (for Schedule of Classes, 30 characters, max.): Teaching Diverse K-12 Students

First Semester to be Offered: Spring 2014

Restricted Entry/Consent of Instructor Required: ☑ Yes ☐ No
Instructor’s GID (last 4 digits only): xxxxx7485

Department Offering course: Education College: Education, Health and Human Development

Is the requested course number available? (x4155 to check): ☑ Yes ☐ No

Frequency of course offering: ☑ Annually ☐ Alternate Years Starting: Spring 2014

Semester(s) offered: ☐ Summer ☑ Fall XXX ☐ Spring

Summer Options (check all that apply): First 6 weeks Second 6 weeks 12 weeks

Credits by mode of instruction: Lecture: ☑ Seminar: ☐ Independent Study: ☐ Lab/Studio: ☐
Recitation/Discussion:

TOTAL CREDITS: 3

Primary Mode(s) of Delivery: Face-to-face Web-Enhanced (small on-line comp.)
On-Line Only Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.
Assigned Day(s): M Tu W Th F Sa Su
Assigned Time(s): Mondays, 8:00-10:50 Assigned Building: Reid Hall Assigned Room: 425
Capacity (room capacity, or enrollment “cap”): 25

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.
Prerequisite(s): Co-Requisite(s):
Prerequisite(s):
EDU 211D Multicultural Education (formerly EDCI 240) and EDU 2221S or EDU 2231S Educational Psychology (formerly EDCI 208 or EDCI 209) and EDU 382 Assessment Curriculum and Instruction (formerly EDCI 360).

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

This course provides an overview of linguistically/culturally appropriate instructional strategies for K-12 teachers to implement with English Language Learners in the regular classroom. We will cover current research, controversial issues, and best practices surrounding second language acquisition and language learning.
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

The proposed new course, Teaching Culturally and Linguistically Diverse K-12 Students, does not replace an existing course in the Elementary Education curriculum. Rather, the decision to add this course as an elective for Elementary Education majors has been made in response to clear demands from accrediting bodies and the K-12 profession to strengthen the preparation of new teachers to work effectively with students from diverse backgrounds.

This course will support the growth and development of prospective teachers in two major domains: 1) knowledge of who English Language Learners (ELLs) are and 2) knowledge, skills, and attitudes needed to develop cultural competency and standards-based, culturally responsive pedagogy. Given that other programs with which we compete are currently offering coursework addressing the learning needs of culturally and linguistically diverse students, we believe it is imperative to add this course to our curriculum at this time.

The funding mechanism for this course would be a $3500 course buy-out per semester. We believe that $7000 a year will be a timely and critical investment in the preparation of the next generation of new teachers.
New Undergraduate Course Narrative
Montana State University
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

**General Course Information**
1. Requested Rubric, Course Number, and Core Designation (if any)
   > EDU 411
2. Course Title
   > Teaching Culturally and Linguistically Diverse K-12 Students
3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

> Although the teaching corps in the U.S. remains relatively homogeneous, the k-12 student body is very diverse. English Language Learners (ELLs) make up the fastest-growing segment of the student population in our classrooms today. According to the National Center for Education Statistics (2006a), while the non-ELL k-12 enrollment increased 15% between 1991-2005, the ELL k-12 enrollment more than doubled, increasing from 1.5 million to 3.2 million. Currently, 11.4% of the k-12 student population across the country claims a mother tongue other than English. Nationwide, the number of students whose primary language is not English is expected to triple during the next quarter of a century (Garcia, 2005). In Montana the percentage of ELLs is approximately 6%; however, substantial linguistic diversity is found here. The majority of the second-language English speakers in Montana’s schools, claim an Indian language as their first language. The U.S. English Foundation, Inc. (2006) reported 81 different languages spoken in Montana, with the largest racial minority comprised of members of Montana’s 12 Indian Nations: Crow, Northern Cheyenne, Assiniboine, Sioux, Gros Ventre, Chippewa, Cree, Pend D’Oreille, Blackfeet, Salish, Kootenai, and Little Shell. The most commonly spoken languages other than English in Montana are: Blackfoot 24%, Crow 16%, Dakota 11%, Salish 8%, Assiniboine 8%, Cheyenne 7%, Ojibwe 7%, German 4%, Gros Ventre 4%, and Cree 3% (NCES, 2006b). Even if our American Indian students have English as their first language, they may not have the strong foundation in academic English necessary to master discipline content.

ELLs face numerous challenges and often are not successful in our school system. To be successful in our schools, ELLs (also referred to as “Limited English Proficient” or LEP) need modifications to the core curriculum in order to improve their English proficiency, increase literacy
skills and master content (Echevarria, Vogt, & Short, 2004). In addition to becoming proficient in English, these students must compete with mono-lingual English speakers in academically challenging content courses to meet or exceed mandated standards. American Indian students who are identified as Limited English Proficient (LEP) as well as other ELLs in Montana often attend schools in rural areas that experience disproportionate school-wide failure and high drop out rates. The average drop out rate for non-Indian students over the five year period 2000-2006 was 3.1%. The American Indian drop out rate during this period was 9.4%, more than triple the average (Montana OPI, 2010). Until recently, most LEP students were the charge of ESL (English as-a-Second Language) specialists in self-contained classrooms. Now ELLs are included in mainstream classrooms and are the responsibility of the regular classroom teacher. As a result, content teachers need to know how to adapt their instruction to meet the needs of ELLs.

In spite of the growing linguistic diversity in U.S. classrooms, many teachers are not being adequately prepared to work with students who do not speak English as their first language or who do not possess a strong foundation in academic English. In fact, there is a nation-wide shortage of ESL k-12 teachers and a disparate need in Montana for classroom teachers prepared to meet the needs of LEP students who are enrolled in our mainstream elementary and secondary classrooms. In our context, many of our LEP students, the majority of whom are American Indian, often to not receive effective instruction to help them succeed academically. American Indian students reflect the lowest achievement of any student group on the Montana Comprehensive Assessment System English Language Proficiency Assessment (MONTCAS ELP), with proficient or above scores in 2006 as follows: Listening 70%, Speaking 76.2%, Reading 68.8%, Writing 64.1%, and Comprehension (combination of reading and listening) 69.8% (Montana OPI, 2010).

The major shortage nationwide of qualified ESL k-12 instructors has grown steadily and is projected to increase (Garcia, 2005). Teachers throughout the U.S. are encouraged to complete an ESL endorsement in order to serve the needs of ALL children and several teacher preparation programs require their students to complete an ESL endorsement on top of their major area of licensure. Unfortunately in Montana, there is no program designed to prepare regular k-12 classroom teachers to assist the academic achievement of our unique LEP students. Since English is the vehicle to master content, students who have teachers who are not versed in how best to blend content and language objectives are at a disadvantage. The 15 colleges across Montana that have Teacher Education Programs do not offer an ESL k-12 endorsement or even a stand-alone comprehensive course for k-12 pre-service teachers on how best to meet the needs of culturally and linguistically diverse students in the regular classroom.

In the College of Arts and Sciences at the University of Montana-Missoula, they offer a linguistics-based MATESOL (Master of Arts in Teaching English as-a-Second Language to Speakers of Other Languages) degree and a Certificate of Accomplishment in ESL. Although these are terrific options, they are not designed to prepare future k-12 teachers to meet the needs of ELLs in the mainstream elementary and secondary classroom settings. The University of Montana's Linguistics M.A., the only Linguistics degree offered in the state, is housed in the Department of Anthropology and focuses on "the study in linguistics with a systematic understanding of human language, its
diverse manifestations around the globe and the various commonalities that underlie the surface of the world's numerous languages." Mastering English language sound-formation (phonology), word-formation (morphology), sentence-formation (syntax) and meaning (semantics) is emphasized. The Certificate of Accomplishment in ESL is also offered through the Linguistics Program at UM. This program does not focus on effective language teaching methodology and its application in k-12 content courses, but rather has as its central goal “to provide students with a foundation in linguistics to study, understand, and describe the details of individual languages: the sounds used by individual languages and the make-up of words, phrases and sentences.”

At MSU-Billings, the College of Education offered EDU 412-800 Teaching the Bilingual/Multicultural Student during the Spring 2011 semester. Much of the material that is highlighted in the syllabus for that course is covered in the EDU 211 Multicultural Education foundations course, a core course required of all education majors at MSU, including culturally responsive pedagogy, Indian Education for All, Teaching American Indian Students, and ELLs in the U.S. The Course Content Goals listed for EDU 412-800 include, “attain higher levels of personal achievement in understanding ESL/bilingual/multicultural students,” but the emphasis is not on providing an overview of linguistically and culturally appropriate instructional strategies for k-12 teachers to use with ELLs in the regular classroom nor does it focus on the practical application of the SIOP (Sheltered Instruction Observation Protocol) Model, the proven methodology for integrating content and language objectives and helping ELLs to be successful in challenging academic courses (Echevarria, Vogt, & Short, 2004).

The course I am proposing here, EDU 411 Teaching Culturally and Linguistically Diverse k-12 Students will address this gap by providing pre-service teaches with a foundation in the current research, controversial issues, and best practices surrounding second language acquisition and language learning. This course will be taught in a three-hour block weekly in a technology-rich classroom. Offering EDU 411 Teaching Culturally and Linguistically Diverse k-12 Students in a seminar format meeting once weekly in a classroom where every student will have access to a computer and the Internet will result in opportunities for intensive collaboration, application of theory to practice, optional field trips, visits by guest speakers, and action research possibilities. This proposed course will help prepare pre-service Elementary Education majors as well as education majors in the additional 17 k-12 and secondary endorsement areas across campus to meet the needs of American Indian students and other LEP students by equipping them with the best practices in language learning as well as in multicultural education to launch the academic success of their culturally and linguistically diverse students.

Over 95% of American Indian students in Montana attend public schools (Montana OPI, 2010). Since only 2% of the teaching corps statewide is comprised of American Indian teachers, most of our American Indian students are taught by white, middle class, monolingual teachers. Even the American Indian teachers in our k-12 classrooms are products of our dominant culture education system. Through their educational preparation, they are likely to have been prepared to teach in mainstream classrooms where the majority of students are white, middleclass, and monolingual English speakers. They have not been prepared to leverage the strength of the cultural and linguistic
diversity they may find in classrooms with high concentrations of American Indian students and/or other ELLs who do not have a strong foundation in academic English. American Indian teachers may understand the traditions, customs and values of their American Indian students, but their professional training most likely has not provided the skills necessary to address the specific needs of culturally and linguistically diverse students, as is the case for non-Indian teachers as well.

For many of our youth who grow up on the reservations, their school apprenticeships are similar to what many immigrant children experience when they enter our schools. All too often there is a disconnect between the home environment and the school context. These students’ cultural heritages are not valued nor are their life experiences validated. Through the implementation of the Indian Education for All legislation in Montana, efforts are underway in K-12 classrooms across the state to ensure all students, Indian and non-Indian alike, are aware of the unique cultural heritages of American Indians and their contributions to core curricular areas. Teachers, administrators, and advocates for equitable and quality education for all students, including students who speak languages other than English, need to use the knowledge, research, experience, and power available to them to work to improve the understanding of language and culture to ensure that linguistic diversity is dealt with in ways that benefit our nation and all of the students we seek to educate.

References


Retrieved 2/17/08 from U.S. Department of Education NCES Website:

http://nces.ed.gov/pubs2009/pesagencies07/findings.asp

http://nces.ed.gov/


Retrieved 02/07/08 from U.S. Department of Education NCES Website:

http://www.fpg.unc.edu/~scpp/crosswalks/pdfs/why_address_CLD.pdf


4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

> The assessment component for Teaching Culturally and Linguistically Diverse K-12 Students will be eclectic and comprehensive. In this course, students will have the opportunity to: 1). Reflect on their life history and cultural identity, 2). Explore the intersection between cultural heritage, language proficiency/competency and personal, professional experiences and opportunities, 3). Examine their biases, assumptions, and stereotypical understandings of linguistic diversity, 4). Critically analyze ongoing institutional social injustice and educational inequity when it comes to ELLs, and 5). Uncover best practices for meeting the needs of ELLs in challenging content courses. To help students meet these overall course objectives, I have designed a variety of assignments which I will describe briefly below. They are described in detail in the accompanying course syllabus.

Students must first start by reflecting on their own cultural heritage and life experiences and the impact they will have on the teaching-learning relationship. Students will write a Linguistic/Cultural Reflective Essay where they discuss the power of language and the value of language diversity in their lives. After self-reflection, students will have the opportunity to learn who ELLs are through case studies, observation, optional field trips, and interacting with their Mapping Partner (see explanation below). In addition, we will review numerous effective instructional strategies for ELLs and students will choose from proven instructional strategies to create and present ESL Lesson Plans that encourage: active involvement, language development, literacy development, content instruction and technology. They will also practice designing and implementing lesson plans that integrate language and academic discipline specific objectives using the Sheltered Instruction Observation Protocol (SIOP) Model by identifying content objectives for ELLs that are aligned with local/state/national/ and/or Common Core Standards for a selected discipline and grade level. Since there are numerous technological tools that can support language learning and teaching, students will be asked to make abstract or conceptual content more understandable for ELLs, by creating original, engaging, multimedia-rich Digital Stories for their future students. Learning how to critically evaluate materials and select and incorporate authentic and appropriate resources and materials is a necessary skill to help future teachers model critical literacy. Students will have the opportunity to complete a Resources/Materials Review where they will review and critically evaluate a variety of resources that they might use with their future ELLs across the curriculum for various forms of bias. There will also be an Exam which will cover the required readings, class discussions and activities. To better understand the lives of students, teachers need to reflect upon their own beliefs, behaviors, values, and biases and learn about the histories and cultures of different groups represented in their classrooms. To address these objectives, the students are asked to complete a Mapping Exercise Project where they will map a culture by conducting a series of intensive interviews with an individual who is culturally different using a detailed interview protocol.

5. Provide a course content outline containing all major topics plus a brief description of the materia to be covered under each major topic heading.

> Proposed Topics
Week 1

Topics: Course Introduction/Syllabus Review/Language, Society and Education/ Factors that Affect 2nd Language Acquisition: Motivation, Age, Access to L2, Personality, 1st Language Development, Quality of Instruction, Cognitive Ability/Define Key Terms and Acronyms, Concepts, and Key Players including:

ESL, EFL, ESP, ELLs, ELs, LEP, BICS, CALP, L1, L2, CALL, CLD, CLDE, Heritage Languages, TPR, Comprehensible Input, Bilingualism, Language Proficiency, Fluency, Second-Language Competence, Second Language Acquisition, SIOP Model. CREDE. NCELA. WIDA. CREATE. TESOL. Common Core. GIST, RTI, ZPD, SDAIE


Week 2

Topics: Who are ELLs around the Globe, throughout the U.S., across Montana and in Gallatin County?/Demographic Trends/Achievement Gaps/Review of Traditional and Innovative Language Teaching Methodologies Including:

- Grammar-Translation
- Direct Method
- Audio-Lingual Method (ALM)
- The Reading Approach
- Total Physical Response (TPR)
- Notional-Functional Syllabus
- Communicative Language Teaching (CLT)
- Computer Assisted Language Learning (CALL)
- Rasmas Method/Dartmouth Intensive Language Model
- Suggestopedia
- The Natural Approach
- The Silent Way
- Community Language Learning
- Language Immersion
- Content-Based Teaching
- Sheltered Instruction Observation Protocol (SIOP) Model

Week 3


Week 4


Week 5

**Topic:** Sheltered-Subject Matter Teaching/ Language as a Vehicle to Teach Content/ Content, Language and Cultural Objectives/ SIOP Model/Sheltered Lessons and Their Effective Implementation in the Content Areas

Week 6

**Topics:** Planning, Implementing, and Managing Instruction/Receptive and Productive Language/Reading, Writing, Listening, Speaking and Vocabulary Building

Week 7

**Topics:** Indigenous Languages/Revitalization and Maintenance Efforts across Montana and Around the World to Save Endangered Languages

Week 8

**Topics:** Review of the National Standards for Teaching ELLs Published by Teachers of English for Speakers of Other Languages (TESOL)

Week 9

**Topics:** Teaching ELLs with Diverse Abilities/ELLs and the Common Core Standards/RTI

Week 10

**Topics:** Resources/Materials Review and Use

Week 11

**Topics:** Using the Internet for Language Learning

Week 12

**Topics:** Content Instructors and ELL Paraprofessionals Collaborating in the Classroom
Week 13

Topics: Testing and Assessment in Language Learning/ WIDA/Woodcock-Muñoz Language Survey

Week 14

Topics: The Content Teacher Working with ELLs as Researcher in the Classroom

Week 15

Topics: Course Wrap Up

6. List required texts or other required references.

> Required Textbooks:


Support Materials:


2). Reading Packet compiled by Instructor available at MSU bookstore.

7. What are the estimated enrollment and student credit hour (SCH) production? 
   [SCH = (enrollment * credits)]

> One section of this 3 credit course will be offered each semester starting Spring 2014. It will be capped at 25 students to facilitate students’ ability to achieve the Student Learning Outcomes. The SCH per AY will be 25*3*2 = 150 SCH. Additional sections will only be considered if there is appropriate student demand and instructor availability.

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

> The enrollment cap will be 25 students. By offering the course two times each academic year, we will be able to accommodate those students who meet the pre-requisites and are interested in taking this elective course. In the future, if there is high demand, we will look at offering additional sections.
9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

> Yes this course will be a ‘restricted enrollment’ course. In order for students to be prepared to explore the best instructional strategies to use effectively with culturally and linguistically diverse students they need to have a foundation in child and/or adolescent development, multicultural education and culturally responsive pedagogy as well as a comprehensive understanding of the components of lesson and unit planning. They also need to have mastery in their respective teaching disciplines. In order to enroll in this course, junior standing and satisfactory completion of the following courses is expected: pre-requisites include 211D Multicultural Education (formerly EDCI 240) and EDU 2221S or EDU 223IS Educational Psychology (formerly EDCI 208 or EDCI 209), in addition to the co-requisite of EDU 382 Assessment Curriculum and Instruction (formerly EDCI 360).

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to his question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

> We have an Assessment Coordinator in the Department of Education who collects, analyzes and reports data from which informed decisions about our Teacher Education Program curriculum are made. We will be able to collect data from the pre-service teachers who enroll in this new course when they are subsequently placed in schools during their practica and student teaching assignments, to determine if what they take away from this course provides them with a foundation in how best to meet the needs of ELLs in the regular classroom. We will be able to conduct 360 interviews and administer surveys to our pre-service teachers themselves, the pre-service teachers’ k-12 ELLs, their cooperating teachers, their building administrators, their ELLs’ parents, their university supervisors and the university instructors of the courses they enroll in in conjunction with their in-school experiences.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

> Yes, the instructor is a tenured faculty member.

Level of Offering
12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

> No.

13. Justify the level of course offering.

> This course is an elective designed as a survey course to provide pre-service teachers with a foundation in second language acquisition theories and best practices in meeting the needs of culturally and linguistically diverse students who are included in regular k-12 classrooms and who are expected to master content while learning English and competing with their native-English speaking counterparts.
Relationship to other Courses, Curricula, and Departments
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

> In EDU 211D Multicultural Education we address several aspects of cultural diversity. We briefly touch on linguistic diversity. This new course will cover the current research, controversial issues, and best practices surrounding second language acquisition and language learning and provide students with a better understanding of the special needs of culturally and linguistically diverse K-12 students.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

> No. Although linguistic diversity in our K-12 classrooms is touched on in EDU 211D Multicultural Education, it is only briefly covered as a topic and no specific instructional strategies are explored.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> This course will serve as an elective for students in the Elementary Education major as well as students in majors with Secondary Teaching options. The SCH generated by this course will have a very small impact on other departments’ or programs’ SCH production due to the small class size.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

> In addition to providing course work for Elementary Education majors, students enrolled in the 17 secondary content majors across campus who are completing a teaching option along with their major discipline requirements might also be interested in taking this elective course.

Students Served
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> This course will provide practical strategies for application by all future teachers in all content areas at all grade levels.
Resources
19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

>This course will be taught in Reid Hall #425, the technology education classroom which is equipped with up-to-date technology. There will be no additional fees charged to students enrolled in this course; however, students who want to participate in optional field trips will have to cover their costs. I would like to plan optional field trips to the Crow, N. Cheyenne and Flathead Reservations to visit language programs and meet with my contacts who teach language courses and are involved in Indigenous language preservation and maintenance. I would also like to invite guest speakers involved in various aspects of language teaching to come to MSU and share their experiences with the students.

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

>The MSU Renne Library has very few resources on English as-a-second-language in general and even fewer resources specifically on proven strategies for K-12 regular classroom teachers (I have reviewed the materials available – we only have 13 books in our collection!). I have consulted with Mary Anne Hansen about additional journals and materials which I would like available for the students to use and she has already started looking into purchasing and/or subscribing to some of the resources. The Department of Education Head, Dr. Jayne Downey has also committed to providing financial support (between $350-$400) for the purchase of basic, updated materials for the course. In addition, I have some materials and resources in my personal collection as well as items I purchased for the MSU Teacher Curriculum Library with my start up funds when I joined MSU in 2006.

Other Supporting Material
21. Include any additional information you feel is needed to support this request.

>Please see accompanying draft syllabus for EDU 411 Teaching Culturally and Linguistically Diverse K-12 Students.
EDU 411
Teaching Culturally and Linguistically Diverse K-12 Students

Montana State University  Professor: Dr. Jioanna Carjuzaa
Semester: Spring 2014  Phone: 406-994-4941
Classroom: Reid Hall 425  E-mail: carjuzaa@montana.edu
Meeting Time: M 8:00-10:50  Office: Reid Hall 119

Office Hours: Tuesday 10:30-11:30, Thursday 2:15-3:30,
Other times by appointment

Course Description:
This course provides an overview of linguistically and culturally appropriate instructional strategies for k-12 teachers to use with English Language Learners (ELLs) in the regular classroom. It is designed as a survey course touching on the current research, controversial issues, and best practices surrounding second language acquisition and language learning. Pre-service teachers will learn how to adapt their instruction and materials to provide equitable and differentiated learning experiences for ELLs in regular classroom settings. We will conduct an examination of second language development and cultural issues that affect ELLs’ academic performance. The knowledge, skills, and aptitudes needed to work towards becoming a culturally competent teacher and put culturally responsive pedagogy that is standards-based into practice will be emphasized. Field experience opportunities to observe and work with non-native English speaking students are required. (3 credits) In order to enroll in this course, junior standing and satisfactory completion of the following courses is expected at time of enrollment: EDU 211D Multicultural Education (formerly EDCI 240), EDU 2221S or EDU 223IS Educational Psychology (formerly EDCI 208 or EDCI 209) and EDU 382 Assessment Curriculum and Instruction (formerly EDCI 360).

Learning Outcomes:
As a result of this course you will be able to:
• define and describe ways to work towards cultural competency and put culturally responsive pedagogy into practice.
• establish a classroom climate conducive to learning and demonstrate that you are able to affirm the dignity and worth of all students and provide the positive support ELLs need to be effective learners.
• identify the effects of culture and language on student performance in the classroom.
• outline the historical foundations of bilingual education in this country.
• describe program models in bilingual/ESL education in the United States.
• identify and eliminate bias in the curriculum and in the classroom.
• describe what a culturally different teacher needs to know in relation to working with the following students: Latinos, Native Americans, African Americans, Asian Americans, and White Ethnics.
• demonstrate an understanding of the current research, theory, and practice of working with non-native English speakers.
• compare and contrast the characteristics of first and second language acquisition.
• integrate principles of language acquisition in planning instruction to create effective learning opportunities for ELLs, grades K-12.
• integrate language and content objectives in daily, weekly, and unit lesson plans.
• design lesson plans that integrate listening, speaking, reading and writing skills across the curriculum.
• make professionally competent decisions about activities, materials, and strategies appropriate to working with culturally and linguistically diverse students.
• learn how to identify, access, and critically evaluate appropriate materials for ELLs.
• describe the function of assessment in teaching culturally and linguistically diverse students.
• interpret tools and procedures used to assess language proficiency.
• become professionally competent to discuss educational matters specific to K-12 non-native English speaking students.
• understand the federal and state legislation as it pertains to language minority students.
• describe effective means for communicating with parents of culturally and linguistically diverse students.

Required Textbooks and Materials:


Support Materials:

2). Reading Packet compiled by Instructor available at MSU bookstore.

Note:
Students with documented disabilities and who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation should make an appointment with the instructor as early as possible, no later than the first week of the term.
MSU Code of Conduct:
Teachers are held to the very highest ethical standards. Therefore, you are expected to abide by MSU's policies on collaboration and plagiarism. Academic dishonesty will not be tolerated in this course and will result in serious consequences. If you choose to engage in academic dishonesty and are caught, you will be subject to University disciplinary jurisdiction. A variety of sanctions may be imposed: you will fail the assignment, you may fail the course, you may be denied the opportunity to repeat the course, your admittance into the Teacher Education Program may be denied, your standing in the College of Education, Health and Human Development may be in jeopardy, and your offense may be referred to the Dean of Students. For a description of MSU's Student Conduct Code with regard to academic dishonesty, consult
http://www2.montana.edu/policy/student_conduct/

Attendance Policy:
I expect you to treat this course as if it were a professional teaching job. Come to every class on time, prepared and ready to participate. Deadlines for readings, written assignments and oral presentations must be honored. You are expected to be in all scheduled classes since we meet only once weekly and participation counts for 200 points (20%) of your grade. If you are not in class you cannot participate; so, if you miss classes without a valid excuse, your grade will be lowered. If you miss two classes, you will not pass this course!

Grading: (1000 points possible)
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>200</td>
</tr>
<tr>
<td>Linguistic/Cultural Reflective Essay</td>
<td>100</td>
</tr>
<tr>
<td>ESL Lesson Strategies Presentation</td>
<td>100</td>
</tr>
<tr>
<td>SIOP Lesson Plan Design</td>
<td>100</td>
</tr>
<tr>
<td>Digital Storytelling</td>
<td>100</td>
</tr>
<tr>
<td>Resources/Materials Review</td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Project –Cultural Mapping Exercise</td>
<td>200</td>
</tr>
</tbody>
</table>

Grading will be done on the following scale:
A 100-93%, A- 92-91%, B+ 90-89%, B 88-82%, C+ 81-80%, C 79-72%, C- 71-70%, D 69-60%, F 59-0%

Assignment Overview:
Teaching/Presentations All written work is due on the assigned dates. Papers must meet the following criteria: they must be typewritten; they must have been spell-checked, edited, and proofread for errors in punctuation, grammar, meaning, etc.; your ideas should be presented clearly and coherently and your logic should be sound; your paper should exhibit your familiarity with and understanding of the assigned readings. Individual and group presentations will be critiqued by your classmates and evaluated by you/your group. Following is a list of the assignments; we will talk about each one in more detail later in the semester.
A). Linguistic/Cultural Reflective Essay (100 points)

Write a 3-5 page essay where you discuss the power of language and the value of language diversity in your life. Consider the questions listed here. Answer those questions which are appropriate for your cultural background, linguistic ability/skills/knowledge, and school experiences. Did you grow up in a monolingual, bilingual, or multilingual household and/or community? Did both of your parents speak English? Do you have other relatives, grandparents, aunts/uncles, extended family members who speak/spoke another language? How and when were English and other languages used? What discourses around language took place in your home? Did you have classmates, teammates, acquaintances, friends who spoke a language other than English? What language courses did you participate in while attending elementary and secondary school? What aspects of language learning did you enjoy? Which aspects did you find most challenging? What opportunities have you had in your day-to-day life interacting with people who do not have English as their mother tongue? What opportunities have you had to travel across the United States, throughout North America and around the world where you interacted with people who were non-native speakers of English or people who did not speak English? Why is linguistic diversity a good thing? Why is it important for teachers to reflect on cultural and linguistic diversity? What are the benefits of linguistic diversity and multilingualism? How can a monolingual teacher understand the importance of ESL classes for the progress of a linguistically diverse student?

Children who come from homes and communities where English is not the primary language of communication are referred to as culturally and linguistically diverse students. What culturally and linguistically diverse students have you met and/or observed throughout your elementary, secondary, and post-secondary education? What are your feelings about linguistic diversity in society, in the classroom? Some languages are seen in a positive light and some are not. What are some personal experiences that you have had which have shown you how the power of language either affirms or disaffirms one’s identity? Which approaches which have been used over the years to address language diversity in U.S. schools are you familiar with? What can teachers and schools do to improve the involvement of ELLs’ parents and community members? Language impacts culture and vice-versa; in other words, language and culture are closely linked in several ways. Illustrate the relationship among culture, language, and academic achievement and show how the relationship impacts educational equity and social justice. What instructional qualities do you currently possess for implementing effective instructional methods working with culturally and linguistically diverse students? The question of whether or not English should be an official language has been a controversial topic since the United States was founded. There are many different opinions on this topic. What do you think about the status/role of English in this country? What do you hope to get out of this course?

Due: Monday, January 27th
B). ESL Lesson Strategies Presentation  (100 points)
This is an opportunity for you to review the innovative teaching strategies presented in 50 Strategies for Teaching English Language Learners and create lessons that encourage: active involvement, language development, literacy development, content instruction and technology. You will practice designing and implementing lesson plans that integrate language and academic discipline specific objectives. We will explore ways to integrate the curriculum and teach the relationships and connections that exist among the various subjects in order to make learning more meaningful to your students’ lives. To become reflective practitioners, you need numerous opportunities to engage in teaching and reflect on it. Lesson plans should include the following: 1) Descriptive data: grade level, lesson topic, duration; 2) Montana and/or National Content Standard(s) you address, 3) Instructional objectives, 4) Rationale, 5) Procedure, 6) Materials and equipment needed, 7) Assessment, 8) Reflection, and Revision. You should also include a detailed list of materials/resources (speakers, books, magazines, learning activities, videos, TV programs, simulations, events, etc.) that you could include to support your lesson (you will receive a lesson plan template to follow). Once you design your lesson, you will be asked to teach a brief lesson (approximately 15-20 minutes) highlighting your explicit objectives based on a specific, pre-determined instructional strategy to a small group in a way that maximizes their learning and satisfaction. This experience will become the focus of in-depth consideration of teaching and learning and reflection on self as teacher. You will be introduced to the four phases of the Reflective Teaching Program: preparation, teaching, evaluation, and reflection. You will receive immediate feedback from your classmates. Due: Monday, February 3rd, 10th, and 17th

C). SIOP Lesson Plan Design  (100 points)
In class, we will distinguish between content based ESL and sheltered instruction. We will review the research supporting the SIOP (Sheltered Instruction Observation Protocol) Model in detail. We will compare ‘typical instruction’ with SIOP instruction. We will identify content objectives for ELLs that are aligned with local/state/national/ and/or Common Core Standards for your selected discipline and grade level. You will have the opportunity to practice writing both language and content objectives and selecting appropriate instructional strategies while reviewing the components of the SIOP Model for this assignment. You will turn in your detailed written SIOP lesson plan. You are asked to use a textbook from a given subject area and develop a lesson plan addressing the features of sheltered instruction including:

I. Preparation – content objectives and language objectives
II. Instruction
   1. Building Background
   2. Comprehensible input
   3. Strategies
   4. Interaction
   5. Practice/Application
   6. Lesson Delivery
III. Review/Assessment

Due: Monday, February 24th, March 3rd and 10th
D). Digital Storytelling (100 points)
To make abstract or conceptual content more understandable for ELLs, you will create your own engaging, multimedia-rich digital story/stories for your future students as a way to present new material. For this assignment design a Digital Story to use with your prospective students by combining the art of telling stories with a variety of multimedia, including graphics, audio, video, and Web publishing. Digital stories typically last between 2 and 10 minutes and usually contain some mixture of computer-based images, text, recorded audio narration, video clips, and/or music.

The Center for Digital Storytelling in Berkeley, California is known for developing and disseminating the Seven Elements of Digital Storytelling, which are often cited as a useful starting point as you begin working with digital stories. To find out more about digital storytelling and to view exemplary digital stories visit:
http://digitalstorytelling.coe.uh.edu/page.cfm?id=27&cid=27&sublinkid=31

The 7 elements to consider when creating a digital story are listed here with brief explanations.

1. Point of View
What is the main point of the story and what is the perspective of the author?

2. A Dramatic Question
A key question that keeps the viewer's attention and will be answered by the end of the story.

3. Emotional Content
Serious issues that come alive in a personal and powerful way and connect the audience to the story.

4. The Gift of Your Voice
A way to personalize the story to help the audience understand the context.

5. The Power of the Soundtrack
Music or other sounds that support and embellish the story.

6. Economy
Using just enough content to tell the story without overloading the viewer.

7. Pacing
The rhythm of the story and how slowly or quickly it progresses.

Due: Monday, March 31st, and April 7th
E). Resources/Materials Review  (100 points)
This is an opportunity to review and critically evaluate a variety of resources that you might use with your future ELLs across the curriculum for various forms of bias. David and Myra Sadker have identified seven forms of bias including: invisibility, stereotyping, imbalance and selectivity, unreality, fragmentation and isolation, linguistic, and cosmetic bias. For this assignment, you will focus on a particular grade level and/or subject of your choice. You will select and critically evaluate five different resources from the following categories: websites, the Office of Public Instruction’s lesson plans, online materials and resources, ESL research, journal articles on culturally responsive pedagogy, second language teaching and learning methodologies and/or multicultural education, textbooks, literature, videos, DVDs, resources including live and virtual speakers, etc. You will apply the criteria following tools to critically evaluate the above listed resources and materials:

* Seven Forms of Bias in Instructional Materials by David and Myra Sadker

http://www.sadker.org/curricularbias.html

Due: Monday, March 17th and 24th

F). Exam  (100 points)  Everyone is required to take the exam which will consist of multiple choice, true/false and short answer questions. The exam will cover the required readings, class discussions and activities. If you do the assigned readings, attend class, complete the assignments, and participate, the exam should be “a piece of cake”.

G). Mapping Exercise Paper/Presentation (200 points) To better understand the lives of students, teachers need to reflect upon their own beliefs, behaviors, values, and biases and learn about the histories and cultures of different groups represented in their classrooms. To address these objectives, you are being asked to map a culture by conducting a series of interviews with an individual who is culturally different from you using a detailed interview protocol.

Saville-Troike (1978) developed a list of questions to help teachers learn more about the students in their classrooms. She included 20 categories of in-depth questions, which cover areas central to any discussion of culture in the classroom. From the master list, I have adapted questions covering various aspects of cultural and linguistic diversity. Since characteristics can vary widely between cultures and among individuals they can often be a source of misunderstanding and miscommunication. For this exercise, you will have the opportunity to learn about people in our community. Suggestions for locating a Mapping Partner include: international students enrolled at MSU, participants in MSU International Programs Office special programs, international visitors hosted by World Montana, students enrolled in A. C. E. Language Institute, individuals in ESL programs at the Adult Education Program in Bozeman, friends, classmates, church members, etc.

To complete this exercise:
Step 1: Identify an individual (18 years old or older) who is quite different from you and has come to the U.S. recently and/or has recent knowledge of their home culture, and who speaks English. I will ask you to let me know who you selected to serve as your Mapping Partner and I will provide approval if the individual you selected meets the listed criteria. To ask all of the questions will take approximately 10-15 hours of interviewing time to complete; it is best that you plan on meeting your mapping partner throughout the semester for 1-2 hours each time. So, make sure your “mapping partner” will be available throughout the semester and will commit to following through on this project with you.

Step 2: Use the questions to reflect on your own culture before trying them out on your “mapping partner”. You may also decide to discuss your ideas with family, friends, classmates, etc. to become more aware of your own beliefs, behaviors, and values, before interviewing your “mapping partner”.

Step 3: In informal meetings, get to know your “mapping partner”. Ask the provided questions and take notes and/or audio/video tape your interviews. Keep in mind that the questions focus on a variety of sociocultural characteristics and there are no correct or incorrect answers, only answers that are different. Any question, even those that appear objective and innocuous, may touch on areas that are sensitive. If your “mapping partner” doesn’t know the answer to a question or chooses not to answer a question, just move on. If his/her answers are vague, probe to get more detailed answers by asking additional questions.

Step 4: Prepare your written report and formal presentation. For your written report, you will not transcribe your interviews. Instead, you will objectively report what your “mapping partner” said. You can either answer question by question, or write a few paragraphs under each of the twenty headings in which you could summarize what your “mapping partner” said about questions in that particular category. Include an introductory paragraph or two at the beginning of your paper describing who your “mapping partner” is and why you chose him/her. For the conclusion, write a few paragraphs reflecting on this experience and what you learned. You will support this information with library research. APA style is required.

Step 5: Prepare your Fact Sheet (we will explain this during the library session). You will tailor the information to the culture you mapped. In addition to a map, suggested basic factual information to include on your Fact Sheet is: population, literacy rate, languages, religions, per capita income, occupations, educational attainment, government, SES, etc. Your Fact Sheet is to be distributed to your peers during your final presentation.

Follow the guidelines for written work that are detailed on the course syllabus. The written report of your Mapping Exercise is due on Monday, April 28th. During the time allotted for the scheduled final, you will have the opportunity to highlight your findings for your classmates in a formal 7-10 minute presentation.
TENTATIVE SCHEDULE OF CLASSES AND ASSIGNMENTS

- “50 Strategies” refers to *50 Strategies for Teaching English Language Learners*
- “SIOP” refers to *Making Content Comprehensible for English Language Learners: The SIOP Model*
- “Between Worlds” refers to *Between Worlds: Access to Second Language Acquisition*
- Readings should be prepared for the Monday of the listed week
- Assignments should be prepared for the Monday of the listed week unless otherwise noted

**Week 1 (January 13th)**
**Topics:** Course Introduction/Syllabus Review/Language, Society and Education/ Factors that Affect 2nd Language Acquisition: Motivation, Age, Access to L2, Personality, 1st Language Development, Quality of Instruction, Cognitive Ability/Define Key Terms and Acronyms, Concepts, and Key Players including:

ESL, EFL, ESP, ELLs, ELs, LEP, BICS, CALP, L1, L2, CALL, CLD, CLDE, Heritage Languages, TPR, Comprehensible Input, Bilingualism, Language Proficiency, Fluency, Second-Language Competence, Second Language Acquisition, SIOP Model, CREDE, NCELTA, WIDA, CREATE, TESOL, Common Core, GIST, RTI, ZPD, SDAIE


**Questions Addressed:** Who are culturally and linguistically diverse students? What factors affect their school success? What influences how teachers teach?

**Readings:** *Between Worlds, Chapters 1, 2, 3*

**Assignments/Activities:** Buy textbooks, Work on Linguistic/Cultural Reflective Essay

**Spring semester classes start on Wednesday, January 8th**

**Week 2 (January 20th)**
**Topics:** Who are ELLs around the Globe, throughout the U.S., across Montana and in Gallatin County? Demographic Trends/Achievement Gaps/Review of Traditional and Innovative Language Teaching Methodologies Including:
Grammar-Translation
Direct Method
Audio-Lingual Method (ALM)
The Reading Approach
Total Physical Response (TPR)
Notional-Functional Syllabus
Communicative Language Teaching (CLT)
Computer Assisted Language Learning (CALL)
Rasias Method/Dartmouth Intensive Language Model
Suggestopedia
The Natural Approach
The Silent Way
Community Language Learning
Language Immersion
Content-Based Teaching
Sheltered Instruction Observation Protocol (SIOP) Model

Readings: Between Worlds, Chapters 4, 5; Peruse 50 Strategies Sec. I, II

Assignments/Activities: Work on Linguistic/Cultural Reflective Essay

Questions Addressed: How do people learn and how do people acquire a language? What are the principal theories of first and second language acquisition and language learning? How are the processes involved in learning a language similar to the processes involved in learning other things?

No class on Monday, January 20th, Martin Luther King, Jr. Holiday

Week 3 (January 27th)

Readings: Between Worlds 6; Peruse 50 Strategies Sec. III, IV

Assignments/Activities: Linguistic/Cultural Reflective Essay due

Questions Addressed: What are the individual and societal advantages to bilingualism/multilingualism? What are the different models of bilingual education?
What does language use in the 21st century look like? In what ways are first and second language acquisition similar and different?

**Week 4 (February 3rd)**

**Readings:** Between Worlds 6; Peruse 50 Strategies Sec. V, VI

**Assignments/Activities:** ESL Lesson Strategies Presentations

**Questions Addressed:** What are the pros and cons to bilingual education? What exemplary programs of bilingual education exist? What is the role of teaching grammar? How can you make grammar review fun?

**Week 5 (February 10th)**
**Topic:** Sheltered-Subject Matter Teaching/ Language as a Vehicle to Teach Content/ Content, Language and Cultural Objectives/ SIOP Model/Sheltered Lessons and Their Effective Implementation in the Content Areas

**Readings:** Between Worlds 7, SIOP 1 and 2

**Assignments/Activities:** ESL Lesson Strategies Presentations

**Questions Addressed:** What is the role of the parents in language learning? How can teachers advocate for ELLs? What do Content-based ESL and Sheltered Content Instruction entail?

**Week 6 (February 17th)**
**Topics:** Planning, Implementing, and Managing Instruction/Receptive and Productive Language/Reading, Writing, Listening, Speaking and Vocabulary Building

**Readings:** Between Worlds 8, SIOP 3 and 4

**Assignments/Activities:** ESL Lesson Strategies Presentations

**Questions Addressed:** How can you help ELLs develop content mastery and improve literacy skills? How can you adapt content to all levels of student proficiency? How can you explicitly link past learning and new concepts? What are the best strategies for
teaching academic vocabulary? What techniques can be used to make content concepts clear? What ideas can be used to provide comprehensible input?

No class on Monday, February 17th, President's Day

Week 7 (February 24th)
Topics: Indigenous Languages/Revitalization and Maintenance Efforts across Montana and Around the World to Save Endangered Languages
Readings: Between Worlds 9, SIOP 5 and 6

Assignments/Activities: SIOP Lesson Plan Design

Questions Addressed: Why save a language? What Indigenous languages are spoken in Montana and around the world? What revitalization and maintenance efforts exist in Montana to address endangered Indigenous languages?

Week 8 (March 3rd)
Topics: Review of the National Standards for Teaching ELLs Published by Teachers of English for Speakers of Other Languages (TESOL)

Readings: SIOP 7

Assignments/Activities: SIOP Lesson Plan Design

Questions Addressed: How best can you design lesson plans to meet language and content objectives? What scaffolding techniques can you use to assist and support student learning? What opportunities can you provide to have students explore group learning?

Week 9 (March 10th)
Topics: Teaching ELLs with Diverse Abilities/ELLs and the Common Core Standards/RTI

Readings: SIOP 8

Assignments/Activities: SIOP Lesson Plan Design

Questions Addressed: How can teachers be responsive to cultural and personal diversity? How can teachers differentiate instruction to meet the needs of ELLs with differing abilities? What strategies work well to hold high expectations for all learners?
Week 10 (March 17th)
Topics: Resources/Materials Review and Use

Readings: SIOP 9

Assignments/Activities: Resources/Materials Review

Questions Addressed: While perusing student textbooks and other curricular materials, what adaptations did you uncover for ELLs? What forms of bias did you uncover? What authentic materials could you incorporate in your teaching? How can you use songs, the media, realia, and other authentic materials to teach ELLs?

Week 11 (March 24th)
Topics: Using the Internet for Language Learning

Readings: SIOP 10

Assignments/Activities: Resources/Materials Review

Questions Addressed: What web sites are most effective for teaching ELLs? What worksheets, flashcards, lesson plans, printables, and activities for teaching ELLs exist? What resources does the Purdue Online Writing Lab provide for ESL instructors and students? What do you think of Dave’s ESL Café? What other resources for mastering English would you recommend?

Week 12 (March 31st)
Topics: Content Instructors and ELL Paraprofessionals Collaborating in the Classroom

Readings: SIOP 11

Assignments/Activities: Digital Storytelling

Questions Addressed: Who are paraprofessionals? What can paraprofessionals do to support the classroom teacher? How do paraprofessionals work alongside ELLs in the regular classroom? What is the range of non-instructional functions that paraprofessionals perform?
Week 13 (April 7th)
Topics: Testing and Assessment in Language Learning/ WIDA/Woodcock-Muñoz Language Survey

Readings: Peruse 50 Strategies Sec. I, II; Articles TBA

Assignments/Activities: Digital Storytelling

Questions Addressed: How do multicultural competence and culturally responsive management strategies affect student success and achievement? What assessment tools are most widely used in elementary and secondary schools across the U.S.? What is the difference between BICS and CALP? Which assessment tools best assess CALP? How can you best serve as an advocate for ELLs?

Week 14 (April 14th)
Topics: The Content Teacher Working with ELLs as Researcher in the Classroom

Readings: Peruse 50 Strategies Sec. III, IV; Articles TBA

Assignments/Activities: Presentations of Mapping Exercise Partners

Questions Addressed: What role does action research play in content teacher’s work with ELLs? What action research in the ESL environment are you familiar with? What action research can be accomplished through the process of a student-generated project?

Week 15 (April 21st)
Topics: Course Wrap Up
Readings: Review Course Readings

Assignments/Activities: Presentations of Mapping Exercise Partners

Questions Addressed: Where do we go from here? How can you further your knowledge and improve your skills to better meet the needs of ELLs?

Final Examination: Monday, April 28th, 8:00-10:50 a.m.