



ED 682 Sociopolitical Foundations of ESOL/Bilingual Education
Fall 2014

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Class Schedule:	September 29 th to December 12 th , 2014
Class Location:	Moodle and http://ed682sociopoliticalfoundations.weebly.com/ ["Weebly"]

Course Description

This graduate course surveys the historical development of ESOL/bilingual education. It provides insights into government policy and legal aspects of ESOL/bilingual education as well as research, theory and classroom implications. Emphasis is placed on the philosophy of ESOL/bilingual education in a sociopolitical and cross-cultural context. Projects encourage participants to become reflective practitioners, as they critique and analyze their own beliefs and teaching practices, and plan their professional growth.

Course Objectives	Oregon TSPC ESOL Standards	WOU's COE Conceptual Framework	Corresponding Assessments
<i>Students work towards the following goals:</i>			
Examine the history and philosophy of ESOL/bilingual education within different sociopolitical and cross-cultural contexts.	5a	EE	Online Topics 1; Final assessment
Analyze current research issues related to academic achievement and programmatic models in the field of ESOL/bilingual education.	5a	IV	Online Topics 3 & 8; Programs for ELLs; Final assessment
Understand federal legislation and court cases related to the education of English language learners.	5a, 5b	EE	Online Topic 2; Programs for ELLs; Final assessment
Examine the issues of the English-only and other political movements that impact the use of primary languages in the classroom.	5a	CS PROF	Online Topic 7; Final assessment
Understand different programmatic models of ESOL/bilingual education and classroom implications of such models.	5a, 5b	IV PROF	Online Topics 3 & 4; Programs for ELLs; Final assessment
Analyze the impact of federal and state policies on English language learners.	5a	EE	Online Topics 5 & 6; Final assessment
Explore the connection between ESOL/bilingual education and multicultural/antiracist education.	5a, 5b	EE CS PROF	Online Topics 1 & 7; Final assessment
Analyze and critique own beliefs and teaching practices, develop a reflective stance, and plan for professional growth.	5a, 5b	IV PROF	Online Topics 1, 6 & 7; Programs for ELLs; Final assessment

Required Text

Wright, W. E. (2010). *Foundations for teaching English language learners: Research, theory, policy, and practice*. Philadelphia, PA: Caslon, Inc. ISBN: 978-1-934000-01-4

Please note: I'm sorry that the required text is expensive! To address this, it is a part of the Textbook Rental program at the WOU bookstore. The textbook will also be used for ED692.

Required Articles [on the website, either posted or the link is available]

Article 2a (Topic Two): PDF available on website.

Mize, K. (2013). "Méndez v. Westminster (1946)." In Carlos E. Cortés (Ed.), *Multicultural America*. Thousand Oaks, CA: SAGE Publications.

Article 2b (Topic Two): PDF available on website.

Testimony of Kenji Hakuta to the Commission on Civil Rights.

<http://www.stanford.edu/~hakuta/www/archives/syllabi/Docs/CivilRightsCommission.htm>

Article 2c (Topic Two):

Glick, D. (2010). Young, All-American, Illegal. *High Country News*.

<http://www.hcn.org/issues/42.14/young-all-american-illegal?src=mc>

Article 3a (Topic Three):

Wantabe, T. (2011, May 8). Dual-language immersion programs growing in popularity. *Los Angeles Times*.

<http://articles.latimes.com/2011/may/08/local/la-me-bilingual-20110508>

Article 3b (Topic Three):

Pascopella, A. (2011, February). *Successful strategies for English Language Learners*.

<http://www.districtadministration.com/article/successful-strategies-english-language-learners>

Article 4a (Topic Four):

Bridging Refugee Youth and Children's Services. (n.d.). *Refugee Children in U.S. Schools: A Toolkit for Teachers and School*. <http://www.brycs.org/>

Article 4b (Topic Four):

Hing, J. (2011, May 10). *The Education of Jose Pedraza: Why Fixing Schools isn't Simple Math*.

<http://colorlines.com/archives/2011/05/educationreform.html>

Article 5a (Topic Five):

Crawford, J. (n.d.). Obituary: The Bilingual Education Act, 1968 – 2002. *Rethinking Schools*.

http://www.rethinkingschools.org/special_reports/bilingual/Bil164.shtml

Article 5b (Topic Five):

Crawford, J. (2009, February). *No Child Left Behind: A Failure for English Language Learners*.

<http://www.elladvocates.org>

Article 6a (Topic Six):

Michelman, B. (2012, Spring). The Never-Ending Story of ESEA Reauthorization. *Educational Leadership*, 18(1).

http://www.ascd.org/publications/newsletters/policy_priorities/vol18/num01/The_Never-Ending_Story_of_ESEA_Reauthorization.aspx

Article 6b (Topic Six):

Oregon Department of Education. (n.d.). *Oregon Annual Measurement of Achievement Objectives:*

Frequently Asked Questions. <http://www.ode.state.or.us/wma/superintendent/release/amao-faq-12-13.pdf>

Article 6c (Topic Six):

Oregon Department of Education. (5 September, 2013). "Results for English Learners leave much to be desired."
<http://www.ode.state.or.us/news/announcements/announcement.aspx?=-9324>

Article 7a (Topic Seven): PDF available on website.

Mize, K. (2013). "English Only Movement." In Carlos E. Cortés (Ed.), *Multicultural America*. Thousand Oaks, CA: SAGE Publications.

Article 7b (Topic Seven): PDF available on website.

Spolsky, B. (2011, March). Does the US need a language policy? *CAL Digest*.
www.cal.org/resources/digest/digest_pdfs/does-the-us-needs-a-language-policy.pdf

Article 7c (Topic Seven): PDF available on website.

Benz, B. (2005). Amendment 31 in Colorado. In J. Cohen, K. T. McAlister, K. Rolstad, & J. MacSwan (Eds.), *ISB4: Proceedings of the 4th International Symposium on Bilingualism*. Somerville, MA: Cascadilla Press. www.lingref.com/isb/4/020ISB4.PDF

Article 7d (Topic Seven): PDF available on website.

García, O. & Torres-Guevara, R (2010). Monoglossic ideologies and language policies in the education of U.S. Latinas/os. In Enrique Murillo, Sofía Villenas, Ruth Trinidad Galván, Juan Sánchez Muñoz, Corinne Martínez and Margarita Machado-Casas (eds.). *Handbook of Latinos and Education: Research, theory and practice*. Mahwah, New Jersey: Lawrence Erlbaum, pp. 182-194.

Article 8 (Topic Eight): PDF available on website.

Goldenberg, C. (2008). "Teaching English Language Learners: What the Research Does—and Does Not—Say." *American Education*. **Note: Click on the Summer 2008 article**
http://www.aft.org/pubs-reports/american_educator/issues/summer08/goldenberg.pdf

Suggestion: Read the three sections separately [Critical Questions pp. 12 & 13; Instructional Modifications for English Learners, pp. 18-21; the rest of the article]

Required Email Communication

Group notices will be emailed to your WOU account. Please make sure your WOU email is active and check it consistently through the duration of this course, or forward your mail to your desired email address. [You may communicate with me via other emails and I will reply to that message.] For online help, see <http://www.wou.edu/provost/online/> or call Computing Services: (503) 838-8925.

"Hey!" Please don't address me like your pal from grade school. Instead, read about "Netiquette":
<http://www.wou.edu/ucs/faq/etiquette.php>

Assignments

Students are expected to read and submit assignments *before midnight (11:59pm)* on due dates. Please notify me as early as possible if you are unable to complete a reading or assignment on time. Late assignments and postings without prior notification will receive reduced credit.

Plagiarism

Use of another person's thinking, writing, graphic or visual presentation without crediting the author is plagiarism. All information not the student's original work must be cited with the appropriate information in APA style (6th edition). Students must fully acknowledge all sources and assistance received in submitted work, with the potential penalty of failing the course. In addition to the resources available on the course website under "Course Details," the following may be helpful:
<https://www.wou.edu/provost/library/clip/apa/> and <http://owl.english.purdue.edu/owl/>

Writing Resources

WOU's Writing Center is a highly recommended resource for all students, and especially graduate students in an online class who depend so much on writing to demonstrate evidence of their knowledge! The Writing Center faculty and staff will work with you on writing projects for any course and any stage

of the writing process: brainstorming and outlining ideas, exploring practical routes for revision and development, adhering to format and style guides (APA!), identifying sentence-level error patterns (e.g., grammar, sentence structure), etc. To make an appointment, visit www.wou.edu/writingcenter and login to the online appointment book to view online and in person available times.

Accommodations

Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities who will need reasonable accommodations for this course should contact the Office of Disability Services (ODS) for appropriate coordination. You can visit APSC 405 or contact ODS at (503) 838-8250 (V, TTY) to schedule an appointment.

Students with special circumstances, especially veterans and active duty military personnel, are welcome and encouraged to communicate these to me as early as possible.

Classroom Ethos

As the instructor for this course, I am dedicated to establishing a learning environment that promotes diversity of all races, cultures, ages, ethnicities, sexual orientations, gender identities and expressions, religious preferences, abilities, etc. Anyone noticing discriminatory behavior in this class or who feels discriminated against is encouraged to bring it to my attention or address it directly.

Grading System

A	93 – 100%	B-	80 – 82%	D+	67 – 69%
A-	90 – 92%	C+	77 – 79%	D	63 – 66%
B+	87 – 89%	C	73 – 76%	D-	60 – 62%
B	83 – 86%	C-	70 – 72%	F	Below 60%

Course Points

Online Topics	50 points
Programs for ELLs	25 points
Final Assessment	25 points
TOTAL	100 points

Worksheet of Course Points

	Intro Class	Topic One	Topic Two	Topic Three	Topic Four	Programs for ELLs	Topic Five	Topic Six	Topic Seven	Topic Eight	Final Exam	Total Points	Course Grade
Possible Attendance & Participation	5	7	7	7	n/a		8	8	8	n/a			
Possible Assignments						25					25		
Possible Points	5	7	7	7	n/a	25	8	8	8	n/a	25	100	
My Points													

Feedback and Course Updates

You will receive feedback about your progress in ED682 throughout the course. See the Course Calendar at the end of this syllabus for specifics.

The following are the Rubrics used to evaluate your online participation via the Posts and Responses.

Rubric for Topic Numbers One, Two, and Three:	Potential Points (7)	Your Points
Content: Fully addresses topic (readings, lecture, videos, etc.)	2	
Cites a variety of class materials	.5	
Topics/materials are analyzed and connected	1	
Writing: Writes with clarity and organization	1	
Uses academic tone and style (not too informal)	.5	
Attempts to follow APA and standard conventions	.5	
Clearly structured, follows format (description, connection, action)	.5	
Timeliness (by due date)	1	
Comments:		<i>Total:</i>

Rubric for Topic Numbers Five, Six and Seven:	Potential Points (8)	Your Points
Content: Fully addresses topic (readings, lecture, videos, etc.)	2	
Cites a variety of class materials	1	
Topics/materials are analyzed and connected	1	
Writing: Writes with clarity and organization	1	
Uses academic tone and style (not too informal)	1	
Attempts to follow APA and standard conventions	1	
Clearly structured, follows format (description, connection, action)	1	
Comments:		<i>Total:</i>

Course Schedule

	<p>Introduction to course, website, and each other Read: the syllabus and other documents under Course Details Content: see “Announcements” tab Post (in the “Introductions Class” forum): by Wednesday, 10/1 (by midnight) Respond to three classmates: by Saturday, 10/4 (by midnight)</p>
	<p>Topic One: English Language Learners (ELLs) and the English for Speakers of Other Languages (ESOL) field Read: <ul style="list-style-type: none"> Wright, pp. 1-21 (Chapter 1) <i>[let me know if your book hasn't arrived]</i> Content: see “Topic One: ELLs & ESOL” Watch: Karie’s video lecture with corresponding PowerPoint Post Topic 1 by Wednesday, 10/8 (by midnight) Respond Topic 1 by Saturday, 10/11 <i>[to two people]</i></p>
	<p>Topic Two: Court cases and legal requirements for English Language Learners Read: <ul style="list-style-type: none"> Article 2a [<i>Méndez v. Westminster</i> (1946)] Wright, pp. 70-76 Article 2b [<i>Testimony of Kenji Hakuta to the Commission on Civil Rights about the Castañeda v. Pickard</i> (1981) district case] Article 2c [<i>Young, All-American, Illegal</i>] Content: see “Topic Two: Court Cases” Watch: Karie’s video lecture with corresponding PowerPoint Post Topic 2 by Wednesday, 10/15 (by midnight) Respond Topic 2 by Saturday, 10/18 <i>[to two people]</i></p>

	<p>Topic Three: Program Models for English Language Learners</p> <p>Read:</p> <ul style="list-style-type: none"> • Wright, pp. 88-108 (Chapter 4) • Article 3a [<i>Dual Immersion Programs Growing in Popularity</i>] • Article 3b [<i>Successful Strategies for English Language Learners</i>] <p>Content: see “Topic Three: Program Models”</p> <p>Watch: Karie’s video lecture with PowerPoint</p> <p>Post Topic 3 by Wednesday, 10/22</p> <p>Respond Topic 3 by Saturday, 10/25 [<i>to two people</i>]</p>
	<p>Topic Four: The enrollment-exit protocol for language programs</p> <p>Read:</p> <ul style="list-style-type: none"> • Article 4a [Translating for Parents ~ FAQ, download PDF from Weebly] • Article 4b [<i>The Education of Jose Pedraza</i>] <p>Content: see “Topic Four: Enrollment to Exit Cycle”</p> <p>Watch: Karie’s video lecture with PowerPoint</p> <p>[No post, no response, but include this information in your Programs for ELLs]</p>
DUE	<p>Programs for ELLs Assignment</p> <ul style="list-style-type: none"> • Read a Lau (aka ELL, Title III) Plan of the district you’ve chosen for the assignment; see the rubric to focus your reading and writing as this document may be lengthy. • Cut and paste the rubric at the end of the paper. Be sure to fill out the “Self” column, which serves as a checklist and self-evaluation tool. In addition, please include your comments about the assignment, which helps me modify for future classes. • c) Upload your paper (in a Word document) under “Assignments” or email it to me by Wednesday, 11/5 [I use track changes to edit directly on the paper. Let me know if you don’t have Word and we will determine another option.]
	<p>Topic Five: Federal legislation (laws) [The Bilingual Education Act (BEA) and The No Child Left Behind (NCLB) Act]</p> <p>Read:</p> <ul style="list-style-type: none"> • Article 5a [<i>Obituary: The Bilingual Education Act, 1968 – 2002</i>] • Wright, pp. 51-68 • Article 5b [<i>No Child Left Behind: A Failure for English Language Learners</i>] <p>Content: see “Topic Five: Federal Legislation”</p> <p>Watch: Karie’s video lecture with PowerPoint</p> <p>Post Topic 5 by Wednesday, 11/12</p> <p>Respond Topic 5 by Saturday, 11/15 [<i>to two people</i>]</p>
	<p>Topic Six: Assessment of ELLs; Evaluation of current policies (“Race to the Top”)</p> <p>Read:</p> <ul style="list-style-type: none"> • Wright, pp. 111-131 (part of Chapter 5) • Article 6a [<i>The Never Ending Story of the ESEA Reauthorization</i>] • Article 6b [<i>Oregon AMAOs ~ Frequently Asked Questions</i>] • Article 6c [<i>“Results for English Learners leave much to be desired.”</i>] <p>Content: see “Topic Six: Assessment/Evaluation”</p> <p>Watch: Karie’s video lecture with PowerPoint</p> <p>Post Topic 6 by Wednesday, 11/19</p> <p>Respond Topic 6 by Saturday, 11/22 [<i>to two people</i>]</p>
	<p>Topic Seven: English Only/Plus movements; Anti-Bilingual state referenda (CA, AZ, MA, CO, and OR)</p> <p>Read:</p> <ul style="list-style-type: none"> • Wright, pp. 68-70 [“State Policies for ELLs”] • Article 7a [<i>Official English Movement</i>] • Article 7b [<i>Does the US need a language policy?</i>] • Article 7c [<i>Amendment 31 in Colorado</i>]

	<ul style="list-style-type: none"> • Article 7d [<i>Monoglossic Ideologies and Language Policies...</i>] Content: see “Topic Seven: Anti-Bilingual Movements” Watch: Karie’s video lecture with PowerPoint Post Topic 7 by Saturday, 11/29 [<i>Note the day! Saturday instead of Wednesday!</i>] Respond Topic 7 by Wednesday, 12/3 [<i>to two people</i>]
	Topic Eight: Research regarding the effectiveness of bilingual programs Read: <ul style="list-style-type: none"> • Article 8 [<i>Teaching English Language Learners</i>] Content: see “Topic Eight: Research” Watch: Karie’s video lecture with PowerPoint [No post, no response, but write a thorough response on the final, including information from both the video lecture and reading (Goldenberg article); citing all sources is required for full credit on this topic]
DUE	Final Exam by Wednesday, 12/10. <i>Please upload your paper (in a Word document) under “Assignments” or email mizek@wou.edu. I will acknowledge receipt of your paper and return it to you with my comments, assignment points, and course grade.</i>

Course Requirements

1) Participation in Online Topics (50%)

Consistent and respectful class participation in the online course is essential, as are demonstrating reflective and analytical practices. Speak thoughtfully from your own experiences, as well as open yourself up to the experiences of others. The content that I provide is only a portion of the content that you can learn; we gain a lot from the knowledge and perspectives of our colleagues. All discussions about personal and school issues must remain confidential.

Students are encouraged to ask questions when greater explanation is needed and initiate dialogue when further exploration would be beneficial. Cultivate an active role in your learning experience! In short, read, contribute, question critically, and take risks.

Here is a description of the format of ED682 and your expectations for online participation:

Introductions Class:

Familiarize yourself with the class structure and website:

- Click on the “Introductions Class” on the course menu (left hand side). To get a sense of the topics we'll be discussing in this class, see the videos and materials on this page
- Read the syllabus - yes, all of it!
- Peruse the website and familiarize yourself with the documents in Course Details
- Make sure your WOU email account is working

Use a Word or Google document to compose your introduction. (I recommend this for all written work. It not only catches errors but ensures you have a copy of everything you write on your computer.)

At minimum, please address the following:

- Tell us a little about yourself personally so your classmates and I get a sense of who you are. Add something wacky, like what your favorite cereal is, or something quirky that most people might not know about you!

- *Tell us a little about yourself professionally, such as: What are you studying and/or teaching and/or what is occupying your time? Have you taken other ESOL classes? Do you work with ELLs right now, and what have your experiences been with language learners?*
- Having looked at the Introductions class, how familiar are these topics to you. (It's okay if they are completely unfamiliar!) What would you say your social-cultural context is? For example: Compare/contrast what is *normal* for you with the woman in the "I dream in your language" video. Have different languages and/or cultures been present or absent in your life? Do you engage or shy away from discussing political and/or controversial topics?
- *What questions or comments do you have regarding the syllabus, course structure, or assignments?*

When you are ready to post (by Wednesday, 10/1 before midnight), click the [Introductions](#) forum on Moodle (below where it says 29 September to 5 October). Click "[Add a new discussion topic](#)" and label that **Subject** "Karie's Introduction" or "Juan's Introduction" – whatever your name is ☺. Copy and paste what you've written in the body or [Message](#) and check the formatting.

By Saturday (10/4, by 11:59pm), respond to three of peers of your choice by clicking [Reply](#) at the bottom right of their message. *Please choose another person if someone already has multiple responses in order to share the *love*!* On all peer responses I encourage you to offer a salutation (Hello/Hi _____) and end with your name even though this information can be garnered on Moodle...

Topics Classes (Topics One through Eight):

In order to understand a topic from multiple vantage points, review all of the materials:

- a) watch Karie's video lecture with accompanying PowerPoint (pops out from the side bar)
- b) read the assignments in the syllabus (Wright text and/or articles)
- c) see the content on the Topics page (videos, images, and other resources)

For six of the topics, you will write a post. For the remaining two topics, you have a "reprieve" from your post because a major assignment is soon due ☺.

For Topics Four and Eight: Information on the topic will be incorporated in the subsequent assignment. Specifically, Topic Four is information that will help with the Programs for ELLs assignment and Topic Eight will be incorporated into the final assignment. In other words, you will read, explore information about the topic, and have a video lecture/PPT, but you will not be responsible for writing a post nor responding to group members.

Writing a Post for Topics One, Two, Three, as well as Five, Six, and Seven:

When you write a post, cite my lecture and a majority of the course materials (e.g., most if not all of the readings and the content from the Topics page). Your post should be constructed in the following format:

- a) Write a "Description" or summary of the issue(s) [see details below]
- b) "Relate and connect" to the issue(s) on a personal level
- c) Consider "Ideas for action."

"Description" of the issue(s)

This is where you **name and synthesize** the issue(s). Be sure to cite the text with page numbers and use the **THIRD** person. ["According to Wright (2010) . . ." "The author notes," "As seen in the video," "Dr. Mize's lecture..." etc.] Avoid opinions, comments, and analysis in this section.

* Summarize the reading(s). You won't be able to summarize everything, so pick the parts that you think are most important.

* What, Where, When, Who, Why? (according to the author)

* What is the problem or issue(s)? What are the conflicts? What is the context?

“Relate and connect” to the issue(s) on a **personal level**:

*What does this have to do with me? How can I connect to this issue?

*Have I ever experienced or seen anything like this before? If so, describe the experience.

If not, how can I empathize with the situation?

*How does it make me feel? How does it make others feel?

*How will/does this impact me as a teacher? What school scenarios can you envision?

Your opinions, comments, and analysis are encouraged in this section!

Ideas for Action: clarify your current/future actions, especially as an educator.

*What will I do as a teacher/member of the community to make a difference?

*How do I/we start to address the issue(s) or solve the problem?

*What can I/we do to transform the situation?

*Who will I ask to participate with me? How?

*What obstacles will we need to address?

The bullets are intended as prompts, not a specific question to be addressed; the sections should be written in paragraph form. You may either use subheadings or explicit transitions between the sections. Typically, a well-written post is about two pages single-spaced:

Summary/Description – 1 to 1¼ page

Personal connection – ½ to ¾ page

Ideas for Action – ¼ to ½ page

When you are ready to post, click the correct Topic forum, click [Create a new message](#), and add the Subject “Karie’s Topic One,” substituting your name (unless your name is Karie ☺). Copy, cut and paste the response into the message portion of Moodle check the formatting.

Writing a Response to Group Members’ Posts:

By Saturday (by 11:59pm), respond to two peers of your choice by clicking [Reply](#) at the bottom right of their message. As with the Introductions, please choose another person if someone already has multiple responses, and I encourage you to respond to all of your classmates at some point during the term. Salutations/closings are appreciated; I find this helps the impersonal nature of some online classes.

Your response should be substantial, about ¾ to 1 page single-spaced. In general, you’re “conversing” with your peer, so your tone can be more informal. You still need to reference the course materials so it is clear that you have read and grappled with the issues. You might want to supplement areas that the “posters” did not address or make connections to other issues, classes, or experiences. Please do not cut and paste extensively from your post as your groups members most likely will have read that already. *Although you have no obligation to reply to the peers who respond to your post, it is greatly appreciated when you do, especially if they ask a question that is pertinent to the discussion.*

2) Programs for English Language Learners (25%)

PREPARATION

Identify a school district to investigate, ideally in Oregon. Access their Lau or ELL Program Plan.

Please do not choose a school if there are a limited number of English language learners.

The Lau Plan (*a.k.a. ELL Plan, Local Plan, or Title III Plan*) describes a public school district's procedures and policies for their English Language Learners (ELLs). It is named after the landmark *Lau v. Nichols* (1974) Supreme Court decision, and should address ELLs at all grades in the district. Lau Plans were originally for districts that were found by the Office of Civil Rights (OCR) to not be making progress with their ELLs. Oregon now requires a Lau Plan from all districts with a certain percentage of ELLs: [OAR 581-23-100 \(3\)©\(b\)\(4\)](#)

Please access the most recent version, 2013-2014, if possible. The Lau Plan may be available online. Otherwise, the Lau/Local/Title III/ELL Program Plan is something you can ask about at a school or district office. This is theoretically a "working document" that is easily accessed, used by school faculty, and revisited frequently to ensure procedures are accurate and up-to-date. In reality, most districts update their plan before it is reviewed or "audited" by the Oregon Department of Education (ODE), typically every three years. Some are quite lengthy but please know that you are only looking for certain information. If you don't have a specific district in mind, you can find what ODE considers to be "exemplary" plans at <http://www.ode.state.or.us/search/page/?id=2596>

Alternate Assignment if you are interested in a district and cannot access a current Lau Plan:

Set up an interview (face-to-face, no phone calls without prior approval) with the person who leads the district's ESL/ELD (English as a Second Language/English Language Development) program. You will be looking for the same information you would be reading about in the Lau Plan, so it is important that you devise questions that will help you answer these points. **Notify Karie in advance if you are pursuing this option.** *There are some additional items to submit such as: interview questions, notes from the interview, and thank you for the interviewee.*

Research the district you've chosen to investigate on the Internet

- information relevant to the education of ELLs, especially if intended for parents
- district demographics (including specific % of ELLs and which language groups are present)

This information should be summarized in the **Introduction** of the paper.

INVESTIGATION: Investigate the district's policies and procedures for ELLs

CONTENT AND SECOND LANGUAGE PROGRAMS

[Describe all options for content programs and thoroughly describe the language/ELL program]

- **content programs** for English language learners [Math, Language Arts, Science, etc.]
 - instruction in L1? (TBE, DBE, DI, Heritage Literacy, etc.)
 - instruction in L2? (is it sheltered instruction in the content areas? how do they know that instruction is really being sheltered, e.g., any support of professional development in SI/SIOP/GLAD?)
 - note all strands or program options that are offered, including English-based
- **language programs** for English language learners [ELD/ESL/"second language"]
 - When is it taught? For how long? By whom?
 - How are students grouped? (By grade level? By ELP level?)
 - Cite class materials or text to classify and describe the programs; again, note differences between program models (labels) and implementation.
 - Please note: understanding how the 2nd language program is organized connects to the reclassification process (below). This connection should be clear in your paper.
- **compare the program options** for both content and language programs
 - cite class materials or text to classify and describe the programs; note differences between program models (as discussed in class) and the district's implementation
- **teacher qualifications** in the content and language programs
 - teacher training (ESOL endorsements? Trainings for Sheltered Instruction? Professional Development? Pertinent resources)

IDENTIFICATION THROUGH REDESIGNATION PROCESS

[Progression of Student through ELD, ESL, or “Second Language” Program]

- **identification** of English Language Learners (ELLs)
 - how is the process started? which tool ~ Home language or PHLOTE survey?
 - what assessments are used for identification and placement?
- **placement** of English Language Learners
 - are parents consulted or given choices on the content programs? how are parents notified of the student’s participation in the specialized language program?
- **reclassification** of English Language Learners
 - what assessments are used for reclassification? (ELPA?)
 - what happens when ELLs are reclassified/moved from one ELP level to another?
[relate this to the second language programs that you previously discussed]
- **redesignation** procedures for English Language Learners
 - what are the exit criteria/procedures? is content or only oral language considered?
- **monitoring** of redesignated English Language Learners or FEPs (Fluent English Proficient)
 - the law requires that the ability of redesignated students is monitored to participate meaningfully, so who monitors after the “LEP students” exit the ELL program? what do they do to ensure former ELLs are succeeding without support in their L2?

DISTRICT CLIMATE

[What details give you a sense of the quality of programs for English Learners?]

- **outreach** to parents/families/guardians of English language learners
- **resources** for students/parents/families/guardians of English language learners
- other information that influences your **personal impressions** about the district

REFLECTION and EVALUATION *[Even strong programs can be improved!]*

- evaluate the district according to the **Castañeda standards**
 - theoretical foundations (sound programs for ELLs?)
 - implementation of the plan in schools (adequate personnel & resources?)
 - evaluation (does the school use data to improve their programs)
- within the evaluation:
 - **highlight strengths** of programs, policies, and/or resources
 - **recommend improvements** of programs, policies, and/or resources

PROJECT DETAILS

Include a title page (see details about APA under Course Details)

Have a typed response for each section; no lists or abbreviated notes; graphs may be included

- approximately one paragraph for each bullet; use of subheadings can be useful

8 - 10 page range (not including Title Page and References)

- typed, double spaced, 12 point font, page numbers (more than 10 won’t be penalized)

APA citations and References page

- cite the Wright text, information from the Internet, and the Lau Plan

Completed rubric (include self-evaluation and comments)

- cut this from the syllabus and paste at the end of your project

You can either: a) Post the assignment (under the label called “Programs for ELLs”) or b) Email the assignment to me. I will confirm receipt. *Please let me know in advance if you will need a brief extension.*

Due Date: Wednesday, November 5th (by midnight)

Programs for English Language Learners ~ Scoring Rubric

[complete the “Self” column and include comments below; paste this rubric at the end of your assignment]

	Possible points	Self	Instructor
<p>PREPARATION <i>After accessing the Lau Plan (or someone to interview), conduct some Internet research:</i></p> <ul style="list-style-type: none"> information relevant to ELL education information relevant to ELLs, especially for parents 	n/a		
<p>INVESTIGATION <i>Investigate the district’s policies and procedures for ELLs</i></p> <p>INTRODUCTION</p> <ul style="list-style-type: none"> provide an overview of the district that includes information from Internet research demographics (% of ELLs and language groups) 	3		
<p>PROGRAMS</p> <ul style="list-style-type: none"> content programs for ELLs (include information about all strands, not just bilingual programs) language programs for ELLs (ESL/ELD) compare the program options to what we have covered in ED682 (cite Wright or Mize) teacher qualifications in the different programs 	6		
<p>IDENTIFICATION TO REDESIGNATION</p> <ul style="list-style-type: none"> identification of potential English language learners placement into content & language programs reclassification of English language learners redesignation (exit) procedures for English learners monitoring of redesignated ELLs 	5		
<p>SCHOOL CLIMATE</p> <ul style="list-style-type: none"> outreach to family/parents of ELLs resources for families/parents of ELLs other information that benefits ELLs 	3		
<p>REFLECTION and EVALUATION <i>Analyze the district’s policies and procedures for ELLs</i></p> <ul style="list-style-type: none"> evaluate according to the Castañeda Standards highlight strengths, both programs and resources recommend improvements, programs/resources <i>it is appropriate for you to have an opinion when you evaluate something, including a school district</i> 	4		
<p>PROJECT DETAILS <i>Describe the district’s policies and procedures for ELLs</i></p> <ul style="list-style-type: none"> writing is clear, thorough, and free of typographic errors 8 – 10ish page range title page, page numbers use APA format and citations where applicable 	4		
Total	25		

Student’s Comments: How was this project useful? Was anything especially difficult? How could it be modified?

3) Final Assessment (25%)

This is an opportunity to synthesize the information you have learned in ED682. You are encouraged to borrow from what you have already posted during this course and then refine that with the help of the peer and instructor feedback that you have received. Ensure that for each topic you have cited a variety of materials, such as the text and readings, course materials, and class discussions (via posts and responses). It is important to cite multiple sources per answer.

Create a document for current educators, future teachers, or administrators that addresses the “Top Ten” things the reader(s) need to know about ESOL/Bilingual Education and English Language Learners (which are the topics we covered during this class, as listed below). Think of it as, “I just took a course and want to tell you about it!” Use the same quality of writing as your initial posts but remember, you are now communicating with someone who has not seen my lectures or the course materials. Please note: You may mention some information from the Lau Plan, but this final assessment should not replicate the information covered in the Programs for ELLs assignment. In other words, focus on state and national issues, not just local or district perspectives.

There are 10 discussion items, each valuing two or three points. You may address these topics in any order, but please bold the topic or use a subheading. You can segue between the 10 topics but don’t combine them. I recommend focusing on each topic for at least ¾ of a page to thoroughly address it and receive full credit. I anticipate an 8 to 10 page range.

- 1) The current sociopolitical environment in the U.S.
[2 points; from the Intro class and throughout the course]
- 2) Current demographics of English Language Learners (ELLs)
[2 points; in particular, see Topic One]
- 3) Court cases and legal requirements for ELLs
[2 points; in particular, see Topic Two]
- 4) What do ELLs need from their content and language programs
[2 points; in particular, see Topics Three and Four]
- 5) Program options (different content models) for ELLs
[3 points; in particular, see Topic Three]
- 6) Federal laws and policies for ELLs (federal government)
[3 points; in particular, see Topic Five]
- 7) Issues about assessing English Language Learners
[3 points: in particular, see Topic Six]
- 8) State anti-bilingual referenda and the English Only/English as an Official Language movement *[3 points; in particular, see Topic Seven]*
- 9) What research shows about ESOL/Bilingual Education
[3 points; in particular, see Topic Eight (be sure to cite the lecture and Goldenberg)]
- 10) What teachers can do to advocate for ELL students and their families
[2 points; information garnered throughout the course]

Please create the document in one Microsoft Word document; i.e., don’t send 10 documents! You can either: a) Post the assignment on the tab called “Final Assessment” or b) Email the assignment to me. *Please let me know in advance if you will need a brief extension.* I will return the document to you via email with comments (track changes), score for the final assessment, and grade for the course.

Due Date: Wednesday, December 10th (by midnight)

	ED682 Course Calendar ~ Fall 2014						
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
FIRST WEEK	9/28	9/29	9/30	10/1 Intro Class (all post)	10/2	10/3	10/4 Respond to 3 peers
SECOND WEEK	10/5	10/6	10/7	10/8 Post Topic 1	10/9	10/10	10/11 Respond Topic 1
THIRD WEEK	10/12	10/13 <i>Karie's Progress Check #1</i>	10/14	10/15 Post Topic 2	10/16	10/17	10/18 Respond Topic 2
FOURTH WEEK	10/19	10/20	10/21	10/22 Post Topic 3	10/23	10/24	10/25 Respond Topic 3
FIFTH WEEK	10/26	10/27 <i>Karie's Progress Check #2</i>	10/28	10/29 Read/Explore Topic 4	10/30	10/31	11/1 Read Lau Plan
SIXTH WEEK	11/2	11/3	11/4	11/5 Programs for ELLs due	11/6	11/7	11/8 [Breathe ☺]
SEVENTH WEEK	11/9	11/10 <i>Karie returns assignment</i>	11/11	11/12 Post Topic 5	11/13	11/14	11/15 Respond Topic 5
EIGHTH WEEK	11/16	11/17	11/18	11/19 Post Topic 6	11/20	11/21	11/22 Respond Topic 6
NINTH WEEK	11/23	11/24 <i>Karie's Progress Check #3</i>	11/25	11/26 [Enjoy Food and Family ☺]	11/27	11/28	11/29 Post Topic 7
TENTH WEEK	11/30	12/1	12/2	12/3 Respond Topic 7	12/4	12/5	12/6 Read/Explore Topic 8
ELEVENTH WEEK	12/7	12/8 <i>Karie's Progress Check #4</i>	12/9	12/10 Final Exam due	12/11	12/12	12/13 <i>Karie sends Final Exam comments with Course Points and Grade</i>