California State University Stanislaus
Department of Teacher Education
10105 EDMS 4150-03: Methods in Multilingual Education
Course Syllabus ~ Winter 2009, 3 Units
1.06.09 to 2.04.09
Tuesday, Wednesday, Thursday, noon to 3:35
(1.4.2009)

Instructor: Dr. Joan Wink, jwink@csustan.edu
Office Phone: 209.667-3357
Class time/date: Partially online and T, W, Th 12 noon to 3:35 p.m.
Class Location: C 131
Face-to-Face Classes Required: If you have to miss a class, see instructor immediately.
Office Hours: By Appointment
> Jan. 5, 2:30 to 3:30
> Jan. 6, 11-12
> Jan. 7, 11-12
> Jan. 19, 2:30 to 3:30
> Jan. 20, 11-12
> Jan. 21, 11-12

Face-to-face Mandatory Classes:
> January 6, 7, 8, 15, 20, 21, and 22

ONLINE only Classes:
> January 13, 14, 27, 28, and 29

TPA Help sessions with Dr. Chris Boosalis

College of Education Mission
The mission of the College of Education is to undertake the professional preparation of teachers and school service professionals, as identified by state legislative and administrative law. The faculty of the College of Education is committed to meeting the rightful expectations of the public regarding the education of effective and dedicated professionals and creating a student-centered learning paradigm. The College of Education is also committed to broadening and deepening the pool of educators to reflect the diversity of its school populations.

Our Vision
The professional preparation programs in the College of Education have a shared vision: to prepare teachers and service personnel who impact positively and optimally on the achievement of all P-12 students in academic and non-academic areas. The attributes that are the foundation for our school-based preparation programs are high standards, academic rigor, and intellectual

integrity. CSU Stanislaus, College of Education has an enduring commitment to the preparation of professionals who are:

- Competent in their chosen areas,
- Able to integrate subject-matter content with pedagogy appropriate to their field of study,
- Culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners,
- Committed to self-assessment and reflection,
- Partners, educational advocated, and leaders at the school level and in the wider community, and
- Uses of technology that enhances teaching and learning.

Purpose
Methods of Multilingual Education is designed to provide an overview of theory, methodology and assessment for first and second language development in the PK-12 schools. It will emphasize the cultural origins and politics of language and literacy in relation to the needs of students, families and teachers in a pluralistic society.

Course Goals/Student Outcomes
Students successfully completing this course will:
1. Understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including English Language Development and the relationship to the state-adopted reading/language arts student content standards.
2. Use materials, apply strategies and methods for English Language Development to the rapid acquisitions of listening, speaking, reading and writing skills in English comparable to those of their grade level peers more fluent in English.
3. Become familiar with state and federal laws pertaining to the education of English learners and how they impact student placement and instructional program.
4. Recognize the characteristics of linguistic development, first and second language acquisition and how first language literacy connects to second language development.
5. Be able to demonstrate instructional practices that promote English Language Development, including management of first and second languages, classroom organization, and participation of specialists and paraprofessionals.
6. Be able to demonstrate systematic instructional strategies designed to make grade appropriate or advanced curriculum content comprehensible to English learners.
7. Be able to apply various assessment models for English learners. Students will understand the purposes, content and use of CELDT.
8. Recognize the importance of family, background, and experiences that students bring to the classroom and to the language acquisition process.

Required Reading
NOTE: Access to the internet is a requirement for this course. We will be using Blackboard (Bb) for course content and participation. If you have never used Bb, a training site is available at: http://its.sdsu.edu/blackboard/student/

See complete list of references, which is provided separately.

Evaluation of Student Performance   **Points**

Shadow 1 Bilingual Student	
Discussion Board Reflections	
1st refl, Reflective Cycle, 200 wds. Wk 4, 1/13	10
2nd refl Observational Tool, Wk 5, due on Bb 1/14	10
3rd refl ELD Lesson Plan Wk 6, due on Bb 1/21	10
4th refl SOLOM, Wk 7, due on Bb 1/22	10
Discussion Board weekly/responses to colleagues	10
Practice TPA/ELD with shadow student, Session 6 (do)	10
Practice TPA/ SDAIE lesson presentation, Session 8, 1/21	10
SOLOM of "shadow" student Session 7 (do)	10
Practice TPA 2 & 3, Session 9 in CSU class, 1/22	10
Test: Final online test, due 2/2	10
	_____
Total Points	100

Grading
96-100 A
95-90 A-
89-88 B+
84- 80 B
87-85 B
79-78 C+
77-75 C
74-70 C-
        -
Anything C- or below is a failure for Teacher Education Credential Program Credit

Grade Performance Expectations:
A = Excellent performance. Work is exemplary and worthy of emulation by others. Student constructively contributes to the learning environment.
B = Above average performance. All assignments are complete, on time and exhibit a complete understanding and an ability to apply concepts.

C = Average performance. Student accomplishes minimum requirements or does not complete all assignments. Oral and written communication is at an acceptable level for a college student.

D = Below acceptable performance. Student shows only basic understanding of the material or does not meet all assignment requirements as described in this syllabus.

F = Work is not passing. Student's work is incomplete, chronically late, or does not apply information and concepts in a satisfactory manner.

Course Requirements

Attendance & Participation
Prompt and on-time attendance is required for all-face-to-face classes. If a student misses a class, 5 points may be deducted; talk with the instructor before missing any class.   Students are expected post on Bb 3 ½ days after class so that the instructor can respond in the following 3 ½ days. It is the instructor's discretion if points are deducted if posts are not made in a timely manner. Students who arrive late or leave early from any of the face-to-face classes may lose credit points.

If you have to miss a class, or are late to post, discuss the matter with the instructor prior to the event. Post as soon as you can, even if you've missed the deadline. Instructor reserves the right to accept late submissions. Active, thoughtful and reflective participation is required through class readings, discussions, activities, and assignments in class, and on Blackboard. Participation points will only be earned by active, polite ON TIME and substantive participation. Cheating and / or dishonesty is unacceptable and will lead to immediate failure in this course.

You are required to use your CSUSTAN email account for all communication.

Shadow an English Learner
CSUS students will shadow one multilingual/bilingual student. A good way to do with is one hour before recess and another hour after recess. During recess CSU students can collect information from the child and from the teacher or other adults who work with that child. The four required reflections will provide the background information needed for TPA Task 2 & 3: Student 1: An English Learner. This assignment has primacy in the class.

A schedule for how-to-proceed:
Session One:
Find the school, the "shadow" student. Make arrangements with teacher and staff at school regarding your plans for shadowing the students. After making the arrangements, use the Permission Form, and returned it Week T**hree**, signed by the teacher. Go to www.JoanWink.com, Free to A Good Home, and download

the Reflective Cycle and the Action Research. Practice your reflection as your write on these templates. Find other reflective guidelines, if you choose, using a web search. Begin the shadowing process as soon as possible.

Session 3: Bring the signed Permission Letter to class. Continue the shadowing process. Practice your reflections using the Reflective Cycle.

Session 4, due 1/13: 1st reflection of "shadow" student due on Discussion Board. Use the Reflective Cycle to collect date on the student. Write your 200 word reflection using the information collected with the Reflective Cycle. Focus ONLY on DESCRIPTION, DESCRIPTION, DESCRIPTION, as you write your narrative.

Session 5, due 1/14: 2nd reflection due on Bb. Use the *EL Observational Tool* to collect information on the student. Pay close attention to the every 5 minutes "snapshot" of student learning. Use this information to your 200 word narrative for Bb.

Session 6, due on Bb 1/21: 3rd reflection on "shadow" student due on Discussion Board. Teach ELD lesson to "shadow" student; this can be done in a small group. Use this information to write your 200 word reflective narrative on Bb.

Session 7, due on Bb 1/22: 4th reflection on the shadow student will be based on your learning after giving the SOLOM to the student. During the week of 1/13, CSU student will conduct ELD lesson with shadow student AND will give shadow student SOLOM.

Session 9, 1/22: Bring a hardcopy of ELD lesson plan, SOLOM, and SDAIE lesson plan. SDAIE lesson plan will be given in small groups in CSU class.

English Language Development Lesson:
ELD (K-6) CELDT Levels 1 & 2   Beginning and Early Intermediate
CSUS student is required to create a lesson and teach it to the "shadow student" and a small group. This lesson will help practice Step 1 of TPA 2. First, watch http://lightbridge.sonoma.edu/lightbridge/lessons/publish/3/main/introduction.html for sample video clips on ELD lessons. The lesson will be delivered to a group that includes the shadow student. All the students should be identified as being at the same CELDT level as the shadowed student. Work samples will be included along with teacher signature that lesson took place, and a reflection (3rd) on the lesson.

Lesson plan, student work samples, teacher's signature due Session 9 in class.

SDAIE Content Lesson:
CELDT Levels: Intermediate – Early Advanced - Advanced
Students will plan and deliver a content lesson using SDAIE strategies. First, see:

http://lightbridge.sonoma.edu/lightbridge/lessons/publish/73/main/introduction.html

for sample videoclips on SDAIE lessons. This lesson will be taught in our CSU class, January 22 and will incorporate in Practice TPA 2 & 3.

Lesson plan, student work samples, teacher's signature due Session 11 in class. Instructor will check off the assignment.

Assess Your Shadow Student
What is the CELDT language level of your shadow student? Give the SOLOM during Sessions 9&10 to the shadow student and share the results with the classroom teacher. Bring SOLOM hardcopy to class, Session 9.

Guidelines for Blackboard Postings   Instructor will post a question each week on Blackboard (Bb). Students are required to respond to the question by 3 ½ days later, which provides the instructor 3 ½ to read & record. While quantity is an important consideration for full points, quality is most important.   A message that says, "I agree," without much discussion or something similar, does not earn points nor will it constitute participation or earn participation points. Students MUST add something of substance to the discussion to earn points. It is recommended that students compose and save all work before posting, in case of problems. Losing work does not exempt you from posting deadlines. Posting on time allows for a smooth flow to the course process.

At midterm and during finals' week, the instructor will post the numerical count of total participation on Bb. Names, of course, will not be posted, however students are encouraged to inquiry privately of their own number of total times reading/thinking/responding on Bb.

Final TPA 2 and TPA 3 Practice Submissions: Each student will be responsible to develop their own practice TPA 2 and 3 to be submitted in class. Students and Instructor will review with feedback. This is an all or nothing submission. TPA Practice Submission Due Dates:
√ TPA 2: Week 9
√ TPA 3: Week 9

Yellow File Folder (reflective electronic process)
Template is posted on Bb.
This is designed to be a short reflective overview of your learning week-by-week. On this folder, save the thoughts/ideas/content/graphics, which mattered to you, from each class session. Feel free to use words or graphics.

This is an electronic experiment meant to replicate our yellow file folders used in class. You are breaking new cyberspace! When finished, make a hardcopy and insert in your yellow file folder.

Introductions
Open Letter to Students
http://www.joanwink.com/openletter.html

Language Acquisition via Graphics/Pictures
http://www.joanwink.com/sched.html
Scroll down to TESOL '08, April 3-5

What is ELD? What is SDAIE?
Defining Bilingual Education in Various Contexts, pp. 97 to 101
from *Teaching Passionately: What's Love Got To Do With It*? by Joan &
Dawn Wink
www.joanwink.com/paped/pp_pgs97-101.html

The ELD standards can be downloaded at
http://www.cde.ca.gov/ta/tg/el/admin.asp.

Lesson Plans for ELD and for SDAIE
http://www.joanwink.com/charts/eld-sdaie-0208.pdf

Good Demo of SDAIE lesson
http://lightbridge.sonoma.edu/lightbridge/lessons/publish/73/main/introduct
ion.hrm

Bb, Course Documents, a Lesson Plan Folder
5 Levels of Language in Public Schools Today
(1) Beginning
(2) Early Intermediate
(3) Intermediate
(4) Early Advanced
(5) Advanced

Descriptors of these 5 levels:
www.sbcss.k12.ca.us/CnI/ci_downloads/download/celdt_edited/
CELDT%20GUIDE%20TAG_1__2.ppt

CELDT levels/descriptors are also posted on Course Documents of Bb.

Beginning: Preproduction/Early Production: Students at the beginning levels of
language acquisition are communicating nonverbally or using one- or two-word

English responses. They are using common social greetings and simple repetitive phrases.

Early Intermediate: Speech Emergence: Students are increasing their vocabulary and asking and answering questions using phrases or simple sentences. They can express basic needs and recite familiar rhymes, songs, and simple stories.

Intermediate: Beginning Fluency: Students are beginning to develop some fluency and are communicating more effectively. They are increasing their reading vocabulary and their ability to understand written material. They are able to participate more fully in classroom discussions.

Early Advanced: Intermediate Fluency: Students have increased their vocabulary as well as their ability to communicate both orally and in writing. They are able to take part in regular classroom activities, but there may be some gaps in understanding. As students progress through this stage, it begins to be important to be concerned with pronunciation and "correctness," especially if students show an interest by asking such things as, "Am I saying it right?"

Advanced: Advanced Fluency: Students are able to take part in mainstream classroom activities. They demonstrate understanding of idiomatic expressions. They are using standard English grammatical forms, but continue to refine their language skills in the areas of pronunciation, vocabulary development, and syntax. Use of language is fluid.

Descriptions of Each Level of Proficiency
http://www.enl.ips.k12.in.us/ell/default.aspx
http://dpi.wi.gov/ell/pdf/elp-levels.pdf
http://www.tesol.org/s_tesol/sec_document.asp?CID=1186&DID=5349#levels
http://www.bethunems.org/ourpages/auto/2008/8/29/1220043550834/InstructionalPrograms_English_.pdf

http://www.everythingesl.net/inservices/language_stages.php
Stage I: Pre-production
Stage II: Early production
Stage III: Speech emergence
Stage IV: Intermediate fluency
Stage V: Advanced Fluency

Good Overview:
http://www.lbschools.net/Main_Offices/Curriculum/Services/PALMS/pdf/EL_FAQs.pdf

The syllabus/assignments/expectations of class

Students' responsibilities for the week
•Visit Bb and print all TPA materials needed. Study syllabus and handouts. Students respond within 3 ½ days of Bb posting; instructor responds within the next 3 ½ days.
•Permission Letter to work with a bilingual student
　　　Find your bilingual student to shadow.
　　　Get signed permission letters (return letters/signed Session 2 or 3)
•Sign up for *WinkWorld,*
　　　http://www.joanwink.com/sign-up.html

Find the school, the "shadow" student. Make arrangements with teacher and staff at school regarding your plans for shadowing the students. After making the arrangements, use the Permission Form, and returned it Week T**hree**, signed by the teacher. Go to www.JoanWink.com, Free to A Good Home, and download the Reflective Cycle and the Action Research. Practice your reflection as your write on these templates. Find other reflective guidelines, if you choose, using a web search. Begin the shadowing process as soon as possible.

Week Two – LIVE, face-to-face class. Mandatory Class.
　　January 7, Wednesday, noon

DUE January 13, Tuesday: signed permission letters.
I will check you off as you are seated.

Sit with new friends in a new location in the room.

　　Mamas, Meaning, and Motivation
　　　　http://www.joanwink.com/paped/pp-mamas.html
　　Bilingual Basics
　　　　http://www.joanwink.com/research/bilingualbasics.pdf
　　　　2.28.08
　　My People Made It Without Bilingual Ed: What The Matter With Yours?
　　　　http://www.joanwink.com/paped/pp-mypeople.html
　　Wink, J., & Wink, D. (2004). Teaching passionately: What's love got to do with it? Boston, MA: Pearson/Allyn/Bacon.

　　Zone of Proximal Development from dear Lev Vygotsky
　　What is scaffolding? Where can you find it?
　　6 Domains/13 TPEs and now our TPAs
　　Domains (in CA) and INTASC Standards in the US

Download the Observational Tool on Course Docs for Shadowing this week.
This week as you being your shadowing, you may (a) used a blank sheet of paper to write your observations; or (b) use the Reflective Cycle.

We will use the Observational Tool next week.

Download the SOLOM on Course Docs.
What is the CELDT?
What are other assessments?

Session Three – Thursday, noon to 3:45, mandatory, face-to-face class, January 8

Bring signed permission letter to class.
Discussion: Shadow Students
        Do reflective cycle observation.
Reflective cycle AND action research are almost the same thing. Look at both of them; which works better for you?
Use *Action Research* http://www.joanwink.com/charts.html to capture your observations of the shadow student. Use these notes to write your narrative for Bb.

TPA Information on Bb
TPA 2 with CREDE Centers
TPA 2, Designing Instruction (ELA and Math)
Domains(standards) to TPEs to TPAs (posted on Bb, Course Documents)

Good strategies to help students learn more effectively:
Understanding, talking, reading, writing
Non-verbal communication
Scaffolding, manipulatives, realia
Wait-time
Probing
Activating Prior Knowledge
Summarizing: Orally or in writing
Identify similarities and differences
Non-linguistic representations/graphic organizers
Cooperative learning/collaboration
Setting goals/students need to understand the learning objective.
Providing feedback
Generating/testing hypotheses
Practice: guided and independent

Our focus: Bilingual Students (ELs) – Each CSUS student will "shadow" one bilingual student in the public schools.

TPA 2 Steps/Tasks
Using CREDE Activity Centers and the lesson format at the end of the syllabus, your task is to create/practice/share one lesson plan for an early language learners (ELD strategies) and on for an intermediate language learner (SDAIE strategies).

First, we will look together at a shorter lesson plan http://www.joanwink.com/charts.html. In CREDE Activity Centers, you will work on longer lesson plan format.

Step 1: Academic Content Selection & Learning about Students
Step 2: Learning About Two Students
Step 3: Planning for Academic Instruction for the Whole Class
Step 4: Lesson Adaptations for the Two Focus Students
Step 5: Reflection on Connecting Instructional Planning to Student Characteristics

Dr. Chris Boosalis' TPA webpages on Bb

TPA ORIENTATION
        TPA Course Map
        TPA Timelines
        TPA To Do List

Click on TPA Tasks
http://blackboard.csustan.edu/webapps/portal/frameset.jsp?tab_id=_2_1&url=%2fwebapps%2fblackboard%2fexecute%2flauncher%3ftype%3dCourse%26id%3d_1841_1%26url%3d

Scroll down
TASK TWO: DESIGNING INSTRUCTION TASK
Make a copy.
Rubrics (One linear and one horizontal – make copies of each.)

For the Reflective Cycle/Action Research, go to
www.JoanWink.com
Free to a Good Home (scroll down)

TPA 2: No permission slips needed for the real TPA next semester.

http://blackboard.csustan.edu/webapps/portal/frameset.jsp?tab_id=_2_1&url=%2fwebapps%2fblackboard%2fexecute%2flauncher%3ftype%3dCourse%26id%3d_1841_1%26url%3d

Focus your attention on: Adaptations the classroom teacher makes for bilingual students and for students with special needs.

TPA 3: Permission slip needed for the real TPA next semester.

For our class, permission slip is needed and is attached to this syllabus.

Focus on TPA 3
TPA 3, Assessing Learning (ELA & Math)
Our focus: Bilingual Students
Step 1: Assessment Selection and Planning for the Whole Class
Step 2: Learning About Students: Whole Class and Two Focus Students
Step 3: Assessment Adaptations for Two Focus Students
Step 4: Giving the Assessment to the Whole Class, Including Two Focus Students
Step 5: Analyzing Evidence of Student Academic Learning
Step 6: Reflection on Assessment Implementation and Student Learning

In Practice TPA Task 3: Classroom Assessment of Academic Learning Goals, students will actively practice assessment. Our class is focused on English Learners Assessment.

For the real TPA, you will need to give an assessment (for example, the SOLOM) to a group, but select a high, mid, and low scorer to analyze.

Quick Overview of Assessment:
IDENTIFY individual needs of students
How? Why? Who? When? What?
SERIVCE
How? Why? Who? When? What?
MONITOR/FOLLOW-UP/FORMATIVE
How? Why? Who? When? What?

•TPE 3: FIVE PERMISSION SLIPS NEEDED ON TPA SECTION OF Bb
See Announcements (English and Spanish is available)
2fwebapps%2fblackboard%2fexecute%2flauncher%3ftype%3dCourse%26id%3d_1841_1%26url%3d

Dr. Chris Boosalis' TPA webpages on Bb
Click on TPA Tasks

TASK THREE: ASSESSING LEARNING TASK
Copy the TASK and the RUBRICS.

SOLOM assessment is attached at the end of the syllabus.
http://www.google.com/search?client=safari&rls=en-us&q=SOLOM&ie=UTF-8&oe=UTF-8
http://www.cal.org/twi/EvalToolkit/appendix/solom.pdf

California English Language Development Test (CELDT)
www.cde.ca.gov.statetests/celdt/celdt.html

Overview of CELDT and FAQ
http://www2.cde.ca.gov/scripts/texis.exe/webinator/search?query=CELDT&submit=GO
http://www.cde.ca.gov/ta/tg/el/
http://www.cde.ca.gov/ta/tg/sa/pid.asp
http://www.cde.ca.gov/ta/tg/el/spanish.asp
http://coe.sdsu.edu/people/jmora/Prop227/celdt.htm
http://www.sdkrashen.com/articles/krashen_celdt.pdf
http://www.google.com/search?client=safari&rls=en-us&q=CELDT&ie=UTF-8&oe=UTF-8

List the adaptations you see the teachers making for bilingual students and for special needs students as you shadow a student.
List the adaptations you will make for an English Language Learner.
List the adaptations you will make for a student with special needs.

Authentic Assessment Rubric Banks/See References for Class Rubrics For You.
http://www.joanwink.com/newsletter/2008/news1008-intro.html
or go to
www.JoanWink.com
WinkWorld, Sept/Oct 2008
Or
WinkWorld Archive will have it after October 2008
http://www.joanwink.com/newsletter/archive.html

Your task is to reread and rethink all. Specific questions will be posted for your responses.

Shadow student in public schools.
For your shadowing this week, you may use a blank sheet of paper to write your observations of the student OR you may use the Reflective Cycle, http://www.ncs-tech.org/?p=1502.

Session 3: Bring the signed Permission Letter to class. Continue the shadowing process. Practice your reflections using the Reflective Cycle.

Session 4, due 1/13: 1ˢᵗ reflection of "shadow" student due on Discussion Board. Use the Reflective Cycle to collect date on the student. Write your 200 word reflection using the information collected with the Reflective Cycle. Focus ONLY on DESCRIPTION, DESCRIPTION, DESCRIPTION, as you write your narrative.

> **Review Content from Week One/Questions**
> 5 Groups
> What are the 2 most helpful sites on Bb/TPA?
> What are the 2 most helpful sites on Bb/Course Documents?
> What are 2 other helpful sites online?
> What is ELD? (write your definition)
> What is SDAIE (write your definition)
> What are the levels of language proficiency used in CA?
> Where can you find them? Each of you make an index card (with descriptors) of these levels.
>
> Read. Question will be posted on Bb.
> Academic Language Proficiency by Clara Brown and Steve Krashen
> http://www.joanwink.com/newsletter/archive.html
> Scroll down to October 2007
> WinkWorld, October 2007
> http://www.joanwink.com/newsletter/2007/news1007-intro.html
> http://www.sdkrashen.com/articles/krashen_celdt.pd
>
> Use the *EL Student Shadowing Observational Tool* to capture your observations of the shadow student. Use these notes to write your reflection for Bb.
>
> CSUS students teach ELD lesson in the public school; teach to a small group using the shorter lesson plan, http://www.joanwink.com/charts.html. Your second (200 words) reflection will be posted on Discussion Board.

Discussion of Observational Tool.

Session 5, due 1/14: 2nd reflection due on Bb. Use the *EL Observational Tool* to collect information on the student. Pay close attention to the every 5 minutes "snapshot" of student learning. Use this information to your 200 word narrative for Bb.

Session Six – January 15, Thursday, noon, face-to-face mandatory class

    Reflection of Shadow student due on Bb 1/21.
    DO ELD Lesson Plan.

    Free Ideas for Celebrating Dr. Martin Luther King:
        I have a dream. What is your dream?
        When have you been treated unfairly?
        Ask students give speeches about fairness on the playground.
        Study Geogria, home state of Dr. King.
        Use a Venn diagram to historically think about *now* and *then.*

Session Seven - Jan. 20, Tuesday, noon. Face-to-face mandatory class
Inauguration Day in Washington DC

    Do SOLOM will be given to the shadow student, SOLOM reflection due on Bb 1/22.

Session Eight – Wednesday, Jan. 21, noon, required face-to-face class
    Bring hardcopy of ELD lesson plan to class.
    Hardcopy of **SDAIE** Lesson Plan due in class.

    Final
    (10 pts.) Due anytime before 2/2/09.

    DUE: SOLOM assessment, plus teacher signature, plus work samples.

Session Nine – Thursday, Jan. 22, noon, required face-to-face class

    Practice TPA 2 & 3 in class activity.
    Bring ELD, SDAIE, and SOLOM hardcopy to class.
    Instructor will check off the two practice TPAs required in this class.
    TPA 2 and 3 will follow the format used the first night of class.

    Final Test Question will be posted on Bb. (10 pts.) The test question will focus on connections with TPAs and presentation/content from Weeks

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Session Ten – Tues., Jan. 27, ONLINE ONLY

Session Eleven – Wed., Jan 28, ONLINE ONLY

Session Twelve – Thurs., Jan 29, ONLINE ONLY
Final due on Bb, 2/2

CALIFORNIA STATE UNIVERSITY STANISLAUS

One University Way   Turlock California 95382

Winter, 2009

Dear School Principal and Classroom Teacher,

_____ is a Multiple Subjects
Credential Program student at CSU Stanislaus and is currently enrolled in my
section of EDMS 4150 – Methods in Multilingual Education. This course is for
students pursuing their Multiple Subjects credential. One of the requirements for
this course is to learn about teaching and learning in an elementary classroom
via first hand experience in an elementary school.

Specifically, the CSUS student is required shadow an ELD student and write
four reflections on the student's learning. In addition, the CSUS student must
teach at least one ELD lesson. These two lessons must include the "shadowed"
student and can also include a small group of students with similar linguistic
needs. I also ask the CSU student to complete one SOLOM matrix on the
student.

It would be greatly appreciated if you would provide an opportunity for the CSUS
student to teach an ELD. If you have any questions, or would like additional
information, please call me at the number below. Your assistance is greatly
appreciated.

Sincerely,

Joan Wink, Ph. D.
Professor Emerita
CSU Stanislaus
www.JoanWink.com
jwink@csustan.edu
209-480-8468 cell

_____ is scheduled to teach a lesson from
his/her unit on _____.
(Name of student)
(Date)

_____   _____
_____
(Name of classroom teacher)   (Name of school)
(Grade level)

_____   _____
(Signature of classroom teacher)   (School phone #)

The ELD lesson was successfully taught on _____(date).