

**California State University, Fresno
Leadership for Diverse Communities**

**Teaching Content in L1: Spanish BCLAD
LEE 136, Fall 2009**

Course Description: This course is designed to prepare BCLAD credential students with the skills needed to teach in a Spanish bilingual classroom or dual immersion English-Spanish classroom. It focuses on providing the knowledge and skills on the methodologies and materials needed to provide language and content instruction in Spanish and addresses the socio-cultural factors that affect the educational achievement of K-8 bilingual learners.

Fall 2009

California State University, Fresno

LEE 136 Course Information

3 semester units

Wednesday, 4-6:50 PM

Room: ED 390

Personal website: www.lucrito.net

Instructor: Stanley A Lucero

Office Number: n/a

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Telephone: 559-790-6522

Office Hours: By appointment

Prerequisites

The primary learning outcomes will be accomplished through readings, lectures, small group discussions of the assigned readings, and cooperative group activities. This course will contain a significant interactional component that requires regular attendance. Students are expected to be actively engaged in the learning experience by completing assigned homework and through various small and large group discussions and activities. Therefore, consistent student preparation and input are MANDATORY. You must be literate in Spanish. You will be required to participate in class discussions and activities orally in Spanish and some assignments must be written in Spanish.

Primary Learning Questions

Students will demonstrate an understanding of the following knowledge and skills areas:

1. Instructional delivery and organizational strategies for content area instruction and language arts instruction. [**Instruction**]
2. Primary language and content assessment. [**Assessment**]
3. Transferring language and literacy skills. [**Transferring skills**]
4. Teaching content in L1/L2 and building on and using the learners' home and community culture. [**Content and Culture**]
5. Development of higher-order thinking skills in L1. [**Thinking skills**]
6. Evaluation and use of primary-language materials for instruction and assessment. [**Spanish Materials**]

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: **Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning**. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Required Texts and Instructional Materials

A three-ring notebook binder with divider sections.

Articles/Handouts will be posted on Blackboard.

Recommended:

VOX New College Spanish and English Dictionary, ISBN: 0-8442-7999-4

The Power of Two Languages 2000, ISBN 0-02-186934-0

Realizing the Vision of Two-Way Immersion by Howard & Sugerman, ISBN: 1-932748-61-X

7 Steps to Success in Dual Language Immersion by Carrerra-Carrillo & Smith, ISBN: 0-325-00992-9

A complete bibliography for this course will be posted on Blackboard

Examinations and Major Assignments

Reading Assignments: Read the following assignments prior to class and be ready to discuss in class.

The Power of Two Languages 2000, Effective Dual-language Use Across the Curriculum. Josefina Villamil Tinajero and Robert A DeVillar, Editors. McGraw-Hill School Division, New York. ISBN 0-02-186934-0

- Sept. 23: Alternative Assessment for Latino Students, pages 365-382
- Sept. 30: The Two Goals of Bilingual Education. Development of Academic English and Heritage Language Development, pages 20-29
- Oct. 7: We Speak in Many Tongues: Language Diversity and Multicultural Education, pages 30-41
- Oct. 14: L1 Teachers and L2 Students: What Mainstream Classroom Teachers Know and Need to Know About English Language Learners, pages 187-208
- Oct. 21: Mother-Tongue Literacy as a Bridge Between Home and School Cultures, pages 339-345
- Oct. 28: Sociocultural Change Through Literacy: Toward the Empowerment of Families, pages 346-361
- Nov. 4: Teaching Literacy in Spanish, pages 126-141
- Nov. 4: Developing Biliteracy in a Two-Way Immersion Program, pages 219-235
- Nov. 18: Official Versions: Encouraging Writing in Students' First Language in ESL Classrooms, pages 155-162
- Dec. 2: Mathematics Teaching, pages 283-294
- Dec. 9: Content Area Instruction for Students Acquiring English: Focus on Social Studies, pages 253-265
- Dec. 9: Literacy and Science: Connections for English Language Learners, pages 266-282

Realizing the Vision of Two-Way Immersion, Fostering Effective Programs and Classrooms. Elizabeth R. Howard & Julie Sugarman. Center for Applied Linguistics, Washington, D.C., 2007. ISBN: 1-932748-61-X

- Sept. 9: Chapter 1. Setting the Context, pages 1-12
- Sept. 9: Chapter 2. Approaches to Instruction for Bilingualism and Biliteracy, pages 13-30
- Sept. 16: Chapter 3. Bilingualism and Biliteracy Attainment in Two-Way Immersion Programs, pages 31-59
- Oct. 28: Chapter 4. Promoting Bilingualism and Biliteracy Through a Culture of Intellectualism, pages 61-83
- Dec. 2: Chapter 7. What Does It Look Like? Intellectualism, Equity, and Leadership in Practice, pages 123-143

7 Steps to Success in Dual Language Immersion, A Brief Guide for Teachers & Administrators. Lore Carrerra-Carrillo & Annette Rickert Smith. Heinemann, Portsmouth, NH, 2006. ISBN: 0-325-00992-9

- Sept. 9: Step 2. Organizing the Classroom, pages 19-27
- Sept. 16: Step 4. Teaching Through Best Practice, pages 35-48
- Sept 23: Step 6. Assessing as a way to Better Instruction and Accountability, pages 58-64
- Sept. 30: Appendix A. Stages of Language Acquisition, pages 81-83
- Sept. 30: Appendix B. Strategies for Language Acquisition, pages 85-86
- Oct. 21: Step 7. Building Community Support, pages 65-72

Other Reading Assignments:

- Sept. 2: Quiero que mis niños lleguen a ser realmente bilingües
- Oct. 14: 2-Way Genealogy Classroom Ideas
- Nov. 18: Pueblecito de mecate

Attendance: Consistent student attendance, preparation, and participation are CRUCIAL. Students are responsible for all the material presented in class and in the readings. Because of the interactional component and the amount of group work activities, late arrivals and/or early departures will not be regarded favorably. Do plan to be ready and present for each session of the course including on-line assignments. Your final grade will reflect the extent to which you show evidence in class and on Blackboard that you have completed the assigned homework reading and can discuss the content of the articles in class. (20% of grade)

Diálogo con el tema: A weekly *Diálogo con el tema* will be due at the beginning of each session and will be worth 3 points each. This assignment is to be written in Spanish unless otherwise specified. Look for quotes in the assigned readings, class discussions and through your personal research. See **Appendix A** for specific details. (20% of grade)

- Sep 2: La familia
- Sep 9: La escuela
- Sept 16 Los estudiantes

- Sept 23: Las pruebas
- Sept 30: Aprendiendo inglés
- Oct 7: Aprendiendo español
- Oct 14: Dichos y refranes
- Oct 21: Actividades culturales
- Oct 28: Los conceptos
- Nov 4: Leyendo en español
- Dec 2: Matemáticas en español
- Dec 9: Ciencia y estudios sociales en español

Two Reports Due: Choose any two of the following. 1st report due September 30 (20% of grade). 2nd report due October 28 (20% of grade). Submit extra reports for extra credit to raise your grade. Reports will be graded as follows: 50% Content and addressing all sections in the assignment; 20% Spelling, punctuation, etc.; 10% Organization; 10% Bibliography; 10% Creativity of assignment.

- **Bilingual Terminology Dictionaries:** Participants will be assigned to compile the following bilingual dictionaries for future use as a bilingual teacher: Bilingual education; Bilingual math; Bilingual Science; and Bilingual Social Studies. Participants will need to compile a list of Spanish and English words and phrases related to each dictionary. See **Appendix B** for specific details.
- **English Language Learner Interview:** Participants will conduct an interview of an English language learner whose primary language is Spanish that will include a student profile / family background, school experiences as an ELL student, bilingual program experiences, description of English and Spanish assessments that the student has been given, examples of student work to show progress related to both primary language development and English language development, and a reflection on the experience. See **Appendix C** for specific details.
- **ELAC or DELAC meeting report:** Participants will be required to attend an ELAC or DELAC meeting and submit a written report summarizing parent comments and concerns. See **Appendix D** for specific details.
- **ELD or SLD Lesson Observation:** Participants will be required to observe an ELD lesson conducted entirely in English or and SLD lesson conducted entirely in Spanish. Required elements for this observation will include appropriate strategies for ELD [SLD] instruction, ways in which ELD [SLD] standards are addressed in the lesson, use of multicultural literature, and evaluation and assessment techniques. See **Appendix E** for specific details.
- **Spanish Content Lesson Observation:** Participants will be required to observe a content area lesson in Spanish. Required elements for this observation will include appropriate strategies for content area instruction, ways in which content area standards are addressed in the lesson, use of multicultural literature, and evaluation and assessment techniques.

Final Project: The final project will be **Resources for Teaching Content in Spanish**. The information will be organized in a binder that addresses the six primary learning questions. See **Appendix G** for specific details. (*20% of grade*). DUE DECEMBER 16, 2009.

Quality of Work: All work submitted must be of high quality. All papers must be proofread and edited, typed, and all assignments must be neat. It is important that all work submitted in Spanish contain accent marks and other appropriate grammatical marks. Those assignments of an unacceptable quality will be returned ungraded. **No assignments will be accepted more than one week late.**

DUE DATE	ASSIGNMENT	POINTS	% OF GRADE
All sessions	Attendance	100 points	20%
All sessions	Diálogo con el tema	100 points	20%
9/30/09	1 st report due	100 points	20%
10/28/09	2 nd report due	100 points	20%
12/16/09	Final Project due	100 points	20%
TOTAL		500 points	100%

Grading Scale

A	90-100%	450-500
B	80-89%	400-449
C	70-79%	350-399
D	60-69%	300-349
F	0-59%	0-299

Course Policies and Safety Issues

Subject to change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent by contacting fellow students, checking Blackboard, or emailing the instructor.

Copyright: You will be provided with digital and/or printed materials to support your learning in this course. As all of these materials are proprietary in nature, and most are protected by copyright, you may not reproduce or retain any of the materials for purposes other than class work.

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center Room 5 (278-2811).

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page: www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf

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Course Schedule

Note: The schedule and procedures for this course are subject to change in the event of extenuating circumstances.

	Date	Topic	Assignments
1	Wed, Aug 26	Syllabus <ul style="list-style-type: none"> • Conociendonos – Mi familia • Six primary learning questions • Lecture & Dialogue: Bilingual Education • Literature: <i>Me llamo María Isabel</i> • Diálogos con el tema #1: 	<ul style="list-style-type: none"> • Escribe Diálogo #1: La familia • Quiero que mis niños lleguen a ser realmente bilingües
2	Wed, Sep 2	Instruction <ul style="list-style-type: none"> • Diálogos #1: La familia • Discuss Quiero article • Lecture & Dialogue: Bilingual Teachers • Activity: Bilingual Education terminology 	<ul style="list-style-type: none"> • Escribe Diálogo #2: La escuela • Howard: Pages 1-12: Chapter 1: Setting the Context • Howard: Pages 13-30: Chapter 2: Approaches to Instruction for Bilingualism and Biliteracy • Carrera-Carrillo: Pages 19-27: Step 2 Organizing the

			Classroom
3	Wed, Sep 9	<p>Instruction</p> <ul style="list-style-type: none"> • Diálogos #2: La escuela • Lecture & Dialogue: Bilingual Resources 	<ul style="list-style-type: none"> • Escribe Diálogo #3: Los estudiantes • Howard: Pages 31-59: Chapter 3: Bilingualism and Biliteracy Attainment in Two-Way Immersion Programs • Carrera-Carrillo: Pages 35-48: Step 4 Teaching Through Best Practice
4	Wed, Sep 16	<p>Assessments</p> <ul style="list-style-type: none"> • Diálogos #3: Los estudiantes • Lecture & Dialogue: Language Assessments in English and Spanish • Review ELD unit assessments in district adopted programs • Spanish IPT: listening, speaking, reading and writing 	<ul style="list-style-type: none"> • Escribe Diálogo #4: Las pruebas • Bring ELD Teacher's Manuals next week • Tinajero: Pages 365-382 Alternative Assessment for Latino Students • Carrera-Carrillo: Pages 58-64: Step 6 Assessing as a way to Better Instruction and Accountability
5	Wed, Sep 23	<p>Assessments</p> <ul style="list-style-type: none"> • Diálogos #4: Las pruebas • Lecture & Dialogue: Spanish Content Assessments • Review Spanish unit assessments in district adopted programs 	<ul style="list-style-type: none"> • Escribe Diálogo #5: Aprendiendo ingles • 1st report due next week • Bring Spanish Teacher's Manuals next week • Tinajero: Pages 20-29: The Two Goals of Bilingual Educationl Development of

			<p>Academic English and Heritage Language Development</p> <ul style="list-style-type: none"> • Carrera-Carrillo: Pages 81-83: Appendix A Stages of Language Acquisition • Carrera-Carrillo: Pages 85-86: Appendix B Strategies for Language Acquisition
6	Wed, Sep 30	<p>Transferring skills</p> <ul style="list-style-type: none"> • Diálogos #5: Aprendiendo inglés • Lecture & Dialogue: L1 & L2 stages of language development • ELD Standards 	<ul style="list-style-type: none"> • 1st report due Today • Escribe Diálogo #6: Aprendiendo español • Tinajero: Pages 30-41: We Speak in Many Tongues: Language Diversity and Multicultural Education
7	Wed, Oct 7	<p>Transferring skills</p> <ul style="list-style-type: none"> • Diálogos #6: Aprendiendo español • Lecture & Dialogue: Compare/Contrast Eng & Span • ELD / SLD activities 	<ul style="list-style-type: none"> • Escribe Diálogo #7: Dichos y refranes • Read article: "2-Way Genealogy Classroom Ideas" • Tinajero: Pages 187-208: L1 Teachers and L2 Students: What Mainstream Classroom Teachers Know and Need to Know About English Language Learners.
8	Wed, Oct 14	Content/culture	<ul style="list-style-type: none"> • Escribe Diálogo #8:

		<ul style="list-style-type: none"> • Diálogos #: Dichos y refranes • Lecture & Dialogue: Incorporating culture into content instruction • Family units 	<p>Actividades culturales</p> <ul style="list-style-type: none"> • Tinajero: Pages 339-345: Mother-Tongue Literacy as a Bridge Between Home and School Cultures • Carrera-Carrillo: Pages 65-72: Step 7 Building Community Support
9	Wed Oct 21	<p>Content/culture</p> <ul style="list-style-type: none"> • Diálogos #8: Actividades culturales • Lecture & Dialogue: Spanish speaking parents in the school and classroom • Cultural activities in the school 	<ul style="list-style-type: none"> • Escribe Diálogo #9: Los conceptos • 2nd report due next week • Tinajero: Pages 346-361: Sociocultural Change Through Literacy: Toward the Empowerment of Families • Howard: Pages 61-83: Chapter 4 Promoting Bilingualism and Biliteracy Through a Culture of Intellectualism
10	Wed, Oct 28	<p>Thinking skills</p> <ul style="list-style-type: none"> • Diálogos #9: Los conceptos • Lecture & Dialogue: Critical Literacy • Bilingual, biliterate, bicultural, bicognitive 	<ul style="list-style-type: none"> • Escribe Diálogo #10: Leyendo en español • 2nd report due today • Tinajero: Pages 126-141: Teaching Literacy in Spanish • Tinajero: Pages 219-235: Developing Biliteracy in a Two-Way Immersion Program

			<ul style="list-style-type: none"> Bring Spanish Reading Teacher's Manuals next week
11	Wed, Nov 4	<p>Spanish Reading</p> <ul style="list-style-type: none"> Diálogos #10: Leyendo en español Lecture and Dialogue: Teaching Spanish reading Spanish Reading programs 	<ul style="list-style-type: none"> Escribe Diálogo #11: Escribiendo en español "Pueblecito de mecate" Tinajero: Pages 155-162: Official Versions: Encouraging Writing in Students' First Language in ESL Classrooms Bring Spanish Reading Teacher's Manuals for next class
	Wed, Nov 11	Holiday – Veteran's Day	
12	Wed, Nov 18	<p>Spanish Reading</p> <ul style="list-style-type: none"> Diálogos #11: Escribiendo en español Lecture & Dialogue: Spanish writing 	<ul style="list-style-type: none"> Escribe Diálogo #12: Matematicas en español Tinajero: Mathematics Teaching pp 283-294 Howard: Pages 123-143: Chapter 7 What Does It Look Like? Intellectualism, Equity, and Leadership in Practice Bring Spanish Math Teacher's Manuals for next class
	Wed, Nov 25	Holiday – Thanksgiving Break	
13	Wed, Dec 2	Spanish Math	<ul style="list-style-type: none"> Diálogo #13: Ciencia

		<ul style="list-style-type: none"> • Diálogos #12: Matemáticas en español • Lecture & Dialogue: Teaching Spanish Math 	<p>y Estudios Sociales en español</p> <ul style="list-style-type: none"> • Tinajero: Pages 253-265: Content Area Instruction for Students Acquiring English: Focus on Social Studies • Tinajero: Pages 266-282: Literacy and Science: Connections for English Language Learners • Bring Spanish Science and Social Studies Teacher's Manuals next week
14	Wed, Dec 9	<p>Spanish Science/Social Studies</p> <ul style="list-style-type: none"> • Diálogos #13: Ciencia y estudios sociales en español • Lecture & Dialogue: Teaching Spanish Science and Social Studies 	<ul style="list-style-type: none"> • Final Project Due next week
15	Mon, Dec 16	<p>Review</p> <ul style="list-style-type: none"> • Lecture and Dialogue: 6 primary learning questions 	<ul style="list-style-type: none"> • Final Project DUE TODAY

Final Exam Preparation & Faculty Consultation Days:	Thursday and Friday	Dec 10-11
Final Semester Examinations	Monday-Thursday	Dec 14-17
Final Exam in this course	Wednesday	Dec 16

APPENDIX A.
Diálogo Con El Tema
(A One Pager)

In this course you will learn about the foundations and methodology for teaching in a Spanish bilingual classroom by listening to lectures, participating in class activities including discussions, conducting Internet searches, and by reading articles. However, research and theories alone will not make you a better teacher. Someone once said, *“Knowledge can be learned, but wisdom must be lived.”* In order to process new learning and reinforce previous learning, it is necessary to reflect upon the topic and make the connection to your life, personally and professionally.

Your reflection should consist of:

- 2 quotations from the class session or assigned article (cite source) and a response to each (1 pt.)
- One paragraph describing your understanding of the topic but should not be a summary (1 pt.)
- One paragraph explaining how the topic connects to your life (personal or professional) (1 pt.)

Each diálogo should be written in Spanish unless otherwise specified. The session content will be the focus of each diálogo. Each diálogo should be no longer than one 8-1/2” x 11” page and is worth 3 points. Both sides may be used. The instructor will choose 1 or 2 diálogos per student during the semester to correct grammar, including accents and spelling. Do your very best on each one! Be creative!

Example

1 st paragraph	Otros dicen que [la tema] es ... Two quotes with your response to each quote
2 nd paragraph	Yo digo que [la tema] es ... Your understanding of the topic
3 rd paragraph	Como [la tema] conecta con mi vida. How the topic connects to your life

APPENDIX B.
Bilingual Terminology Dictionaries
[4 or more pages all together]

In this course we will discuss many terms and phrases unique to bilingual education in four different areas:

1. Bilingual Education terminology
2. Spanish and English math terminology
3. Spanish and English science terminology
4. Spanish and English social studies terminology

- ✓ A student profile/family background
 - ✓ School experiences as an ELL student
 - ✓ Description of assessments in English and Spanish that the student has been given
 - ✓ Experiences in Bilingual Programs
 - ✓ Examples of student work to show progress in primary language and English language development
 - ✓ Plans for the future
 - ✓ Letter to student encouraging them to continue their education
- Make two copies of the book, one to turn in and one for the student.
 - Write a short reflection about the experience and include it on the back of the book you will turn in to me.

.....

PERMISO

Yo doy mi permiso para que mi hijo/hija _____ sea entrevistado/a por el/la maestro(a) estudiantil bilingüe de la Universidad Estatal de Fresno y que la información que se obtenga sea para cumplir los requisitos del proyecto. Entiendo que la información se utilizará solamente en la clase para aprender sobre las experiencias de los estudiantes bilingües que mantienen su primer idioma mientras aprenden inglés.

Firma _____ *Fecha* _____

APPENDIX E.
English Language Development [ELD] Observation
 or
Spanish Language Development [SLD] Observation

Part I

Include the following information in your lesson observation project:

Your Name:

Date of Observation:

District/School:

Subject/Grade Level:

Lesson Topic:

Length of Lesson:

Materials Used:

Part II

Describe your observation of the following areas in paragraph form using examples from the lesson:

- Clearly defined **OBJECTIVES**

- **BUILDING BACKGROUND** (concepts linked to students' prior knowledge)
- Key vocabulary emphasized
- Total Physical Response and/or Natural Approach
- **COMPREHENSIBLE INPUT** (appropriate, clear explanations, variety of techniques, pacing)
- Specific **SDAIE STRATEGIES** observed
- Frequent opportunities for **INTERACTION** (teacher/students, student/student)
- Integration of all **LANGUAGE SKILLS** (listening, speaking, reading, writing)
- Regular **FEEDBACK/ASSESSMENT** provided (spot-checking, group response, etc.)
- Time for **METACOGNITION** (review, processing of new knowledge, debrief)

Part III

Write a paragraph discussing your reaction to the lesson observed and what you learned. Explain what you will use or not use in your future classroom.

APPENDIX F.

Content Lesson in Spanish Observation

(Fine Arts, Math, Reading, Science, or Social Studies)

Part I

Include the following information in your lesson observation project:

Your Name:

Date of Observation:

District/School:

Subject/Grade Level:

Lesson Topic:

Length of Lesson:

Materials Used:

Part II

Describe your observation of the following areas in paragraph form using examples from the lesson:

- Clearly defined **OBJECTIVES**
- **BUILDING BACKGROUND** (concepts linked to students' prior knowledge)
- Key vocabulary emphasized
- **COMPREHENSIBLE INPUT** (appropriate, clear explanations, variety of techniques, pacing)
- Specific **SDAIE STRATEGIES** observed
- Frequent opportunities for **INTERACTION** (teacher/students, student/student)
- Integration of all **LANGUAGE SKILLS** (listening, speaking, reading, writing)
- Regular **FEEDBACK/ASSESSMENT** provided (spot-checking, group response, etc.)
- Time for **METACOGNITION** (review, processing of new knowledge, debrief)

Part III

Write a paragraph discussing your reaction to the lesson observed and what you learned. Explain what you will use or not use in your future classroom.

APPENDIX G. FINAL PROJECT

Resources for Teaching Content in Spanish

In this course you will be developing your bilingual teaching skills in the areas outlined by the six primary learning questions. You will compile a notebook of resources collected throughout this semester for each of the six areas. Include the following sections and add the information you feel will be most useful to you as a future bilingual teacher. Listed are some examples of information you may wish to include in each section.

Title Page

- California State University
- LEE 136
- Content in L1 – Spanish BCLAD
- Recursos para enseñar en español
- [Su nombre]
- Otoño 2009

Table of contents

- Prevista de mi cuaderno [Preface]
- Contenido: Lista de información incluida en cada sección

Instruction -1

- Bilingual Education
- Bilingual Quotes
- Basic Bilingual Education Concepts
- California Department of Education – English Learners
- Bilingual Program Models
- The Law and Bilingual Education
- Lau vs. Nichols
- U. S. Department of Education - OELA
- Bilingual Teacher skills
- Bilingual teaching strategies
- Spanish Reading strategies
- Bilingual Education terminology
- Content terminology
- Center for Applied Linguistics – Two-Way Immersion

- CABE
- Two-Way CABE

Assessment -2

- Language Assessments in English and Spanish
- Listening, Speaking, Reading, and Writing
- IPT
- LAS
- Spanish Content Assessment Tools
- Aprenda
- SABE
- ELD, Spanish Reading, Spanish Math, Spanish Science, & Spanish Social Studies Unit Tests

Transferring skills - 3

- ELD standards
- Stages of language development LSRW
- Stages of 2nd language development LSRW
- Compare & Contrast English and Spanish reading skills
- CATESOL
- ELD or SDAIE lessons

Content and Culture - 4

- Language reflects culture
- School terminology by content areas in English and Spanish
- Describe how to link the classroom content instruction to the Hispanic cultures
- Spanish cultural classroom activities
- Spanish performing school groups
- Parent Involvement
- ELAC or DELAC meetings
- Parent involvement in the classroom
- Parent involvement in the school: ELAC, programs, assemblies, classes

Thinking skills - 5

- Critical Literacy
- Additive: Maintain Spanish while adding English
- Bloom's Taxonomy of questioning
- Compare and Contrast English and Spanish cultural values
- Describe how different cultures view the same event
- Importance of maintaining Spanish skills while learning English
- BICs and CALPs

Spanish Materials – 6

- Describe adopted Spanish Reading Program
- Describe adopted Spanish Math Program
- Describe adopted Spanish Science Program
- Describe adopted Spanish Social Science Program
- Spanish writing activities
- Include sample Spanish content lesson assessments
- Bilingual classroom Spanish lessons
- Children’s literature
- Content area terminology: Math, Science, Social Studies

Bibliography

- Lista de libros, artículos, etc.
- Websites
- CDs and other recordings
- Children’s Literature

APPENDIX H. Suggested Websites

As you look through these websites keep in mind the six primary learning questions. Look for information directly related to your future as a bilingual teacher. Be sure not to infringe on copyright laws.

CALIFORNIA DEPARTMENT OF EDUCATION
ENGLISH LEARNERS

<http://www.cde.ca.gov/sp/el/>

CALIFORNIA DEPARTMENT OF EDUCATION
FAQs about English Learners

<http://www.cde.ca.gov/sp/el/er/>

CALIFORNIA DEPARTMENT OF EDUCATION
FAQs for English Learner Teacher Authorizations

<http://www.cde.ca.gov/sp/el/er/elteachersfaq.asp>

CALIFORNIA DEPARTMENT OF EDUCATION
Education Code Section 400-410

<http://www.cde.ca.gov/sp/el/ii/>

CALIFORNIA DEPARTMENT OF EDUCATION
Title III FAQs
<http://www.cde.ca.gov/sp/el/t3/title3faq.asp>

CALIFORNIA DEPARTMENT OF EDUCATION
Two-Way Language Immersion Program FAQ
<http://www.cde.ca.gov/sp/el/ip/faq.asp>

CALIFORNIA DEPARTMENT OF EDUCATION
California English Language Development Test (CELDT)
Reporting and Using Individual 2008-2009 Results
<http://www.cde.ca.gov/ta/tg/el/documents/celdt08astpkt1.pdf>

CALIFORNIA DEPARTMENT OF EDUCATION
California English Language Development Test (CELDT)
Communicating Individual Results with Parents and Guardians
<http://www.cde.ca.gov/ta/tg/el/documents/celdt08astpkt2.pdf>

CALIFORNIA DEPARTMENT OF EDUCATION
English-Language Development Standards for California Public Schools
Kindergarten Through Grade Twelve
<http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>

CALIFORNIA DEPARTMENT OF EDUCATION
Foreign Language Framework for California Public Schools
Kindergarten Through Grade Twelve
<http://www.cde.ca.gov/ci/cr/cf/documents/foreignlangfrmwrk.pdf>

CENTER FOR APPLIED LINGUISTICS
Two-Way Immersion
Directory of Two-Way Bilingual Immersion Programs in the US
<http://www.cal.org/twi/directory/index.html>

CENTER FOR APPLIED LINGUISTICS
Two-Way Immersion
Guiding Principles for Dual Language Education
<http://www.cal.org/twi/guidingprinciples.htm>
Click on “Download the report, Guiding Principles for Dual Language Education”

CATESOL California Teachers of English to Speakers of Other Languages
<http://www.catesol.org/mission.html>

CABE California Association for Bilingual Education
<http://www.bilingualeducation.org/>

TWO-WAY CABE
<http://www.twowaycabe.org/>

U. S. DEPARTMENT OF EDUCATION
OELA Office of English Language Acquisition
<http://www.ed.gov/about/offices/list/oela/index.html>

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
<http://www.nabe.org/>