# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - Generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus, we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Faculty recognize the insider knowledge that candidates bring to courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# Bilingual Authorization Program Learning Outcomes:

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| **PLO 1:** Demonstrate professional educator skills and apply critical thinking skills in the context of bilingual educational settings. |
| **PLO 2:** Demonstrate competence in interpersonal, oral, written, and technological skills in individual and multicultural team environments. |
| **PLO 3:** Demonstrate the ability to collect, analyze, and critically evaluate data as information to arrive at rational pedagogical decisions. |
| **PLO 4:** Demonstrate the ability to make ethical and socially responsible decisions in bilingual education scenarios. |

# Course Learning Outcomes:

# California Commission on Teacher Credentialing Bilingual Authorization Standards

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| **CLO 1:** Candidates demonstrate knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States. |
| **CLO 2:** Candidates demonstrate an understanding of cross-cultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States. |
| **CLO 3:** Candidates demonstrate knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S. |
| **CLO 4:** Candidates demonstrate knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States. |

# Course Description

This course is designed to develop candidates’ knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States. Included in that knowledge is the understanding of crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States. Also included is the knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in California and the United States. Candidates demonstrate knowledge of country or countries of origin including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration, and settlement in the United States.

# Candidate Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both candidates and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect with their interactions with other candidates, staff, and faculty. Candidates will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Expected In-class (Online) and Preparation Time per Week

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| **Week** | **In-Class (Online) Time**  (Discussions, interactions, delivering presentations, viewing lectures, exams, etc.) | **Preparation Time**  (reading, completing major assignments, homework) |
| Week 1 | 5 hours | 11 hours |
| Week 2 | 5 hours | 11 hours |
| Week 3 | 5 hours | 11 hours |
| Week 4 | 5 hours | 11 hours |
| Week 5 | 5 hours | 11 hours |
| Week 6 | 5 hours | 11 hours |
| Week 7 | 5 hours | 11 hours |
| Week 8 | 5 hours | 11 hours |

**Note**. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

* Online time: (15 x # of units) / # of weeks
* Preparation time: (30 x # of units) / # of weeks

# Required Course Materials (Spanish & Chinese)

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.

# Required Course Materials (Spanish)

Cisneros, S. (1984). *The House on Mango Street*. New York: Vintage Books.

Sanchez, C. (2009). Learning about students’ culture and language through family stories elicited by dichos. Early Childhood Education Journal, 37(2), 161-169.

# Required Course Materials (Chinese)

Jin, Ha (2010). *A Good Fall*. Vintage Publishing.

**Instructor Policies**

**Late Assignments**

If assignments are not posted by 11:59 p.m. Pacific Standard Time (PST) on the day they are due they are considered late. Technological issues are not considered valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor directly through email and when systems are restored, submit those assignments according to syllabus instructions.

Unless an Incomplete/In Progress grade has been granted, learner assignments submitted after the last day of class will not be accepted.

**Feedback**

Each week, your instructor will provide grades/scores and comments on assignments within 4 days of the last day of the week unless you instructor notifies you otherwise.

**Syllabus/Schedule**

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

**University Administrative Policies & Student Resources**

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Academic Code of Conduct and Ethics**

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student’s conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of da ta, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as “Any passing off of another’s ideas, words, or work as one’s own”) is considered to be a violation of the *University’s Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University’s Catalog located at [http://catalog.alliant.edu](http://catalog.alliant.edu/). The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

**Disability Accommodations Request**

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

**Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty**

In keeping with the institution’s commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University’s schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

**Technology Requirements and Support**

Answers to the most common issues are found in the Canvas Guides which are accessible by clicking “Help” link located on the canvas course Web Page.

For any other Canvas or technical issues please contact the Alliant Help Desk by email at: [Helpdesk@alliant.edu](mailto:Helpdesk@alliant.edu) or by phone at: 1-844-313-4357.

Additionally, students have access to Starfish, an early alert & connect system used to communicate concerns and facilitate access to extensive academic support systems. Starfish can be accessed by clicking on the Starfish icon located on the left-hand side of the canvas course Web Page.

# Course Grading Criteria

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| **Percentage** | **Letter Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| 60 and below | F |

Final grades will be based on the points earned in the following categories:

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| **Assignment Types** | | **% of Grade** |
|  | Class Participation and Collaboration | 25 |
|  | Measurable Artifacts   * Artifacts and Presentations * Reflective Response Papers * Assessments, Worksheets, and other products | 50 |
|  | Signature Assignments | 25 |
|  | **Total** | 100 |

# Assignments

1. **Class Participation and Collaboration**

Candidates regularly log in to Canvas course modules and complete required reading assignments, followed by full participation in discussion forum with classmates in order to address weekly content in mature, meaningful contributions.

Collaborative discussions are based on the textbook and outside readings and instructional videos. A sampling of these resources is as follows:

Spanish

* “When Labels Don’t Fit: Hispanics and their Views of identity” : <https://www.pewhispanic.org/2012/04/04/when-labels-dont-fit-hispanics-and-their-views-of-identity/>
* “Fast Food, Tortillas, and the Art of Accepting Yourself”:” <https://artsandculture.google.com/theme/cgLCqOjcRa7tLA>
* “The Last Conquistador”: <https://ca.pbslearningmedia.org/resource/fyr12.socst.us.const.lasconq/the-last-conquistador/> [6:00]
* “How Latinos are Shaping America’s Future”: <https://www.nationalgeographic.com/magazine/2018/07/latinos-hispanic-power-america-immigration-future/#close>
* “3 tips to Make Any Lesson More Culturally Responsive”: <https://www.cultofpedagogy.com/culturally-responsive-teaching-strategies/>
* “Latino Cultures in the US”: <https://artsandculture.google.com/project/uslatinocultures>

Chinese

* “Chinese Immigrants to the US: Past and Present” <https://reimaginingmigration.org/chinese-immigrants-to-the-us-past-and-present/> and embedded video <https://youtu.be/enJL68owfDw> [6:15]
* “How Young Chinese-Americans are Embracing their Identity” <https://www.scmp.com/news/china/society/article/2109350/how-young-chinese-americans-are-embracing-their-identity>
* “Chinese Diaspora Across the World”: <http://www.culturaldiplomacy.org/academy/index.php?chinese-diaspora>
* “Chinese Immigrants in the United States”*:* <https://www.migrationpolicy.org/article/chinese-immigrants-united-states>
* “Why Some Chinese Immigrants Choose to Assimilate” <https://youtu.be/uSY7Q1x77Yg> [3:10]
* “What Parents Need to Know About Bilingual Education”<https://www.idra.org/resource-center/what-parents-need-to-know-about-bilingual-education/> [15:15]

The complete list of these resources can be found in the individual weekly modules in which each resource is assigned.

1. **Measurable Artifacts**

Candidates demonstrate their understanding of weekly content by applying knowledge to a variety of tasks and activities. Such activities consist of writing reflection papers of length requirements in which candidates explore in scholarly, meaningful, mature, and professional fashion content which addresses one or more elements of the culture of emphasis standards. Candidates are also asked to meet the standards through the completion of discussion posts and review of web resources which demonstrated their understanding of course content and its application to their teaching context.

A sampling of these artifacts is as follows:

* Candidates will reflect on, analyze, and articulate their views on the connection between culture, schooling, and the its impact in making schools more just, equitable, and safe. This task will emanate from Teaching Tolerance web site.
* Candidates will reflect on and respond to the importance of understanding America’s geography, barriers, demographic and linguistic patterns as well as how the culture of emphasis compares and contrasts to American culture. Candidates will create a “Human Tapestry” collage that includes images and phrases that portray their cultural identity.
* Candidates will reflect on and respond to the importance of understanding major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target group in California and the U.S.
* Using Internet resources, candidates will demonstrate their knowledge of the contributionsof their culture of emphasis in California and the United States. Candidates will select two influential people or icons from the culture of emphasis that can be used as models for students. In a Word document, candidates explain what characteristics make the “ideal” cultural model.
* Candidates examine communication patterns of the culture of emphasis and explain why these patterns help them better understand values and beliefs of this group. Popular sayings, idioms, nursery rhymes are a window into culture. In a Word document, candidates select two popular sayings in Spanish/Chinese that help us understand the values and perspective on issues such as work, relationships, and so on, and which will assist students in understanding this target culture.

**Signature Assignments**

These assignments allow candidates to engage with the core content in depth by completing assignments that typically span several weeks of the course. In BLA 64200 the signature assignments consist of (1) the candidate’s examination of their own cultural frame of reference as well as that of a person of LatinX/Chinese origin, (2) a lesson plan that is culturally responsive, and (3) a response essay which discusses cultural pedagogy. In these assignments, candidates are to reflect on the knowledge gained by engaging in the research, planning, and creation of these elements and to make critical connections with course and program content and their own personal, educational, and professional experiences.

1. Candidates reflect on, analyze, and articulate their ideas on their Cultural Frame of Reference to expand their cultural awareness. This signature assignment requires candidates to examine and reflect on their Cultural Frame of Reference by answering the questions posted on pages 52-58 in the Hammond textbook, “Preparing to Be a Culturally Responsive Practitioner.” Candidates will further use these same questions to interview a person of LatinX/Chinese cultural background. In narrative form, candidates will write a reflective essay sharing their interview findings and how those findings help build their cultural awareness.
2. Candidates create a Differentiating Instruction, culturally responsive lesson plan suitable for language learners. Weekly and course readings guide candidates in the skills and competencies required for the lesson plan. A lesson plan template is provided for additional guidance. Candidates also write an essay of 500 – 750 words explaining how their lesson plan reflects and applies the content knowledge they have learned in the course and program. Guidelines for the assignment can be found here: [Differentiating Instruction Assignment Guidelines.docx](Differentiating%20Instruction%20Assignment%20Guidelines.docx)

Week 1: The Culturally Responsive Teacher

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| **Course Learning Objectives** |
| **CLO1:** Candidates demonstrate knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.  **CLO2:** Candidates demonstrate an understanding of cross-cultural, intercultural and intracultural relationships and interactions, as well as contributionsof the culture of emphasis in California and the United States.  **CLO3:** Candidates demonstrate knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S.  **CLO4:** Candidates demonstrate knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States. |
| **Readings & Resources:** |
| **Textbooks & Outside Reading Resources (Spanish and Chinese):**   * *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Ch. 1 “Climbing out of the Gap” * “Curriculum,” “Program Structure,” “Family and Community” in <http://www.cal.org/twi/Guiding_Principles.pdf> * Social Justice Standards in <https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf> |
| **Discussion Prompt:** |
| **Respond** to the following prompts in the online discussion forum in Canvas. Also respond to a minimum of 2 of your peers (see discussion forum grading rubric).   1. Ch. 1 discusses “CRT is an educator’s ability to recognize student’s cultural display of learning & meaning making & respond positively & constructively with teaching moves that use cultural knowledge as a scaffold.” Connecting this to what is stated in [www.cal.org](http://www.cal.org) sections of “Curriculum,” and “Program Structure,” address the following prompts:  * Why do you believe the curriculum needs to reflect and value the students’ culture? * What has been your own experience of having your culture valued or not? * What can be the benefit of involving families and community?   **Post** your initial response to the discussion forums by the deadline.  **Apply** the RISE model in responding to one classmate’s post. If possible, please respond to a post that has not yet received a response from another class member in order to ensure a balanced distribution of posts and responses.  **Respond** to the RISE questions and suggestions to your initial post by the deadline. |
| **Measurable Artifacts:** |
| ***Task 1***  **Objective:** Candidates will be able to reflect, analyze, and articulate their views on the connection between culture, schooling, and the its impact in making schools more just, equitable, and safe.  **Review:** Click on the Teaching Tolerance URL link above. Take some time in reviewing the Social Justice Standards, focusing on Identity and diversity sections.  **Write:** With this information in mind, compose a Word document 500-750 words in which you select one from each section that resonates more with you. Explain why. What value do you see in this information? Why do you believe equity is ensured by understanding and incorporating cultural elements? How can the Ready for Rigor Framework support you in your teaching practice? (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\carolinewright\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).)  ***Task 2***  **Objective:** Candidates will be able to reflect, analyze, and articulate their ideas on their Cultural Frame of Reference to expand their cultural awareness.  **Write:** Begin working on the Cultural Frame of Reference signature assignment by examining and reflecting on the questions posted on pages 52-58 in the Hammond textbook, “Preparing to Be a Culturally Responsive Practitioner.” You will use these same questions to interview a person who represents your culture of emphasis (Spanish/Chinese). In narrative form, you will write a response essay sharing your findings and how these findings help build your cultural awareness. The purpose is to reflect on your own and your interviewee’s beliefs, behaviors, and practices that might be a barrier to the ability to respond constructively and positively to students, as well as how these beliefs, etc. can help develop a mindset which allows engagement in self-reflection, checking implicit biases, practicing social-emotional awareness, and holding an inquiry stance.  Please do not reply in the form of question/answer based on the interview. Use a narrative, paragraph style format. The length of the essay should be between 1,000 – 1,200 words and is due at the end of Week 3. (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\carolinewright\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).) |

Week 2: Understanding the Meaning of Culture

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| **Course Learning Objectives** |
| **CLO1:** Candidates demonstrate an understanding of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.  **CLO2:** Candidates demonstrate an understanding of cross-cultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States. |
| **Readings & Resources:** |
| **Textbook & Outside Reading Resources (Spanish & Chinese):**   * *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Ch.2 “What’s Culture Got to do with it?” and Ch. 3 “This is your Brain on Culture”   **Outside Reading Resources (Spanish):**   * “When Labels Don’t Fit: Hispanics and their Views of identity” : <https://www.pewhispanic.org/2012/04/04/when-labels-dont-fit-hispanics-and-their-views-of-identity/> * “Fast Food, Tortillas, and the Art of Accepting Yourself”:” <https://artsandculture.google.com/theme/cgLCqOjcRa7tLA> * “Don’t Call me Puerto Rican, I’m Ecuadorian” : <https://www.ycteenmag.org/topics/stereotypes/Don't_Call_Me_Puerto_Rican,_I%e2%80%99m_Ecuadorian.html?story_id=NYC-2004-03-09> * “5 Stories that Capture What It’s Like to Grow Up a Bicultural Latino”: <https://remezcla.com/lists/culture/5-stories-that-capture-what-its-like-to-grow-up-a-bi-cultural-latino/>   **Video Resources (Spanish):**   * “Are Hispanics White?” <https://www.youtube.com/watch?v=aosT6Kecj24> [5:58]   **Textbook & Outside Reading Resources (Chinese):**   * Chinese Immigrants to the US: Past and Present <https://reimaginingmigration.org/chinese-immigrants-to-the-us-past-and-present/> and embedded video <https://youtu.be/enJL68owfDw> [6:15] and <https://youtu.be/DvXJoCiP6hM> [8:43]. * How Young Chinese-Americans are Embracing their Identity: <https://www.scmp.com/news/china/society/article/2109350/how-young-chinese-americans-are-embracing-their-identity> * Chinese-American Identity: <https://www.oneworldeducation.org/chinese-american-identity> |
| **Discussion Prompt:** |
| **Spanish**  **Respond** to the following prompts in the online discussion forum in Canvas. Also respond to a minimum of 2 of your peers (see discussion forum grading rubric).   1. **Data Driven Dialogue Protocol:** a) Before engaging in the reading of “When Labels Don’t Fit: Hispanics and their Views of identity” and based on your own previous knowledge, experiences, ideas, what do you assume or wonder about the label “Hispanic” vs. “Latino”? What do you assume about their view on “English” vs. “Spanish” and their view on work, religion, migration, liberalism vs. conservatism? What do you think influenced your questions on these issues?   b) After reading the article, what stood out to you? What surprised you? What did you expect? Support your ideas with evidence.  Share your findings in the discussion board.  **Post** your initial response to the discussion forum by the deadline.  **Apply** the RISE model in responding to one classmate’s post. If possible, please respond to a post that has not yet received a response from another class member in order to ensure a balanced distribution of posts and responses.  **Respond** to the RISE questions and suggestions to your initial post by the deadline.  **Chinese**  **Respond** to the following prompts in the online discussion forum in Canvas. Also respond to a minimum of 2 of your peers (see discussion forum grading rubric).   1. Based on the three outside readings (and associated video), discuss the view of some Chinese-Americans that they are neither Chinese nor American. What does this mean to you? In what ways are they Chinese, and in what ways are they American? In what ways do you think they may want to be “more American”? In what ways do you think they might want to retain their “Chinese-ness”? What might be the consequences – both positive and negative – of adopting either of these mindsets?   **Post** your initial response to the discussion forum by the deadline.  **Apply** the RISE model in responding to one classmate’s post. If possible, please respond to a post that has not yet received a response from another class member in order to ensure a balanced distribution of posts and responses.  **Respond** to the RISE questions and suggestions to your initial post by the deadline. |
| **Measurable Artifact:** |
| **Objective**: Candidates will be able to reflect and articulate their views on how Latinos explain their identity and the different variables that affect it.  **Review:** Click on the different web resource links above.  **Write:** After reviewing the web resources and chapters, reflect on and respond in a Word document 500-750 words in length, reflect on and respond to to a) what are some of the similarities shared among Latinos (or Chinese-Americans)? What are their differences? How do the resources portray Latino (and Chinese) cultures are distinct and not identical? Why do you think these distinctions are important? b) What elements do you identify as forming part of surface, shallow, and deep culture do you identify? How would you identify their cultural archetype? How can this information be useful to support your students? (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\carolinewright\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).) |

Week 3: Geography, Culture, and Linguistics

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| **Course Learning Objectives** |
| **CLO1:** Candidates demonstrate an understanding of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.  **CLO4:** Candidates will be able to describe country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States. |
| **Readings & Resources:** |
| **Textbook & Outside Readings (Spanish & Chinese):**   * Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Ch. 4 “Preparing to be a Culturally Responsive Practitioner” and Ch. 5 “Building the Foundation”   **Textbook & Outside Readings (Spanish):**   * *House on Mango* *Street* by Sandra Cisneros   **Web Resources (Spanish)**   * “Latin America: Countries-Map Quiz Game”: <https://online.seterra.com/en/vgp/3243> * “What is Latin America? Geography, Language and Culture Explained”: <https://owlcation.com/social-sciences/What-is-Latin-America> * “An Overview of Latino and Latin America Identity” (Make sure to explore the linguistic chart): <https://blogs.getty.edu/iris/an-overview-of-latino-and-latin-american-identity/> * “The Joy of Words”: <https://www.aarp.org/entertainment/books/info-04-2009/the_joy_of_words.html>   **Textbook & Outside Readings (Chinese):**   * “Causes of Chinese Emigration”:<https://www.jstor.org/stable/1012074?seq=9#metadata_info_tab_contents> * “Chinese Diaspora Across the World”: <http://www.culturaldiplomacy.org/academy/index.php?chinese-diaspora> * “Chinese Immigrants in the United States”*:* <https://www.migrationpolicy.org/article/chinese-immigrants-united-states> * *A Good Fall* by Jin Ha |
| **Discussion Prompt (Spanish & Chinese):** |
| **Respond** to the following prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).   1. Based on Zaretta Hammond’s reading and its discussion of mirror neurons, how can your knowledge of cultural practices strengthen the process of affirmation, validation and rapport?   **Post** your initial response to the discussion forum by the deadline.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  **Respond** to the RISE questions and suggestions to your initial post by the deadline. |
| **Measurable Artifacts:** |
| ***Task 1 (Spanish)***  **Objective**: Candidates will reflect on and respond to the importance of understanding Latin America’s geography, barriers, demographic and linguistic patterns as well as how it compares and contrasts to the U.S.  **Write:** Create a “Latin America Human Tapestry” collage that includes images and phrases that portray what you’ve learned from the two articles of Latin America and Latino/Latin American identity. Some issues might relate to how Latin America compares to the United States linguistically, historically, ethnically, geographically? What unifies the territory, what separates it? It can also be facts/information that surprised you, and topics you might want to learn more about. In a 500 – 750-word essay, explain why you included those images and how this helps increase your knowledge of Latin America. (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\carolinewright\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).)  ***Task 1 (Chinese)***  **Objective**: Candidates will reflect on and respond to the importance of understanding the geographic, demographic, and linguistic patterns in China and how those contributed to Chinese emigration to the US and around the world.  **Write:** Create a “Chinese Emigration Tapestry” collage that includes images and phrases that portray what you’ve learned from the three readings about Chinese emigration. The collage must include at least 12 images. The collage must include a minimum of 12 images. Some issues might Chinese culture and experience as compared to the United States linguistically, historically, ethnically, geographically. What commonalities did you find in the Chinese experience? What differences or variations based on time period, location/region, ethnic group, and other factors? It can also address facts/information that surprised you, or topics you might want to learn more about. In a 500 – 750-word essay, explain why you included those images and how this helps increase your knowledge of the Chinese emigration experience. (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\carolinewright\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).)  ***Task 2 (Spanish and Chinese)***  **Objective**: Candidates will reflect on cultural literacy connecting it to the culture of emphasis.  **Write:** Begin reading your cultural literary work and prepare to compose a response paper. Cultural literacy is defined by some experts as the body of information that a culture has found useful and worth preserving, influencing public discourse, helpful in understanding peers and leaders, even in understanding jokes. From your reading of your cultural literature, and based on what you have learned so far in the course, what do you believe is part of cultural literacy of your culture of emphasis? How does the novel speak to the culture represented by your literary work? How does the author portray the process of socialization and acculturation? What collective memory, or common knowledge is shared by Latinos/Chinese-Americans that allows them to communicate, work, and live together? What elements are shared with or, alternatively, clash with American culture? Your essay should discuss these questions in narrative form and should have a length of 750 – 1,000 words. It is due Week 5. (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\carolinewright\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).) |

Week 4: History Briefing

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| **Course Learning Objectives** |
| **CLO2:** Candidates demonstrate an understanding of cross-cultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States.  **CLO3:**Candidates will be able to explain major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S. |
| **Readings & Resources:** |
| **Textbook & Outside Readings (Spanish & Chinese):**   * *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Ch. 6 “Establishing Alliance in the Learning Partnerships”   **Web Resources (Spanish)**   * “The Spanish Empire, Silver, And Runaway Inflation” : <https://ca.pbslearningmedia.org/resource/612b8a77-70ae-43e5-8080-b994e3ae3604/the-spanish-empire-silver-amp-runaway-inflation-crash-course-world-history-25/>(11 minutes) * “The Spain-Aztec Mexico Encounter Civilizations” : <https://ca.pbslearningmedia.org/resource/spain-aztecs-civilizations/spain-aztecs-civilizations/> (5 minutes) * “The Last Conquistador”: <https://ca.pbslearningmedia.org/resource/fyr12.socst.us.const.lasconq/the-last-conquistador/> (6 minutes) * “Latin American Revolutions”: <https://www.pbslearningmedia.org/resource/941905ca-2dca-4f54-a62f-9cd02428b566/latin-american-revolutions-crash-course-world-history-31/> (14 minutes) * “Harvest of Empire”: <https://www.youtube.com/watch?v=UyncOYTZfHE> (1’32 minutes) * “California Cultures: Hispanic Americans”: <https://calisphere.org/exhibitions/t10/california-cultures-hispanic-americans/> * “How Hispanics Contribute to the US Economy”: <http://research.newamericaneconomy.org/wp-content/uploads/sites/2/2017/12/Hispanic_V5.pdf>   **Web Resources (Chinese)**   * “Chinese Immigration and the Chinese Exclusion Acts” <https://history.state.gov/milestones/1866-1898/chinese-immigration> * “Searching for the Gold Mountain” <https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/chinese2.html> * “Chinese Immigrants Helped Build California, But They’ve Been Written Out Of Its History” <https://www.latimes.com/business/hiltzik/la-fi-hiltzik-chinese-immigrants-history-20190405-story.html> * “Angel Island and Chinese Immigration to the United States” <https://www.legacytree.com/blog/angel-island-chinese-immigration?campaignid=2087875116&adgroupid=76561398603&keyword=&matchtype=b&device=c&gclid=EAIaIQobChMIlPai_6SB5AIVFdRkCh3GJgC5EAMYAiAAEgKpNPD_BwE> * “The Transcontinental Railroad at 150: The Contributions of Chinese Immigrants and Chinese Americans” <https://research.newamericaneconomy.org/report/nae-chinese-americans/> * “The Chinese helped build America” <https://www.forbes.com/sites/forbesasia/2014/05/12/the-chinese-helped-build-america/#28400cb39bc4> |
| **Discussion Prompts (Spanish & Chinese):** |
| **Respond** to the following prompt in the online discussion Thread. Respond to a minimum of 2 of your peers (see rubric).   1. Summarize and share your learning experience from the Cultural Frame of Reference assignment.   **Post** your initial response to the discussion forum by the deadline.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  **Respond** to the RISE questions and suggestions to your initial post by the deadline. |
| **Measurable Artifact (Spanish & Chinese):** |
| **Objective**: Candidates will reflect on and respond to the importance of understanding major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S.  **Review:** The textbook chapter reading and the additional outside resources related to your cultural area of emphasis.  **Write:** After reviewing the web resources and chapter reading, respond to the following prompts in a Word document 500-750 words in length. (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\carolinewright\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).)   * Beyond reciting dates and names, how would you characterize the historical and cultural aspects of your culture of emphasis and how those factors have impacted the experience of Latins/Chinese in the US? How does the history of your culture of emphasis exemplify Hammond’s vison of “validating student’s experiences ‘highlighting community’s resiliency and vision for social change’? |

Week 5: Migration, Immigration and Settlement

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| **Course Learning Objective** |
| **CLO1:** Candidates demonstrate an understanding ofthe traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.  **CLO4:** Candidates demonstrate knowledge of variables that affect trends of migration, immigration and settlement in the United States. |
| **Readings & Resources:** |
| **Textbook & Outside Readings (Spanish & Chinese):**   * *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Ch. 7 “Shifting Academic Mindset to the Learning Partnership” * “3 tips to Make Any Lesson More Culturally Responsive”: <https://www.cultofpedagogy.com/culturally-responsive-teaching-strategies/>   **Textbook & Outside Readings (Spanish):**   * “Immigration Dreams”: <http://www.layouth.com/immigrant-dreams/> * “First Crossing” : <https://www.westada.org/cms/lib8/ID01904074/Centricity/Domain/2763/First%20Crossing.pdf> * “How Latinos are Shaping America’s Future”: <https://www.nationalgeographic.com/magazine/2018/07/latinos-hispanic-power-america-immigration-future/#close> * “When we were young there was a war”: <https://www.centralamericanstories.com/intro/> ( Choose two children and read about them)   **Textbook & Outside Readings (Chinese):**   * “History of Chinese Americans and Immigrants to the United States” <http://factsanddetails.com/china/cat5/sub29/item2746.html> * “Chinese Immigrants Move Out of U.S. Chinatowns” <https://youtu.be/jdX6VLo8kRY> [2:47] * “Why Some Chinese Immigrants Choose to Assimilate” <https://youtu.be/uSY7Q1x77Yg> [3:10] |
| **Discussion Forum (Spanish & Chinese):** |
| **Respond** to the following prompt in the online discussion thread. Respond to a minimum of 2 of your peers (see rubric).   1. What micro and macro aggressions do you believe LatinX members (and Chinese immigrants) are subject to? How might this influence other people’s negativity bias?   **Post** your initial response to the discussion forum by the deadline.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  **Respond** to the RISE questions and suggestions to your initial post by the deadline. |
| **Measurable Artifact (Spanish & Chinese):** |
| ***Task 1***  **Objective**: Candidates will demonstrate importance of understanding variables that affect trends of migration, immigration and settlement in the United States.  **Write:** In a Word document 500-750 words in length, reflect on and respond to the following questions:   1. What effect do the outside resources in this week’s module have on your interaction with your students? How does the information contained in these resources relate to your previous beliefs on these issues? 2. Have you ever had to leave a familiar place? What does it feel like -- or what do you think it might feel like? If you had to leave the U.S., what would you miss most? How well do you think you'd adjust to learning a new language? New friends? New foods and customs? How might this help you in your teaching practice?   b) How does this information help us to better understand migration, immigration and settlement of immigrants to the U.S.?  ***Task 2***  **Objective:** Candidates will demonstrate their knowledge of culturally relevant pedagogy and the culture of emphasis as it connects to their teaching practice.  **Write:** Begin working on the signature assignment of creating a culturally responsive lesson plan. This week’s readings together with the next week’s reading are helpful tools to guide you. Use the provided lesson plan template and on a separate document write an essay of 800-1000 words explaining how your lesson plan reflects your learning in this course to date. This assignment is due at the end of Week 7. (Your lesson plan will be evaluated according to the Lesson Plan Rubric) |

Week 6: Cultural Contributions

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| **Course Learning Objectives** |
| **CLO2:** Candidates demonstrate an understanding of cross-cultural, intercultural and intracultural relationships and interactions, as well as contributionsof the culture of emphasis in California and the United States. |
| **Readings & Resources:** |
| **Textbook & Outside Readings (Spanish & Chinese):**   * *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Ch. 8 ‘Information Processing to Build Intellective Capacity” * “Curriculum as Window and Mirror” : <https://nationalseedproject.org/Key-SEED-Texts/curriculum-as-window-and-mirror> * “Building on Windows and Mirrors: Encouraging the Disruption of ‘Single Stories’ Through Children’s Literature” : <https://scenicregional.org/wp-content/uploads/2017/08/Building-on-Windows-Mirrors.pdf>   **Web Resources (Spanish):**   * “Latino Icons” : <https://artsandculture.google.com/exhibit/BAKStYiChXsELw> * “Latino Cultures in the US” : <https://artsandculture.google.com/project/uslatinocultures>   **Web Resources (Chinese):**   * “Identifying Cultural Differences and Similarities: China and the US” <https://countrynavigator.com/blog/global-talent/cultural-differences-us-vs-china/> * “Seven Differences Between Chinese and American Culture” <https://goldstarteachers.com/7-differences-between-chinese-and-american-culture/> * “A History of Chinese-American Achievement in the United States: America Embraces Chinese Culture” <https://youtu.be/HbaVmLnNFbA> [4:06] |
| **Discussion Forum (Spanish & Chinese):** |
| **Respond** to the following prompt in the online discussion. Respond to a minimum of 2 of your peers (see rubric).   1. Why is it important to include diverse representations, and recognize and disrupt single stories with additional perspectives? How can you evaluate resources you select for your lessons and the effect those resources will have on your students?   **Post** your initial response to the discussion forum by the deadline.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  **Respond** to the RISE questions and suggestions to your initial post by the deadline. |
| **Measurable Artifacts (Spanish & Chinese):** |
| **Objective**: Candidates will demonstrate their knowledge of the contributionsof the culture of emphasis in California and the United States  **Review:** Review the web resources provided above. Search for additional resources as necessary.  **Write:** Select two influential people or icons from your culture of emphasis that you would use as models for your students. In a Word document of 750-1,000 words, explain what characteristics you believe make them your “ideal” cultural model using what you have learned about your culture of emphasis. Which other influential or iconic person who is NOT from your culture of emphasis would you select as a model for your students? How would this group of models help your students build on “mirrors and windows”? |

Week 7: Communication Patterns

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| **Course Learning Objective** |
| **CLO1:** Candidates demonstrate an understanding ofthe traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.  **CLO2:** Candidates demonstrate an understanding ofcross-cultural, intercultural and intracultural relationships and interactions, as well as contributionsof the culture of emphasis in California and the United States. |
| **Readings & Resources:** |
| **Textbook & Outside Readings (Spanish & Chinese):** *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Ch. 9 “Creating a Culturally Responsive Community for Learning” **Textbook & Outside Readings (Spanish):**   * Sanchez, C. (2009). Learning about students’ culture and language through family stories elicited by dichos. Early Childhood Education Journal, 37(2), 161-169.  <https://rdcu.be/bMjqo>   **Textbook & Outside Readings (Chinese):**   * “Chinese Culture: Communication Patterns” <https://culturalatlas.sbs.com.au/chinese-culture/communication> * “Chinese Culture: Styles of Communication” <https://www.laowaicareer.com/blog/chinese-culture-styles-communication/> and embedded video <https://youtu.be/JPwdseqvjyw> [3:20] * “Comparison of Chinese and Westerners’ Communication Patterns” [file:///C:/Users/kkelc/Downloads/12616.pdf](file:///C:\Users\kkelc\Downloads\12616.pdf) |
| **Discussion Forum (Spanish & Chinese):** |
| **Respond** to the following prompt in the online discussion thread. Respond to a minimum of 2 of your peers (see rubric) for the first prompt and 1 of your peers for the second prompt.   * Share your lesson plan and a short summary of why this lesson follows culturally responsive lens that addresses your culture of emphasis.   **Post** your initial response to the discussion forum by the deadline.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  **Respond** to the RISE questions and suggestions to your initial post by the deadline. |
| **Measurable Artifacts (Spanish & Chinese):** |
| **Objective**: Candidates will examine communication patterns of the culture of emphasis and explain why help them better understand values and beliefs of this group.  **Review:** Popular sayings, idioms, nursery rhymes are a window into culture. Review the resources cited above. In a Word document of 500-750 words choose 2 or more popular sayings, etc. in the language of your culture of emphasis that help you understand their values and perspective on issues such as work, relationships, family, daily life, and so on. Explain how these communication items demonstrate a different perspective than your own and/or American culture. Also choose 2 popular sayings in English that you would share with your students to help them understand other perspectives. How can your students’ understanding of these sayings and idioms expand their cultural awareness? How can you use this knowledge in your classroom? (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\carolinewright\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).) |

Week 8: Community

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| **Course Learning Objective** |
| **CLO1:** Candidates demonstrate an understanding of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.  **CLO2:** Candidates demonstrate an understanding of cross-cultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States. |
| **Readings & Resources:** |
| **Textbook & Outside Readings (Spanish & Chinese):**   * *Guiding Principles for Dual Language Education*: “Family and Community” in <http://www.cal.org/twi/Guiding_Principles.pdf> * “What Parents Need to Know About Bilingual Education”<https://www.idra.org/resource-center/what-parents-need-to-know-about-bilingual-education/> [15:15] * “How to Reach Out to Parents of ELLs” <https://www.colorincolorado.org/article/how-reach-out-parents-ells> * (Chinese) “A Chinese mother raising her son in the US reveals the biggest differences between American and Chinese parenting” <https://www.businessinsider.com/differences-chinese-and-american-parenting-2018-3> * (Chinese) “Cultural Distinctions of Chinese and American Families—Analysis of the Movies Pushing Hands & Everybody’s Fine” <http://en.people.cn/n3/2017/0417/c90000-9203845.html> * (Spanish) “A Growing Latino Middle Class: One Family’s Journey from Have-Not to Have” <https://www.kpbs.org/news/2019/jul/10/growing-latino-middle-class-one-familys-journey-ha/> * (Spanish) “At the Crossroads: Latinos in the New Millenium” <https://www.pbs.org/americanfamily/latino1.html> * (Spanish) “Young Latinos: Born in the USA, Carving their own Identity: <https://www.nbcnews.com/news/latino/young-latinos-born-u-s-carving-their-own-identity-n908086> |
| **Discussion Forum (Spanish & Chinese):** |
| **Respond** to the following prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).   * Reflect on how families and community are involved in your school. Based on what you have learned from this week’s reading and the course in general, what is your understanding of how the involvement of family and community are approached at your institution and in your classroom? How could it be structured to be more culturally responsive?   **Post** your initial response to the discussion forum by the deadline.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  **Respond** to the RISE questions and suggestions to your initial post by the deadline. |
| **Measurable Artifacts (Spanish & Chinese):** |
| **Objective**: Candidates will reflect on, analyze, and articulate their views on the importance of building and including community by engaging in the discussion post  **Review:** This week’s reading and audio resources.  **Write:** In a Word document of 500-750 words, share one or more ideas or plans that you believe, based on your learning of the culture of emphasis, that may be particularly useful or helpful to you for building and including community at your institution and/or in your classroom. (Your paper will be evaluated according to the [Writing Assignment Rubric](file:///C:\Users\carolinewright\Downloads\Linked%20Files\Writing%20Assignment%20Rubric.docx).) |

**Rubrics**

**RISE Discussion Rubric**

[**RISE (Reflect, Inquire, Suggest, Elevate) Model of Meaningful Feedback**](http://www.risemodel.com/)

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|  | **Exemplary**  **100%** | **Good**  **67%** | **Needs Improvement**  **33%** |
| **Initial Response to the Forum Topic**  (up to 5 pts.) | Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts. | Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts. | Topic is addressed superficially and without evidence that prior posts were considered. |
| **Feedback to Peer’s Response to the Forum Topic**  (up to 5 pts.for responses to classmates) | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement. | Feedback was superficial and did not cover all levels of the RISE model. |

**Bilingual Authorization: Differentiating Instruction Assignment**

**Addresses Bilingual Authorization Standards 3, 4, and 5**

**Directions:**

**Part I Lesson Plan Outline:** Select a single student or small group of students who are bilingual or English Language Learners and adapt an existing lesson based on that group of learners. What are the instructional strategies you would include to specifically support the language needs of the student(s) to complete the lesson?

**For this task, focus on oral language skills (rather than reading or writing).** For example, one oral skills element might be spoken vocabulary use. In this case, you would incorporate into the lesson a focus on the following:

* Talks about vocabulary word(s) in the context of a meaningful activity when it occurs outside of a book reading activity (e.g., during a science activity).
* Provides a student‐friendly definition that explains the meaning of a vocabulary word (e.g., “Tangled means it is all knotted and twisted up.”). Ejemplo en español: “Enredado significa que todo está anudado y torcido.”
* Encourages student to say/repeat a vocabulary word with the teacher.
* Requires students to provide higher level, open-ended language (analysis or thinking required, “why,” “how,” compare, link, explain, etc.).
* Encourages student to act out a vocabulary word (e.g., “Show me how you would tromp.”).
* Upward scaffolds student’s correct responses or student’s new topic to build their oral language use (e.g., ask for explanation, alternative ideas, or linking; brainstorms more challenging ways to play/use materials).
* Introduces words/concepts that build background knowledge for the overall understanding.

Be sure to include the range of oral language that would be required of students in this lesson, including discourse skills, peer-to-peer interactions, appropriate linking of non-verbal and verbal communication (e.g., eye contact), speaking to the whole class, culturally and situationally appropriate language, and so on.

* **Part II Rationale:** *Why* do you believe these instructional strategies will support the student(s)? *How* will these identified strategies support your student(s) to achieve the objective of the lesson? Be sure to cite theory and/or literature to support your answer.

**Complete** the Differentiating Instruction assignment by the Sunday of the current week.

**Submit** lesson plan outline and rationale in Canvas.

**Part I**

**Lesson Plan Outline:** Briefly describe the instruction for the lesson plan. Identify the student need and describe the instructional strategies you will intentionally embed into the lesson to support the language needs of the student(s).

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| **Lesson Title:** |  |
| Student Population for whom lesson is designed: |  |
| State Adopted Content Standards/ELD Standards: |  |
| Content Objectives: |  |
| Language Objectives: |  |
| Target Language Needed for Lesson: |  |
| Learning Tasks: |  |
| Describe the oral skills that are required of students to complete the lesson: |  |
| Describe the instructional strategies you will intentionally embed into this lesson to support the student(s): |  |

**Part II**

**Rationale:** Address the following questions in a rationale of 500-750 words. In this reflection, you will discuss the ways in which your lesson plan reflects and applies the content knowledge you have learned in the course and program. In this reflection, be sure to express your thinking regarding this lesson in a full, complete, logical, and professional manner, using your best writing abilities:

* *Why* do you believe these instructional strategies will support the student(s)?
* *How* will these identified strategies support your student(s) to achieve the objective of the lesson?
* Be sure to cite theory and/or literature to support your answer.

**Competency-based Rubric – BLA 64200 – Differentiating Assignment**

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| **Competency Rubric: Differentiating Assignment** | Not completed or completed insufficiently; demonstrated no preparedness or no understanding | Completed with significant deficiencies; well below graduate level; demonstrated very little preparedness and very little understanding | Completed with multiple minor deficiencies; overall below graduate level expectations; indicative of below average preparedness and understanding | Completed with few deficiencies; at expected level; meets satisfactory graduate level expectations; demonstrated expected level of preparedness and understanding | Completed with almost no deficiencies; exceeds expectations; meets exemplary graduate level expectations; advanced level of preparedness and understanding |
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| **BLA Standards 3, 4, 5:** Demonstrate competence in bilingual pedagogy, including the ability to synthesize approaches to teaching language, addressing individual, cultural, and contextual variables. | 1 | 2 | 3 | 4 | 5 |
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| Identify and adequately describe an appropriate student population for the lesson. | 1 – Unfamiliar or Unprepared | 2 - Emerging Competency | 3 – Satisfactory Progress Toward Competency | 4 – Competent | 5 – Special Strength |
| Identify and describe appropriate content and language objectives. | 1 – Unfamiliar or Unprepared | 2 - Emerging Competency | 3 – Satisfactory Progress Toward Competency | 4 – Competent | 5 – Special Strength |
| Identify and describe required lesson target language. | 1 – Unfamiliar or Unprepared | 2 - Emerging Competency | 3 – Satisfactory Progress Toward Competency | 4 – Competent | 5 –Special Strength |
| Describe the oral skills that are required of students to complete the lesson. | 1 – Unfamiliar or Unprepared | 2 - Emerging Competency | 3 – Satisfactory Progress Toward Competency | 4 – Competent | 5 –Special Strength |
| Incorporate instructional strategies required to support student learning. | 1 – Unfamiliar or Unprepared | 2 - Emerging Competency | 3 – Satisfactory Progress Toward Competency | 4 – Competent | 5 –Special Strength |
| Address reflection questions in a minimum 300-500 words. Express lesson rationale in full, complete, logical, and professional manner using graduate level writing abilities. | 1 – Unfamiliar or Unprepared | 2 - Emerging Competency | 3 – Satisfactory Progress Toward Competency | 4 – Competent | 5 –Special Strength |
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| **PLO 3:** Demonstrate the ability to collect, analyze, and critically evaluate data as information to arrive at rational pedagogical decisions. | 1 – Unfamiliar or Unprepared | 2 - Emerging Competency | 3 – Satisfactory Progress Toward Competency | 4 – Competent | 5 – Special Strength |

Operational Definitions:

1. Unfamiliar/Uninterested: The student demonstrates significant deficiency in basic competency in this area or demonstrates little motivation to improve.
2. Emerging Competency: The student demonstrates an introductory knowledge of this are but is not proficient.
3. Satisfactory Progress Toward Competency: The student demonstrates knowledge in many aspects of this area by is not yet proficient.
4. Competent: The student demonstrates competence in this area.
5. Special Strength: The student not only demonstrates competence in this area but could teach it.