



SIGNATURE ASSIGNMENTS:

Faculty Instructional Guide – Online BLA 6400: Dimensions of Bilingual Education

Signature Assignment(s) Requirements & Rubrics:

The Bilingual Lesson Plan and Reflection assignments allow candidates to critically engage with the core content in depth by completing assignments that typically span several weeks of the course. The Candidates will use the Lesson Plan template for a classroom observation in a bilingual setting to analyze bilingual pedagogy principles and language use. Candidates will use the Interview Reflection Rubric to conduct an interview of a parent/guardian whose child is a member of a bilingual classroom setting. In both Signature Assignments, candidates reflect on the data gathered to make critical connections with course content and their own personal, educational, and professional experiences.

- 1) **Bilingual Lesson Plan Reflection:** Candidates will examine, analyze, and report on a bilingual program or class. After locating a bilingual education program/class, candidates will interview the teacher and/or administrator. If permitted, they will observe at least one lesson in the bilingual class to provide additional information about its operation and effectiveness. In the interview, candidates will explore what type of bilingual program model is implemented, its effectiveness in the view of the interviewee, its strengths, its areas of improvement, how is language used in the program, and so on. Information gained from the observation and interview will be articulated in a written report.
- 2) **Parent/Guardian Interview & Reflection:** Candidates will obtain first-hand information about parental/guardian involvement in a child's bilingual education by identifying and securing permission to interview a parent whose child receives bilingual education and/or a teacher in a bilingual education program. Candidates will interview the parent/guardian regarding their views on how parent(s)/guardian(s) can be involved in (1) their child's bilingual education (2) what challenges exist to parental/guardian involvement (3) the benefits derived from parental/guardian involvement in their child's bilingual education (4) advice they would give to other schools/teachers/parent(s)/guardian(s) regarding parental/guardian involvement, etc.

Lesson Plan Rubric

Criteria	9 – 10 points	7 – 8 points	5 – 6 points	1 – 4 points
Student description and Instructional Context	<p>A detailed description of the institutional context, classroom setting, and student characteristics is provided. For ELD students, their cultural and linguistic background, and English proficiency levels are also included. The appropriateness of the lesson within the overall curriculum and for this group of learners is obvious.</p>	<p>A general description of the institutional context, classroom setting, and student characteristics is provided. Although, for ELD students, one or more characteristics are not included (i.e., proficiency level). The appropriateness of the lesson within the overall curriculum and for this group of learners is clear.</p>	<p>A description of the institutional context, classroom setting, and student characteristics is vague and/or lacking. The appropriateness of the lesson within the overall curriculum and for this group of learners is not clear.</p>	Does not meet assignment requirements
Common Core, ELD, or Content Standards and Objectives	<p>Lesson plan objectives identify specific linguistic features. Objectives are distinct from one another and function as the clear purpose and focus of instruction and assessment. Objectives measure various levels of skill.</p> <p>The lesson includes clear reference to the California Department of Education standards for the specific content-area addressed.</p> <p>The lesson includes clear reference to the California Department of Education standards for the specific content-area addressed, as well as standards for listening, speaking, reading or writing, for an identified proficiency level English learner.</p>	<p>Lesson plan objectives identify specific linguistic features. The objectives function as a partial focus for instruction and assessment. Few, if any, differentiated objectives.</p> <p>The lesson includes some reference to the California Department of Education standards for the specific content-area addressed.</p> <p>The lesson includes some reference to the California Department of Education standards for the specific content-area addressed, as well as standards for listening, speaking, reading or writing, for an identified proficiency level English learner.</p>	<p>Lesson plan fails to contain objectives that identify linguistic features. Objectives are so broad and vague that the focus for instruction and assessment is unclear.</p> <p>The lesson fails to include clear reference to the California Department of Education standards for the specific content-area addressed.</p> <p>The lesson fails to include clear reference to the California Department of Education standards for the specific content-area addressed, as well as standards for listening, speaking, reading or writing, for an identified proficiency level English learner.</p>	Does not meet assignment requirements

Resources, Materials & Technology	Resources, materials and/or technology are utilized, appropriate for the learners and provide for optimal student learning.	Resources, materials and/or technology are utilized to support instruction.	Use of resources, materials and/or technology is limited or absent. Materials fail to fully fit the context of the lesson and needs of the students.	Does not meet assignment requirements
Teaching Procedures (Direct Instruction of Subject Content, Guided Practice, Independent Practice, Extension Activity)	Lesson plan contains all elements within the Lesson Body; learning activities support objectives and progress in a logical order; and assessment practices are evident. Student learning is evident. Extension activity (homework) reinforces lessons objectives.	Lesson plan contains most elements within the Lesson Body; learning activities generally support objectives but may not progress in a logical order. Student learning is evident. Extension activity (homework) may only partially reinforce lessons objectives or is not assigned.	Lesson plan elements are absent or incomplete within the Lesson Body; learning activities do not support objectives and/or lack logical progression. Extension activity (homework) does not reinforce lessons objectives or is not assigned	Does not meet assignment requirements
Formative and/or Summative Assessment	Methods of formative and/or summative assessment are established and aligned with objectives.	Methods of formative and/or summative assessment are established.	Limited or no evidence of formative and/or summative assessment is established.	Does not meet assignment requirements.

Student Name:

Total Points: /50

Interview Report Rubric

Category (Possible Points)	Criteria			
	<i>Superior</i>	<i>Above average</i>	<i>Average</i>	<i>Below average</i>
Quality of Response (20 pts.)	Paper meets minimum required length requirement. Paper shows depth and insight, critical thinking, and logical reasoning. (18 - 20 pts.)	Paper meets minimum required length requirement, but some room for improvement in one or more areas of a superior paper. (16 – 17 pts.)	Paper does not meet minimum length requirement and/or is substantially lacking in one or more areas of a superior paper. (14 – 15 pts.)	Paper is short and/or falls below minimum standards and expectations. (0 – 13 pts.)
Organization (10 pts.)	Well-organized, well written, easy to read and understand. (9 - 10 pts.)	Well-organized but “flow” of content could be improved. (7 - 8 pts.)	Organization lacking and arguments difficult or impossible to follow. (5 - 6 pts.)	Organization falls below minimum standards and expectations. (0 - 4 pts.)
Content (15 pts.)	Provides a full and complete description of a variety of interview topics as drawn from course materials and resources. (14 - 15 pts.)	Some room for improvement in one or more areas of a superior paper. (11 – 12 pts.)	Paper is substantially lacking in one or more areas of a superior paper. (9 – 10 pts.)	Paper falls below minimum standards and expectations. (0 – 8 pts.)
Grammar, Spelling, Usage, Mechanics (5 pts.)	Exhibits very few errors in these areas and meaning not obscured. (5 pts.)	Exhibits some errors in these areas and meaning generally not obscured. (4 pts.)	Exhibits errors in these areas and on multiple occasions meaning is obscured. (3 pts.)	Errors in these areas reach a level below minimum standards and expectations. (0 - 2 pts.)
Student Name:			Total Points/Percentage:	/50

Reflective Writing Assignment Rubric

	Topic (20 pts.)	Development (15 pts.)	Expression (10 pts.)	Mechanics (5 pts.)
<p>Superior</p> <p>Writing in this category may have minor flaws, but is superior overall</p>	<p>Addresses the topic clearly and responds effectively to all aspects of the task. Explores the issues thoughtfully and in depth. (18-20)</p>	<p>Is coherently organized, with ideas supported by appropriate reasons and well-chosen examples. Shows exemplary evidence of critical thinking on topics covered. (13-15)</p>	<p>Has an effective, fluent style marked by syntactic variety and a clear command of the language. (9-10)</p>	<p>Is generally free from errors in vocabulary, mechanics, usage, and sentence structure. (5)</p>
<p>Strong</p> <p>Writing in this category demonstrates clear competence in writing. Errors are not serious enough to distract or confuse the reader.</p>	<p>Clearly addresses the topic but may respond to some aspects of the task more effectively than others. (16-17)</p>	<p>Shows some depth and complexity of thought. Is well organized and developed with appropriate reasons and examples. Shows strong evidence of critical thinking on topics covered. (11-12)</p>	<p>Displays some syntactic variety and facility in the use of language. (7-8)</p>	<p>May have a few errors in vocabulary, mechanics, usage, and sentence structure. (4)</p>
<p>Adequate</p> <p>Writing in this category demonstrates adequate writing. Some errors may distract the reader, but they do not significantly obscure meaning.</p>	<p>Addresses the topic but may not completely cover some aspects of the task; may treat the topic simplistically or repetitively. (14-15)</p>	<p>Is adequately organized and developed, generally supporting ideas with reasons and examples. Shows some evidence of critical thinking on topics covered. (9-10)</p>	<p>Demonstrates adequate facility with syntax and language. (5-6)</p>	<p>May have some errors, but generally demonstrates control of vocabulary, mechanics, usage, and sentence structure. (3)</p>
<p>Marginal</p> <p>Demonstrates developing competence but is flawed in some significant way.</p>	<p>Distorts or neglects aspects of the task. (12-13)</p>	<p>Lacks focus or demonstrates confused or simplistic thinking. Is poorly organized or developed. Shows little evidence of critical thinking on topics covered. (7-8)</p>	<p>Has significant problems with or avoids syntactic variety. (3-4)</p>	<p>Has an accumulation of errors in vocabulary, mechanics, usage, and sentence structure. (2)</p>
<p>Very Weak</p> <p>Paper is seriously flawed and reveals one or more of the following weaknesses</p>	<p>Indicates confusion about the topic or neglects important aspects of the task. (0-11)</p>	<p>Has very weak organization, little development, or simplistic generalizations without support. Shows no evidence of critical thinking on topics covered. (0-6)</p>	<p>Has inadequate sentence control. (0-2)</p>	<p>Is characterized by numerous errors in vocabulary, mechanics, usage, and sentence structure. (0-1)</p>

Student Name:

Grade: /50

Faculty Instructional Guide – Online

BLA 6410: Theory and Method of Bilingual Pedagogy

Signature Assignment(s) Requirements & Rubrics:

The Bilingual Lesson Plan and the Teacher/Administrator Interview Reflection allow candidates to engage with the core content in depth by completing assignments that typically span several weeks of the course. In BLA 6410 the Signature Assignments consist of (1) development of a standards-based lesson for a bilingual context, and (2) an interview of a teacher or administrator in an educational setting. In both of these assignments, candidates are to reflect on the data gathered from these two assignments and to make critical connections with course content and their own personal, educational, and professional experiences.

- 1) **Bilingual Lesson Plan Review:** Candidates will demonstrate their ability to create a lesson plan which incorporates the principles of oracy, literacy, and content-area standards-based instruction for English learners. Candidates will create a content-area lesson plan using sheltered instruction (SIOP) principles in conjunction with the California ELD and Common Core standards. This lesson will be developed for the candidates own students. The overarching goal of this assignment is to create a standards-based lesson which meets the needs of English Learners. This lesson is to be based on the SIOP model, be standards-based, incorporating both content and linguistic objectives appropriate for English learners at a specific grade level. The lesson plan will demonstrate competency in making content accessible to English Learners, reflecting the content and strategies presented in the textbook.
- 2) **Teacher/Administrator Interview Reflection:** Candidates will obtain first-hand information about culturally responsive schooling by securing permission to interview a teacher or administrator who works in a class or school with a culturally diverse student population. Candidates will conduct an interview, inquiring about culturally responsive schooling, how it is addressed in their instruction/leadership, successes and barriers in this area, advice they would give to other educators in regard to fostering culturally responsive schooling, and so on. The interview data will be articulated in a written report.

Lesson Plan Rubric

Criteria	9 – 10 points	7 – 8 points	5 – 6 points	1 – 4 points
Student description and Instructional Context	A detailed description of the institutional context, classroom setting, and student characteristics is provided. For ELD students, their cultural and linguistic background, and English proficiency levels are also included. The appropriateness of the lesson within the overall curriculum and for this group of learners is obvious.	A general description of the institutional context, classroom setting, and student characteristics is provided. Although, for ELD students, one or more characteristics are not included (i.e., proficiency level). The appropriateness of the lesson within the overall curriculum and for this group of learners is clear.	A description of the institutional context, classroom setting, and student characteristics is vague and/or lacking. The appropriateness of the lesson within the overall curriculum and for this group of learners is not clear.	Does not meet assignment requirements
Common Core, ELD, or Content Standards and Objectives	<p>Lesson plan objectives identify specific linguistic features. Objectives are distinct from one another and function as the clear purpose and focus of instruction and assessment. Objectives measure various levels of skill.</p> <p>The lesson includes clear reference to the California Department of Education standards for the specific content-area addressed.</p> <p>The lesson includes clear reference to the California Department of Education standards for the specific content-area addressed, as well as standards for listening, speaking, reading or writing, for an identified proficiency level English learner.</p>	<p>Lesson plan objectives identify specific linguistic features. The objectives function as a partial focus for instruction and assessment. Few, if any, differentiated objectives.</p> <p>The lesson includes some reference to the California Department of Education standards for the specific content-area addressed.</p> <p>The lesson includes some reference to the California Department of Education standards for the specific content-area addressed, as well as standards for listening, speaking, reading or writing, for an identified proficiency level English learner.</p>	<p>Lesson plan fails to contain objectives that identify linguistic features. Objectives are so broad and vague that the focus for instruction and assessment is unclear.</p> <p>The lesson fails to include clear reference to the California Department of Education standards for the specific content-area addressed.</p> <p>The lesson fails to include clear reference to the California Department of Education standards for the specific content-area addressed, as well as standards for listening, speaking, reading or writing, for an identified proficiency level English learner.</p>	Does not meet assignment requirements

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<p>Very Weak</p> <p>Paper is seriously flawed and reveals one or more of the following weaknesses</p>	<p>Indicates confusion about the topic or neglects important aspects of the task. (0-11)</p>	<p>Has very weak organization, little development, or simplistic generalizations without support. Shows no evidence of critical thinking on topics covered. (0-6)</p>	<p>Has inadequate sentence control. (0-2)</p>	<p>Is characterized by numerous errors in vocabulary, mechanics, usage, and sentence structure. (0-1)</p>

Student Name:

Grade:

Faculty Instructional Guide – Online

BLA 6420: Culture of Emphasis – Spanish/Chinese

Signature Assignment(s) Requirements & Rubrics:

The Cultural Frame of Reference Reflection and Culturally Responsive Lesson Plan allow candidates to engage with the core content in depth by completing assignments that typically span several weeks of the course. In BLA 6420 the signature assignments consist of (1) the candidate's examination of their own cultural frame of reference as well as of a person of LatinX/Chinese origin, (2) a lesson plan that is culturally responsive, and (3) a response essay which discusses cultural literacy. In these assignments, candidates are to reflect on the knowledge gained by engaging in the research, planning, and creation of these and to make critical connections with course content and their own personal, educational, and professional experiences.

- 1) **Cultural Frame of Reference Reflection:** 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 reflecting on prompts posted on pages 52-58 in the Hammond textbook, "*Preparing to Be a Culturally Responsive Practitioner.*" Candidates will further use these same prompts to interview a person of LatinX/Chinese cultural background. In narrative form, candidates will write a Reflective Essay reflecting on their interview findings and how those findings help build their cultural awareness.
- 2) **Responsive Lesson Plan:** Candidates create a culturally responsive lesson plan. 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 a reflective essay of 800 – 1,000 words explaining how their lesson plan reflects their learning in the course to date.

CSOE Lesson Plan Template

GRADE			
SUBJECT			
LESSON SUMMARY			
OBJECTIVE.			
What will your students be able to do?			
ASSESSMENT			
How will you know whether your students have made progress toward the objective? How and when will you assess mastery?			
COMMON CORE			
How will you address Common Core standards?			
DIFFERENTIATION			
How will you differentiate your instruction to reach the diversity of learners in your classroom? How will you address your English Learners? List the specific strategies you will use.			
OPENING (10 minutes – suggested)			MATERIALS/STRATEGIES
How will you communicate <i>what</i> is about to happen? How will you communicate <i>how</i> it will happen? How will you communicate its <i>importance</i> ? How will you communicate <i>connections</i> to previous & future lessons? How will you engage students and capture their interest?			
TIME	TEACHER	STUDENTS	

INTRODUCTION OF NEW MATERIAL (10 minutes – suggested) What key points will you emphasize and reiterate? How will you ensure that students actively take-in information? How will you vary your approach to make information accessible to all students? Which potential misunderstandings will you anticipate? Why will students be engaged and interested?			
TIME	TEACHER	STUDENTS	
GUIDED PRACTICE (15 minutes – suggested) How will you clearly state and model behavioral expectations? How will you ensure that all students have multiple opportunities to practice? How will you scaffold practice exercises from easy to hard? How will you monitor and correct student performance? Why will students be engaged and interested?			
TIME	TEACHER	STUDENTS	
INDEPENDENT PRACTICE (25 minutes – suggested) How will you clearly state and model behavioral expectations? In what ways will students attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension? Why will students be engaged and interested?			

TIME	TEACHER .	STUDENTS	
	TEACHER .	STUDENTS	
	TEACHER .	STUDENTS .	

	TEACHER	STUDENTS	Crowd Control
	TEACHER	STUDENTS	
CLOSING (5 minutes – suggested) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?			
TIME		STUDENTS	
HOMEWORK (if appropriate). How will students practice what they learned?			