

## **Program Standard 10: Preparation to Teach English Language Learners**

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English language learners. Candidates learn about state and federal legal requirements for the placement and instruction of English language learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect students' language acquisition.

NOTE TO READER AS TO ORGANIZATION OF RESPONSES TO STANDARD 10 ELEMENTS:

The CSUSM Preliminary Mild/Moderate and Moderate/Severe Education Specialist credential program options credential both **Concurrent** candidates **without** a preliminary credential and **“Add On”** candidates **with** a preliminary credential.

### **Explanation of Standard 10 Responses for “Concurrent” Candidates (Option 1 Candidates)**

Candidates without a preliminary credential are referred to as “Concurrent Candidates,” as they are concurrently enrolled in the Preliminary Education Specialist program and the Multiple Subject (or Single Subject, currently inactive) credential programs. For Concurrent candidates, the preparation to teach English learners is met through the infusion of content in several courses (i.e., EDMX 511, EDMS 555, EDMX 521, EDMX 622) taken by all Concurrent candidates and in clinical practice experiences.

### **Explanation of the Standard 10 Responses for “Add On” Candidates (Options 2a, 2b and 2c Candidates)**

“Add-On” candidates are candidates who already have a valid preliminary (e.g., Multiple Subject, Single Subject) credential and who add on the Mild/Moderate Education Specialist credential with the option to also add the Moderate/Severe Education Specialist credential, with an additional course (EDMX 635) and clinical practice experience (EDMX 573).

Most Add On candidates enter this option already authorized to teach English learners, having received preparation to teach English learners as part of their initial credential preparation. For all Add On candidates, additional preparation to teach English learners is

provided in the required Education Specialist courses (i.e., EDMX 622) as described in the Standard 10 Program Elements that follow.

Furthermore, candidates electing to earn a Master of Arts (MA) in Education degree along with the Add On credential must take **EDUC 602 Schooling in a Multicultural Society** as a core master’s course which addresses several elements of Standard 10. Most Add On candidates elect to earn the MA degree, so complete the EDUC 602 course.

If an “Add-On” candidate enters *without* the authorization to teach English language learners (e.g., a CLAD certificate or emphasis or an SB 2042 credential that authorizes English learner instruction), the candidate must take **EDUC 602 Schooling in a Multicultural Society** as well as **EDUC 641 Sociocultural Contexts of Language and Learning**. These are the two School of Education courses that in combination with special education clinical practice in multicultural/multilingual educational settings (i.e., EDMX 572 for non-interns, EDMX 671 for interns, EDMX 672 for interns needing a 2<sup>nd</sup> year, and EDMX 573 for candidates adding the Moderate/Severe credential onto the Mild/Moderate credential) qualify Education Specialist candidates for the authorization to teach English learners.

| Standard 10<br>Program Element   | Program Description that Addresses this Element   | Evidences and Artifacts |
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| <p><i>10.1 In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English language learners.</i></p> | <p>Each of the Education Specialist program options provides candidates with multiple opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English language learners as described in the following narratives for Concurrent and Add On candidates.</p> <p><b>CONCURRENT CANDIDATE COURSEWORK AND FIELD EXPERIENCE</b></p> <p><b>Clinical Field Experience</b></p> <p><b>Daily (4 times/week) tutoring of English language learners.</b></p> <p>In the Cal State San Marcos program, all candidates receive coursework instruction on an elementary school campus. To qualify as a concurrent cohort campus, at least 75% of the student population must be English language learners (ELLs) so that candidates can have daily opportunities to apply instructional skills being learned in methods courses to the delivery of instruction of English language learners. Four days per week, each candidate works with and tutors an English language learner for 45 minutes as part of</p> |                         |

the curriculum and the school's Response to Intervention Tier 1 and Tier 2 approach. The course and tutoring schedule is as follows:

**Class and Tutoring Schedule: 7:30 a.m. – 3:15 p.m.  
Twin Oaks Elementary School, San Marcos, CA**

The school day for the first 8 weeks of each semester is as follows:

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| 7:15 a.m.               | Arrival  |
| 7:30 – 8:45 a.m.        | University Coursework Time   |
| <b>8:45 – 9:30 a.m.</b> | <b>Tutoring</b> (Proceed directly to the assigned classroom at the bell) |
| 9:30 – 9:45 a.m.        | Transition Break   |
| 9:45 – 11:45 a.m.       | University Coursework Time   |
| 11:45 – 12:45 p.m.      | Lunch (You may go off campus, and be back by 12:35 or 12:40)             |
| 12:45 – 3:15 p.m.       | University Coursework Time (with a “natural” 15-minute break)            |
| 3:15 p.m.               | School Dismissal   |

Candidates tutor primarily in language arts and English language development. When they return to their course classes for the remainder of the academic day, their tutoring is debriefed with the instructors and connections are made between planning and delivery of instruction to ELLs. This tutoring occurs while candidates are enrolled in the elementary methods courses, which are delivered during the first 8 weeks of the 16-week semester. On the fifth day of the week candidates are engaged in observation and participation at their clinical practice site in which they are placed full time for the last 7 or 8 weeks of the semester.

**EDMX 511**

For the EDMX 511 *Elementary Teaching and Learning for Educational Specialists I*, a major goal and candidate is to ensure that candidates can develop a lesson that is differentiated for a diverse group of students inclusive of English learners at the beginning, intermediate and advanced levels. An examination of the *Differentiated and Universally Designed Lesson Plan Lesson Design Template* (on pages 13 through 16 of

[Tutoring Schedule](#) in  
August 2011  
Newsletter to  
Concurrent

[EDMX 511](#) syllabus

Differentiated and  
Universally Designed

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|  | <p>the syllabus) reveals how the candidate is prompted to describe for English learners performing each of the three levels of English proficiency the following considerations and decisions: a) each student’s specific learning needs, b) an instruction strategy or student activity in the lesson that could challenge each of the three students, c) how to adapt the strategy/activity to accommodate each students’ needs, d) how the adaptation assists each student to progress toward the lesson’s goal, and e) how progress will be monitored to evidence each student’s progress toward the lesson’s goal. A rationale must be provided for the selection of this monitoring assessment.</p> <p><b>EDMX 521</b></p> <p>Much of the EDMX 521 <i>Elementary Literacy for Education Specialists</i> course is dedicated to providing modeling and guided practice in preparing for the delivery of effective instruction, with a focus upon comprehensive instruction in literacy to English language learners. To this end, the candidates perform an initial case study with an English language learner through the <i>Assignment #1: Standards Alignment – Planning and Organizing for Instruction</i> assignment (see pages 6 and 7 of the syllabus for the assignment description and page 8 for the assignment rubric). In preparation for this case study, in Class Sessions #1 –through #4 (see page 3 of the syllabus for the class content), candidates analyze the Reading/Language Arts (RLA) framework and standards and the English Language Development (ELD) framework and standards. To acquire knowledge on how to analyze data and how to instruct English language learners (ELLs), candidates (for Class Session #2) read Chapter 7 in the Quiocho &amp; Ulanoff text, <i>Differentiating literacy instruction for English language learners</i>, which describes how to analyze data and use that instruction to instruct ELLs.</p> <p>While candidates are tutoring in the classroom, for EDMX 521, they are expected to observe the five strands of a balanced reading program and how the content of these strands are delivered in the classroom. Given this information, for <i>Assignment #2: Observation of Reading Strands - Delivery of Reading Instruction</i> (see pages 9 – 11 of syllabus for the assignment description), candidates compare what they observe with Reading/Language Arts and English Language Development frameworks and standards as well as other reading materials assigned in the course to identify gaps in instruction</p> | <p>Lesson Plan assignment (p. 8)</p> <p>Differentiated and Universally Designed Lesson Plan Template (pp. 13 – 16)</p> <p><a href="#">EDMX 521</a> syllabus</p> <p>Assignment #1: Standards Alignment – Planning and Organizing for Instruction assignment and rubric (pp. 6 - 8)</p> <p>Class Sessions #1 - #4 (p. 3)</p> <p>Assignment #2: Observation of Reading Strands - Delivery of Reading Instruction Organizing for</p> |
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|  | <p>and develop a detailed instructional activity to deliver reading instruction inclusive of ELLs.</p> <p>In the first eight weeks of the semester, before candidates begin full time student teaching (in the last 8 weeks of the semester), candidates observe and take field notes in their respective clinical practice settings (in which they are spending one day per week). Candidates take anecdotal notes on ELLs and investigate students' CELDT scores. For <i>Class Sessions #4 - #8</i> and <i>Class Session #11</i>, candidates bring these scores to class for a lecture and demonstration on reconciling CELDT scores and the requirements of state adopted standards (see class session #4 - #8 AND #11). Note that <i>Class Session #12</i> also addresses the issue of academic language development and background knowledge when analyzing student data to plan for the delivery of instruction.</p> <p><b>EDMS 555</b></p> <p>As the <i>course description and course objectives and required readings</i> (presented on pages 1 and 2 of the syllabus) for the EDMS 555 <i>Elementary Multilingual/Multicultural Education</i> course make clear, this course is expressly designed to provide candidates with the knowledge and practice to differentiate instruction and apply theories and methods of English language development for English learners to enable candidates to meet this element of this Standard 10; namely, to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English language learners. The required readings for the course are specially selected to teach candidates how to develop effective lessons for English learners. Namely, the required texts include the 2008 third edition of Echevarria, Vogt, and Short's <i>Making content comprehensible for elementary English learners: The SIOP Model</i>. SIOP is the acronym for Sheltered Instruction Observation Protocol (SIOP), a research-based and validated instructional model proven to equip teachers with the ability to design and deliver lessons that address the academic and linguistic needs of English learners by offering instructional strategies connected with each of the following the eight interrelated components of:</p> <ul style="list-style-type: none"> <li>• Lesson Preparation</li> </ul> | <p>Instruction (pp. 9 – 11)</p> <p>Class Sessions #4 - #8, #11 &amp; #12 (pp. 3 – 5)</p> <p><a href="#">EDMS 555</a> syllabus</p> <p>Course description, objectives, and required readings (pp. 1 &amp; 2)</p> |
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- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

The SIOP components are used as organizing topics for the course class sessions and ensures that candidates are prepared with research-based instructional planning and teaching strategies to instruct English language learners, in accordance with this standard element 10.11 (see SIOP references in readings and topics for *Class Sessions #1 and #4 through #12* on pages 5 and 6 of the syllabus). Candidates also learn about and use the California ELD standards and the Diaz-Rico and Weed (2010) *Cross-cultural, language and academic development handbook: A complete K-12 reference guide* to guide their lesson observation and lesson design assignments for this class.

EDMS 555 complements the EDMX 511 Elementary Teaching and Learning for Education Specialist I teaching methods course by equipping candidates with the information they need to develop adaptations for English learners at the beginning, intermediate and advanced levels for the EDMX 511 Differentiated and Universally Designed Lesson Plan major assignment. This is accomplished through two targeted assignments - *Assignment #2: ELD/SDAIE Lesson Observation and Write-up* (described on page 3 of the syllabus) and *Assignment #4: Social Justice Equity Multicultural Lesson Designs* collection (described on page 4 of the syllabus).

**CONCURRENT AND ADD ON CANDIDATE COURSEWORK**

**EDMX 622**

In EDMX 622 *Literacy for Education Specialists* all Education Specialist credential candidates are given assessment date and conduct a comprehensive Case Study assignment for a middle school aged intermediate level English learner who is

Class Sessions #1, #4 - #12 (pp. 5 & 6)

Assignment #2:  
ELD/SDAIE Lesson  
Observation and Write-  
up (p. 3)

Assignment #4: Social  
Justice and Equity  
Multicultural Lesson  
Designs #2 (p. 4)

[EDMX 622](#) syllabus

struggling with reading and writing. Considering that EDMX 521 is a prerequisite for EDMX 622, candidates have already analyzed the RLA and ELD standards. Therefore, in EDMX 622, these standards are reviewed in *Class Session #4* (see page 5 of syllabus). Through a comprehensive *Case Study* assignment (described on pages 12 through 15 of the syllabus), candidates design a lesson on reading comprehension based on the assessment data and other contextual information. They use the CA Reading/Language Arts Framework to determine which state-adopted content standards and goals around which to build their lesson. This comprehensive assignment is introduced in the first week of the course, and it is then completed over a period of several weeks, with some components completed during class time (see *Class Sessions #8 - #12* on pages 7 and 8 of the syllabus), and others completed outside of class.

Class Session #4 (p. 5)

Case Study: Parts 1 - 4 assignment (pp. 12 - 15)

Class Sessions #8 - #12 (pp. 7 & 8)

**ADD ON CANDIDATES WITHOUT THE AUTHORIZATION TO TEACH ENGLISH LEARNERS**

All candidates, but an occasional out-of-state prepared candidate, enter the Add On Mild/Moderate and Moderate/Severe Education Specialist program option already authorized to teach English learners, having received preparation to teach English learners as part of their initial Multiple Subject or Single Subject credential preparation. For Add On credential candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English, to supplement their authorization, they complete (as do all Education Specialist credential candidates) the EDMX 622 *Literacy for Education Specialists* course that refines their skills at differentiating for English language learners as described in the previous paragraph. Additionally, candidates are required to complete two additional courses, EDUC 602 Schooling in a Multicultural Society and EDUC 641 Sociocultural Contexts of Language and Learning.

**EDUC 602**

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|  | <p>EDUC 602 <i>Schooling in a Multicultural Society</i> is expressly designed for the Add On Mild/Moderate and Moderate/Severe Education Specialist credential candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English. In particular, the <i>ELD Literacy Intervention Plan</i> (described on pages 3 and 4 of the syllabus) requires candidates to apply the information obtained through course readings, class sessions, and data collected and analyzed for a group of ethnically and linguistically diverse learners (including English language learners) to develop a literacy plan that ensures equal access to grade level curriculum and academic growth through the use of supports, accommodations, and stated-adopted materials.</p> <p>Through the <i>Class Session #1 Data Café</i> exercise (see page 5 of the syllabus), candidates also acquire knowledge of service options for English learners that enable teachers to deliver comprehensive instruction to English learners.</p> <p><b>EDUC 641</b></p> <p>EDUC 641 <i>Sociocultural Contexts of Language and Learning</i> has been specially designed/adapted for the Add On candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate in order to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English. In particular, the major assignment for the course - <i>Assignment #6b: Literature Review: Supporting English Learners With and Without Disabilities</i> (described on page 5 of the syllabus) – requires Education Specialist candidates to conduct a comprehensive review of the literature in order develop a menu of supports and services that enable English learners with and without disabilities to access the core curriculum in inclusive educational settings. Included in the review must be a description of a) the use of expertise of specialists and support personnel (e.g., paraprofessionals) and b) school-base structures and organizations that support English learners and student eligible for special education. As categories of supports emerge, organize them as you would in a thesis Chapter 2: Literature Review in APA format. Additionally,</p> | <p><a href="#">EDUC 602</a> syllabus</p> <p>ELD Literacy intervention Plan, (pp. 3 &amp; 4)</p> <p>Class Session #1 (p. 5)</p> <p><a href="#">EDUC 641</a> syllabus</p> <p>Assignment #6b: Literature Review: Supporting English Learners With and Without Disabilities (page 5)</p> |
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candidates compose short essays as described in the *Short Essays* assignment description on page 3 of the syllabus that demonstrate their understanding of English language development in general and at their home schools, Proposition 227 implementation, and CELDT scores for an English learner and their overall knowledge of how to deliver comprehensive instruction to English learners. See also Class Sessions #2, #4, #6, and #7 on pages 5 and 6 of the syllabus for input on language and literacy instructional topics.

**CONCURRENT AND ADD ON MILD/MODERATE AND MODERATE/SEVERE CLINICAL PRACTICE**

**EDMX 572/671/672/573**

**Education Specialist TPEs Demonstrating Candidates' Abilities to Deliver Comprehensive Instruction to English Language Learners in Clinical Practice**

The ability to deliver instruction to English language learners is assessed in all Education Specialist clinical practice options through the use of the *Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment* form (for the Mild/Moderate credential) and the *Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment* form (for the Moderate/Severe credential). Both of these assessment forms explicitly require that for a candidate to be recommended for the respective Education Specialist credential, the designated elements of **TPE 7: Teaching English Learners** must be observed and “checked off” by a university supervisor at the “Meets” or better level.

On the Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment, candidates demonstrate their abilities to deliver comprehensive instruction to English language learners by successfully meeting the following standard elements of TPE 7.

**Mild/Moderate TPE 7: Teaching English Learners**

Short Essays assignment (p. 3)

Class Sessions #2, #4, #6, and #7 Class Topics (pp. 5 & 6)

**EDMX**  
[572/671/672/573](#)  
syllabi

[Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment](#)

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|  | <p>M/M TPE 7.1 Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students’ prior learning and background, and c) analysis of students’ errors in oral and written language to develop students’ literacy in English and provide instruction differentiated to students’ language abilities</p> <p>M/M TPE 7.2 Using ELD principles/practices, has students express understanding in a variety of ways and uses primary language resources (e.g., peers, books, students’ primary language skills, paraeducators) to develop academic language and comprehension and knowledge of core curriculum content</p> <p>On the <i>Cal State San Marcos Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment</i>, candidates demonstrate their abilities to deliver comprehensive instruction to English language learners by successfully meeting the following standard element of TPE 7.</p> <p><b>Moderate/Severe TPE 7: Teaching English Learners (with Moderate/Severe Disabilities)</b></p> <p>M/S TPE 7.1 Knows and uses a) English Language Development principles and instructional practices, b) students’ prior learning and background, c) analysis of students’ oral and written language errors, and d) assessment of students’ verbal and non-verbal communication abilities to provide instruction differentiated to develop students’ English language, literacy, communication, and social interaction abilities</p> | <p><a href="#">Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment</a></p> |
| <p><i>10.2 Candidates learn about state and federal legal requirements for the placement and instruction of English language learners.</i></p> | <p>Each of the Education Specialist program options provides candidates with multiple opportunities to learn about state and federal legal requirements for the placement and instruction of English language learners.</p> <p><b>CONCURRENT CANDIDATE COURSEWORK</b></p> <p><b>EDMX 521</b></p> <p>In 521 <i>Elementary Literacy for Education Specialists</i> candidates use California</p>  | <p><a href="#">EDMX 521</a> syllabus</p>  |

assessment and placement data to determine needed language and learning modifications to mediate instruction for grade level text. To accomplish this application, in *Class Session #12* (see page 5 of the syllabus), candidates first review the language expectations for the five levels of EL students according to California English Development Test (CELDT), using the celdt.org website. In *Class Session #13* (see page 5 of the syllabus) candidates complete *Assignment #7 – Guided Practice for Literacy Development of ELLs* (described on page 17 of the syllabus). Through this assignment, candidates learn to apply state requirements for the placement and instruction of English language using the CELDT by reviewing and analyze state-adopted materials brought to class, specifically informational text, with state-adopted reading/language arts text books (e.g., Houghton Mifflin) for grades 1, 3, and 5 to determine language demands of the texts. Candidates then compare the language expectations of CELDT to the language demands of the text and work in groups to develop language and learning modification to mediate instruction using a textbook at the grade level of their clinical placement.

### **EDMS 555**

*As Course Objectives #3 and #4* (on page 1 of the syllabus) for EDMS *Elementary Multilingual/Multicultural Education* articulate, the topical focus of EDMS 555 is to familiarize candidates with federal and state policies and laws on effective bilingual education and well as federal and California laws and practices. Candidates examine state and federal laws as part of *Class Session #2* (on page 5 of the syllabus). They also examine the California CELDT as it related to language expectations at all five levels and the ELD framework and relevant laws as part of *Class Session #3* on page 5 of the syllabus). This information is used in subsequent sessions to build candidate’s learning and application of how to select students for ELD testing and placement in ELD programs (see *Class Session #4* on page 5 of the syllabus) and provide instruction and place students in ELD instructional groupings for differentiated instruction (see *Class Sessions #5 through #11* on pages 5 and 6 of the syllabus) regarding student identification, assessment, language re-designation, and placement.

### **CONCURRENT AND ADD ON CANDIDATE COURSEWORK**

Class Sessions #12 and #13 (p. 5)

Assignment #7: Guided Practice for Literacy Development of ELLs (p. 17)

[EDMS 555](#) syllabus

Course Objectives #3 and #4 (p. 1)

Class Session #2 - #11 topics (pp. 5 & 6)

**EDMX 622**

In EDMX 622 *Literacy for Education Specialists*, to better inform Education Specialist candidates of their assessment responsibilities as teachers, for *Class Session #7* (see page 6 of the syllabus), candidates review the *CELDT 101 Overview and Requirements* at [http://www.celdt.org/documents/CELDT\\_101.pdf](http://www.celdt.org/documents/CELDT_101.pdf), with particular emphasis on accommodations for English learners with potential special needs. A culminating activity during this Class Session #7 is an in-class 5-item assessment about the California-mandated CELDT, STAR and CAHSEE assessments.

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**EDUC 602**

[EDMX 622](#) syllabus

Class Session #7 assigned CELDT reading & in-class assessment (p. 6)

[EDUC 602](#) syllabus

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|  | <p>EDUC 602 <i>Schooling in a Multicultural Society</i> is expressly designed for the Add On” credential candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English. To familiarize candidates with state and federal legal requirements for the placement and instruction of English learners, in the <i>Class #1</i> Data Café exercise candidates review state and federal laws related to English learners, including students eligible for special education. Further, for <i>Class Session #5</i> (assigned in Class Session #4), candidates read and discuss the Gandara and Baca article entitled <i>NCLB and California’s English Learners</i> and, in this way learns about how the No Child Left Behind national legislation to provide access to the curriculum for all students applies to California English learners. Finally, for the <i>ELD Literacy Intervention Plan</i> assignment (described on pages 3 and 4 of the syllabus), candidates are required to apply their understanding of the mandated California CELDT as it applies to the ethnically and linguistically diverse students in their school for whom they are analyzing data to craft a literacy plan to ensure access to grade-level curriculum.</p> <p><b>EDUC 641</b></p> <p>EDUC 641 <i>Sociocultural Contexts of Language and Learning</i> also has been specially designed/adapted for the “Add On” Mild/Moderate and Moderate/Severe Education Specialist credential candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English. To familiarize candidates with state and federal legal requirements for the placement and instruction of English learners, a topic of <i>Class Session #2</i> (on page 5) is that of English learners and California law. Additionally, one of the <i>Short Essay</i> assignments has candidates reflection on Proposition 227 and it’s implementation in the candidate’s local school district (see page 3 of the syllabus for the reflection prompt and page 5 for it’s assignment in <i>Class Session #4</i>).</p> | <p>Class Sessions #1 &amp; #5<br/>(pp. 5 &amp; 6)</p> <p>ELD Literacy<br/>Intervention Plan<br/>assignment (pp. 3 &amp; 4)</p> <p><a href="#">EDUC 641</a> syllabus</p> <p>Class Sessions #2 &amp; #4<br/>(p. 5)</p> <p>Short Essays for<br/>Moodle: How is<br/>Proposition 227<br/>implemented in a local</p> |
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|  | <p><b>CONCURRENT AND ADD ON MILD/MODERATE AND MODERATE/SEVERE CLINICAL PRACTICE</b></p> <p><b>EDMX 572/671/672/573</b></p> <p><b>Education Specialist TPEs Demonstrating Candidates’ Abilities to Deliver Comprehensive Instruction to English Language Learners in Clinical Practice</b></p> <p>The ability to deliver instruction to English language learners is assessed in all Education Specialist clinical practice options through the use of the <i>Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment</i> form (for the Mild/Moderate credential) and the <i>Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment</i> form (for the Moderate/Severe credential). Both of these assessment forms explicitly require that for a candidate to be recommended for the respective Education Specialist credential, the designated elements of <b>TPE 12: Professional, Legal, and Ethical Obligations</b> must be observed and “checked off” by a university supervisor at the “Meets” or better level.</p> <p>For the Mild/Moderate ES TPE Clinical Practice Assessment TPE 12, the following element that relates to federal and state requirements for placement and instruction of English learners must be met.</p> <p><b>Mild/Moderate TPE 12: Professional, Legal, and Ethical Obligations</b></p> <p>M/M TPE 12.1 Knows CA and federal laws and procedures pertaining to students with IEPs, English learners, RTI, 504 plans, and eligibility and placement</p> <p>For the Moderate/Severe ES TPE Clinical Practice Assessment TPE 12, the following element must be met.</p> <p><b>Moderate/Severe TPE 12: Professional, Legal, and Ethical Obligations</b></p> | <p>school? (p. 3)</p> <p><b>EDMX</b><br/><b><u><a href="#">572/671/672/573</a></u></b><br/>syllabi</p> <p><u><a href="#">Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment</a></u></p> <p><u><a href="#">Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment</a></u></p> |
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|  | <p>M/S TPE 12.1 Knows CA and federal laws, procedures, and policies pertaining to students with IEPs, English learners, RTI, 504 plans, eligibility and placement, and mandated considerations for augmentative and alternative communication technology and specialized health care in educational settings</p>   |  |
| <p><i>10.3a Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English</i></p> | <p>Candidates in each of the Education Specialist program options have the opportunity to demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English.</p> <p><b>Concurrent Candidates</b></p> <p><b>EDMX 521</b></p> <p>In 521 <i>Elementary Literacy for Education Specialists</i> candidates complete the comprehensive <i>Assignment #6: Case Study</i> assignment (described on pages 16 – 17 of the syllabus) as a sequenced guided practice experience across <i>Class Sessions #4</i> through <i>#8</i> (pages 3 and 4 of syllabus for class session descriptions). For this case study, candidates practice applying the pedagogical theories and practices they are learning in class regarding literacy instruction for a selected English learner. Over the class sessions, candidates receive guided instruction and feedback from the instructor as they analyze the data of their selected case study students using the ELD and assessment results to plan appropriate differentiation of instruction for their students. They acquire knowledge through their use of the Reading language arts English language developmental frameworks and the Reading/Language Arts framework for California public schools: Kindergarten through grade 12 and through the reading of the Quiocho and Ulanoff text, <i>Differentiating literacy instruction for English language learners</i>. With this input on language development, each candidate uses the data from assessments conducted with their respective Case Study student (see pages 16 and 17 of the case study to see required and optional assessments) to develop a developmentally appropriate lesson plan for the student based upon ELD in language. Candidates also examine student’s CELDT scores. Through this guided practice process an analyzing</p> | <p><a href="#">EDMX 521</a> syllabus</p> <p>Case Study assignment (pp. 16 &amp; 17)</p> <p>Class Sessions #4 - #8, &amp; #11 (pp. 3 &amp; 4)</p> |

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|  | <p>literacy data of English learners (see <i>Class Session #7</i>), candidates (in <i>Class Session #8</i>) use the TPA lesson plan format used in all courses to differentiate instruction in the form of recommendations for instructional interventions, one in reading and one in writing,</p> <p>In <i>Class Session #11</i>, candidates again bring their data for their respective Case Study students to class, where the instructor guides candidates learning to ensure that the program of instruction for their English learners is both grade-level balanced and addresses their language development needs. For this class, candidates bringing with them for in-class use in instructional design, the a) Reading language arts English language developmental frameworks, b) the Reading/Language Arts framework for California public schools: Kindergarten through grade 12 and c) the Quioco and Ulanoff text, <i>Differentiating literacy instruction for English language learners</i>.</p> <p>In addition to the tutoring experience in the first eight weeks of class, candidates spend one day a week in their clinical practice classroom before transitioning to full time clinical practice in the last eight weeks. In these first eight weeks, candidates are guided by the instructor to complete two specific assignments that familiarize them with comprehensive literacy instruction through use of California frameworks, standards, and observational data. Through <i>Assignment #1 - Standards Alignment: Planning and Organizing for Instruction</i> (see the assignment details on pages 6 through 3 of the syllabus) candidates demonstrate their knowledge and ability to organize, manage and align by grade level the California Reading language arts English language developmental frameworks and the Reading/Language Arts framework for California public schools: Kindergarten through grade 12. In <i>Class Session #7</i>, candidates complete <i>Assignment #2 - Observation of Reading Strands: Deliver of Reading Instruction</i> (see the assignment details on pages 9 through 11 of the syllabus). For this assignment, candidates observe and take field notes for a strand of reading instruction, analyzing strengths and gaps in standards and instruction, and assessment for English learners. Candidates bring the scores to class for a lecture and demonstration on reconciling CELDT scores and the requirements of state adopted standards.</p> <p><b>EDMS 555</b></p> | <p>Assignment #1 - Standards Alignment: Planning and Organizing for Instruction (pp. 6 - 8)</p> <p>Assignment #2 - Observation of Reading Strands: Deliver of Reading Instruction (pp. 9 – 11)</p> <p><a href="#">EDMS 555</a> syllabus</p> |
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As Course Objectives #2, #5, and #8 articulate (on page 1 of the syllabus) for EDMS 555 *Elementary Multilingual/Multicultural Education*, a topical focus of EDMS 555 is to develop candidates' understanding and ability to use theoretical frameworks and models of language acquisition, language development, and differentiated instruction to effectively instruction English learners in grade level content inclusive of literacy in English. Candidates examine the California CELDT as it related to language expectations at all five levels and the ELD framework as part of *Class Session #3*. This information is used in *Class Session #4* to build candidate's learning and application of how to select students for ELD testing and placement in ELD programs. It also is used in *Class Sessions #5 through #11* to develop candidates' abilities to provide instruction and place students in ELD instructional groupings for differentiated instruction. As for specific models for organizing and understanding instruction, candidates become familiar with questioning, grouping, and interactive instructional strategies in *Class Session #11*. In *Class Sessions #8 through #10*, candidates develop knowledge regarding theories, principles and practices of English learner development of language and literacy in English through the examination of three models – 1) the SIOP Model of lesson preparation and building background, 2) the Cognitive Academic Language Learning Approach (CALLA) of instruction for English learners based upon cognitive theory, and 3) the Guided Language Acquisition and Develop (GLAD) approach to developing metacognitive use of high level, academic language and literacy. (See pages 5 and 6 of the syllabus for details on the content of particular class sessions.)

### **CONCURRENT AND ADD ON CANDIDATE COURSEWORK**

#### **EDMX 622**

In EDMX 622 *Literacy for Education Specialists* candidates demonstrate acquire knowledge and application of pedagogical principles and practices for English Language Development leading to comprehensive literacy in English in several ways. In *Class Sessions #6 and #7*, candidates receive guided practice for completion of the comprehensive Case Study assignment for a middle school-aged, intermediate level English learner who is struggling with reading and writing. Considering that EDMX

Course Objectives  
(page 1)

Class Sessions #3 - #11  
(pp. 5 & 6)

[EDMX 622](#) syllabus

Class Sessions #4, #6,  
and #7 (p. 7)

521 is a prerequisite for EDMX 622, candidates have already analyzed the RLA and ELD standards; therefore, these standards are reviewed in *Class Session #4*. For the *Case Study* assignment (described on pages 12 through 15 of the syllabus, candidates design a lesson on reading comprehension based on the assessment data and other contextual information. They use the CA Reading/Language Arts Framework to determine which state-adopted content standards and goals around which to build with an emphasis on entry-level assessment to determine a student's ability to comprehend and write in English. Using the ELD standards, they decide upon appropriate differentiated strategies and scaffolds for the EL in a universally designed lesson plan focused on improving the student's literacy skills. Candidates devise an assessment plan, including the use of alternative assessments they deem appropriate. Following completion of the lesson design portion of the case study (i.e., Part 3 on pages 13 – 15 of the syllabus), candidates use the given rubric and complete an anonymous Peer Evaluations and Critique during Class Session #11. The instructor also completes a rubric and the results of the peer and instructor evaluations are shared in Class Session #12

**ADD ON CANDIDATES WITHOUT THE AUTHORIZATION TO TEACH ENGLISH LEARNERS**

All candidates, but an occasional out-of-state prepared candidate, enter the Add On Mild/Moderate and Moderate/Severe Education Specialist program option already authorized to teach English learners, having received preparation to teach English learners as part of their initial Multiple Subject or Single Subject credential preparation. For Add On credential candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English, to supplement their authorization, they complete (as do all Education Specialist credential candidates) the EDMX 622 *Literacy for Education Specialists* course that refines their knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English as described above in the EDMX 622 for Concurrent candidates.

Case Study assignment  
(pp. 12 - 15)

Additionally, candidates are required to complete two additional courses, EDUC 602 *Schooling in a Multicultural Society* and EDUC 641 *Sociocultural Contexts of Language and Learning*.

**EDUC 602**

EDUC 602 *Schooling in a Multicultural Society* is expressly designed for the Add On credential candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English. To demonstrate acquisition of knowledge and application of pedagogical principles and practices for English Language Development leading to comprehensive literacy in English, candidates develop an *ELD Literacy Intervention Plan* (see assignment on pages 3 and 4 of the syllabus) for ethnically and linguistically diverse students in their school for whom they are analyzing data to craft a literacy plan to ensure access to grade-level curriculum. In preparation for this assignment, in *Class Sessions #3 - #7*, candidates collect and analyze English learner data that is shared and discussed. They read chapters from the Bennett and Wink texts in preparation for the plan's development and receive a peer review of a draft plan.

**EDUC 641**

EDUC 641 *Sociocultural Contexts of Language and Learning* also has been specially designed/adapted for the Add On candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English. Candidates show their competence with regard to the CTEL requirements for Standard 6: Areas of Study Related to Reading and Language Arts (presented on page 2 of the syllabus) by completing *Assignment #5: Analysis and Application of an English Learner's Assessment Data* (presented on pages 3 and 4 of the syllabus). To further demonstrate acquisition of knowledge and application of pedagogical principles and

[EDUC 602](#) syllabus

ELD Literacy Intervention Plan assignment (pp. 3 & 4)

Class Sessions #3 - #7 (p. 6)

[EDUC 641](#) syllabus

Assignment #5: Analysis & Application of an English Learner's Assessment Data (pp. 3 & 4)

Short Essays for

practices for English Language Development leading to comprehensive literacy for one of the *Short Essays for Moodle* assignments, candidates conduct an analysis of CELDT scores for an English learner who is the focus of Assignment #5: Analysis and Application of an English Learner's Assessment Data (see page 3 of the syllabus for the reflection prompt and page 6 it's assignment in Class Session #7).

**CONCURRENT AND ADD ON MILD/MODERATE AND MODERATE/SEVERE CLINICAL PRACTICE**

**EDMX 572/671/672/573**

**Education Specialist TPEs Demonstrating Candidates' Abilities to Deliver Comprehensive Instruction to English Language Learners in Clinical Practice**

The ability to deliver instruction to English language learners is assessed in all Education Specialist clinical practice options through the use of the *Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment form (for the Mild/Moderate credential)* and the *Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment form (for the Moderate/Severe credential)*. Both of these assessment forms explicitly require that for a candidate to be recommended for the respective Education Specialist credential, the designated elements of **TPE 7: Teaching English Learners** must be observed and "checked off" by a university supervisor checked at the "Meets" or better level.

On the *Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment*, the following elements that relate to knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English must be met for TPE 7.

**Mild/Moderate TPE 7: Teaching English Learners**

M/M TPE 7.1 Knows and uses a) English Language Development (ELD) principles and

Moodle: Analysis and application of an English learner's CELDT scores (p. 3)

Class Session #7 (p. 6)

**EDMX**  
[572/671/672/573](#)  
syllabi

[Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment](#)

[Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment](#)

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|   | <p>instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' literacy in English and provide instruction differentiated to students' language abilities</p> <p>M/M TPE 7.2 Using ELD principles/practices, has students express understanding in a variety of ways and uses primary language resources (e.g., peers, books, students' primary language skills, paraeducators) to develop academic language and comprehension and knowledge of core curriculum content</p> <p>On the <i>Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment</i>, the following element must be met for TPE 7.</p> <p><b>Moderate/Severe TPE 7: Teaching English Learners (with Moderate/Severe Disabilities)</b></p> <p>M/S TPE 7.1 Knows and uses a) English Language Development principles and instructional practices, b) students' prior learning and background, c) analysis of students' oral and written language errors, and d) assessment of students' verbal and non-verbal communication abilities to provide instruction differentiated to develop students' English language, literacy, communication, and social interaction abilities</p> |  |
| <p><i>10.3b Candidates demonstrate knowledge and application of principles and practices for the development of academic language, comprehension and knowledge in</i></p> | <p>Candidates in each of the Education Specialist program options have the opportunity to demonstrate knowledge and application of pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum.</p> <p><b>CONCURRENT CANDIDATE COURSEWORK</b></p> <p><b>EDMX 511</b></p> <p>One of the major goals and candidate outcomes for EDMX 511 <i>Elementary Teaching and Learning for Educational Specialists I</i> is to ensure that candidates can develop a</p>   | <p><a href="#">EDMX 511</a> syllabus</p> <p>Differentiated and</p> |

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| <p><i>the subjects of the core curriculum.</i></p> | <p><i>Differentiated and Universally Designed Lesson Plan</i> (see page 8 of the syllabus for the assignment details). This lesson is differentiated for a diverse group of students inclusive of English learners at the beginning, intermediate and advanced levels so as to promote the development of all students' academic language, comprehension and knowledge in the subjects of the core curriculum. An examination of the <i>Differentiated and Universally Designed Lesson Plan Template</i> (appearing on pages 13 through 16 of the syllabus) reveals how the candidate is prompted to describe for English learners performing each of the three levels of English proficiency the following considerations and decisions: a) each student's specific learning needs, b) an instruction strategy or student activity in the lesson that could challenge each of the three students, c) how to adapt the strategy/activity to accommodate each students' needs, d) how the adaptation assists each student to progress toward the lesson's goal, and e) how progress will be monitored to evidence each student's progress toward the lesson's goal. A rationale must be provided for the selection of this monitoring assessment.</p> <p><b>EDMX 521</b></p> <p>In 521 <i>Elementary Literacy for Education Specialists</i> candidates, <i>Class Sessions #12 and #13</i> are devoted to the development of academic language and the building of background knowledge to make content comprehensible. Given instructor lecture and demonstration, each candidate uses the CELDT for the target student in the <i>Assignment #6: Case Study</i> to determine language proficiency expectations as described by the CELDT for the level of performance for the case study student. Through an in-class guided practice, each candidate examines the syntactical structures of grade-level text and compares it to the proficiency of the target student. Working in partners, candidates develop suggestions for mediating the academic language and building background knowledge of content for their individual students. The suggestions are shared class-wide. In this way, candidates address the issue of academic language develop and background knowledge when analyzing student data to plan for the deliver of instruction.</p> <p>In preparation for Class Session #13, candidates read Chapter 6 of the Quiocho and Ulanoff text on academic vocabulary development. In Class Session #13, candidates are</p> | <p>Universally Designed Lesson Plan assignment (p. 8)</p> <p>Differentiated and Universally Designed Lesson Plan Template (pp. 13 – 16)</p> <p><a href="#">EDMX 521</a> syllabus</p> <p>Class Sessions #12 &amp; #13 (p. 5)</p> <p>Assignment #6 - Case Study (pp. 16 &amp; 17)</p> |
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instructed on academic vocabulary development using SDAIE. They use the California Reading language arts English language developmental frameworks and the Reading/Language Arts framework for California public schools: Kindergarten through grade 12<sup>th</sup> as resources in planning differentiation of instruction through the in-class assignment, *Assignment #7: Guided Practice for Literacy Development of English Language Learners* (see page 18 of syllabus for guided practice description). This assignment culminates with a class-wide presentation of the activities that they would use to develop academic language, focusing upon syntactical structures and development for content and vocabulary.

### **EDMS 555**

As the *Course Description and Objectives* (on page 1 of the syllabus) for EDMS 555 *Elementary Multilingual/Multicultural Education* make clear, this course is designed to develop candidates knowledge and application of pedagogical theories, principles and practices to develop English language learners' academic language, comprehension and knowledge in the subjects of the core curriculum. The required readings for the course are specially selected to teach candidates how to make the core curriculum accessible and comprehensible. Namely, the required texts include the 2008 third edition of Echevarria, Vogt, and Short's *Making content comprehensible for elementary English learners: The SIOP Model*. SIOP is the acronym for Sheltered Instruction Observation Protocol (SIOP), a research-based and validated instructional model proven to equip teachers to design instruction to make academic content accessible. Candidates also learn about and use the California ELD standards and the Diaz-Rico and Weed (2010) *Cross-cultural, language and academic development handbook: A complete K-12 reference guide* to guide their lesson observation and lesson design assignments for this class.

*Class Sessions #5 - #11* describe how candidates use the California content standards and ELD standards to write content and language objectives (i.e., *Class Session #5*), differentiate instruction (i.e., *Class Session #6*), develop academic language and vocabulary (i.e., *Class Session #7*), building background for academic comprehension (i.e., *Class Session #8*), making input comprehensible (i.e., *Class Sessions #9 and #10*),

Assignment #7 - Guided Practice for Literacy Development of English Language Learners (p. 18)

[EDMS 555](#) syllabus

Course Description and Objectives (p. 1)

Class Sessions #5 - #11 (pp. 5 & 6)

and questioning, grouping, and interactive instruction to access grade-level core curriculum (i.e., *Class Session #11*). Assignments also promote candidates demonstrating understanding of methods for developing academic language, comprehension and knowledge in core curriculum. Namely, the *Assignment #2: ELD/SDAIE Lesson Observation and Write-up* requires candidates to identify principles and practice their cooperating teacher uses to make core curriculum comprehensible to students. *Assignment #3: Multicultural Literature Annotation and Book Talk* requires candidates to identify state adopted literature that is culturally sensitive to be used to deliver the core curriculum. *Assignment #4: Social Justice and Equity Multicultural Lesson Designs* requires candidates to compile a collection of lessons that not only promotes equitable learning in the classroom but applies SIOP strategies to make the selected core curriculum content selected comprehensible through background building, active student engagement, use of scaffolding a questioning strategies and meaningful application and assessment.

### CONCURRENT AND ADD ON COURSEWORK

#### EDMX 622

In EDMX 622 *Literacy for Education Specialists*, candidates examine the development of students' academic language, comprehension and knowledge in the subjects of the core curriculum through an assessment lens, examining several reading/language arts informal assessments to determine an English learner's reading comprehension and writing abilities. For example, in *Class Session #7* (see page 6 of the syllabus), in order to better inform candidates of their assessment responsibilities as teachers, candidates review the *CELDT 101 Overview and Requirements* at [http://www.celdt.org/documents/CELDT\\_101.pdf](http://www.celdt.org/documents/CELDT_101.pdf), with particular emphasis on accommodations for ELs with potential special needs. For *Class Session #10*, the class reading (e.g., [http://teachingld.net/pdf/teaching\\_how-tos/assessment.pdf](http://teachingld.net/pdf/teaching_how-tos/assessment.pdf)), lecture, and discussion all center on the relationships between assessment and instruction, the pros and cons of high stakes testing and its impact on underserved populations overrepresented in special education, including English learners.

Assignments # 2:  
ELD/SDAIE Lesson  
Observation and Write-  
up (p. 3)

[EDMX 622](#) syllabus

Class Session #7 (p. 6)

Class Session #10 (p. 7)

**ADD ON CANDIDATES WITHOUT THE AUTHORIZATION TO TEACH ENGLISH LEARNERS**

All candidates, but an occasional out-of-state prepared candidate, enter the Add On Mild/Moderate and Moderate/Severe Education Specialist program option already authorized to teach English learners, having received preparation to teach English learners as part of their initial Multiple Subject or Single Subject credential preparation. For Add On credential candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English, to supplement their authorization, they complete (as do all Education Specialist credential candidates) the EDMX 622 *Literacy for Education Specialists* course that further refines their knowledge and application of pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum as described above in the EDMX 622 paragraph for Concurrent candidates. Additionally, candidates are required to complete two additional courses, EDUC 602 *Schooling in a Multicultural Society* and EDUC 641 *Sociocultural Contexts of Language and Learning*.

**EDUC 602**

EDUC 602 *Schooling in a Multicultural Society* is expressly designed for the Add On candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English. To demonstrate knowledge and application of pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum, candidates develop a *ELD Literacy Intervention Plan* (see assignment on pages 3 and 4) for ethnically and linguistically diverse students in their school for whom they are analyzing data to craft a literacy plan to ensure access to grade-level curriculum. In preparation for this assignment, in *Class Sessions #3 - #7* (see page 7 of the syllabus for

[EDUC 602](#) syllabus

ELD Literacy Intervention Plan assignment (pp. 3 & 4)

the class session topics and readings), candidates collect and analyze English learner data that is shared and discussed. They read chapters from the Bennett and Wink texts in preparation for the plan's development and receive a peer review of a draft plan.

### **EDUC 641**

EDUC 641 *Sociocultural Contexts of Language and Learning* also has been specially designed/adapted for the "Add On" Mild/Moderate and Moderate/Severe Education Specialist credential candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorize the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English. To demonstrate knowledge and application of pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum, candidates complete the specially designed *Assignment 6b: Literature Review: Supporting English Learners With and Without Disabilities*. In this assignment, candidates examine the literature to develop a menu of ways to enable English learners with and without disabilities to access (i.e., develop knowledge and comprehension) in the subjects of the core curriculum (see page 5 of the syllabus for the assignment's full description).

### **CONCURRENT AND ADD ON MILD/MODERATE AND MODERATE/SEVERE CLINICAL PRACTICE**

### **EDMX 572/671/672/573**

### **Education Specialist TPEs Demonstrating Candidates' Abilities to Deliver Comprehensive Instruction to English Language Learners in Clinical Practice**

The ability to deliver instruction to English language learners is assessed in all Education Specialist clinical practice options through the use of the Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment form (for the Mild/Moderate credential)

Class Sessions #3 - #7  
(pp. 5 & 6)

[EDUC 641](#) syllabus

Assignment 6b:  
Literature Review:  
Supporting English  
Learners With and  
Without Disabilities (p.  
5)

**EDMX**  
[572/671/672/573](#)  
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and the Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment form (for the Moderate/Severe credential). Both of these assessment forms explicitly require that for a candidate to be recommended for the respective Education Specialist credential, the designated elements of **TPE 7: Teaching English Learners** must be observed and “checked off” by a university supervisor checked at the “Meets” or better level.

On the *Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment*, the following elements relate to candidates’ knowledge and application of principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum must be met for TPE 7.

**Mild/Moderate TPE 7: Teaching English Learners**

M/M TPE 7.1 Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students’ prior learning and background, and c) analysis of students’ errors in oral and written language to develop students’ literacy in English and provide instruction differentiated to students’ language abilities

M/M TPE 7.2 Using ELD principles/practices, has students express understanding in a variety of ways and uses primary language resources (e.g., peers, books, students’ primary language skills, paraeducators) to develop academic language and comprehension and knowledge of core curriculum content

On the *Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment* the following element must be met for TPE 7.

**Moderate/Severe TPE 7: Teaching English Learners (with Moderate/Severe Disabilities)**

M/S TPE 7.1 Knows and uses a) English Language Development principles and instructional practices, b) students’ prior learning and background, c) analysis of students’ oral and written

[Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment](#)

[Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment](#)

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|   | <p>language errors, and d) assessment of students’ verbal and non-verbal communication abilities to provide instruction differentiated to develop students’ English language, literacy, communication, and social interaction abilities</p>  |   |
| <p><i>10.4 Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers.</i></p> | <p>Candidates in each of the Education Specialist program options have the opportunity to learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers in a number of ways articulated below.</p> <p><b>Concurrent Candidates</b></p> <p><b>EDMX 521</b></p> <p>In EDMX 521 <i>Elementary Literacy for Education Specialists</i>, in <i>Class Sessions #8</i> candidates engage in an in-class analysis of the lesson plan work prepared thus far for the <i>Assignment 6 - Case Study</i> and the student who is the focus of this assignment. Specifically, each candidate analyzes the lesson plan to ensure that the plan addresses the receptive and productive language of ELLs in the retelling process. In preparation for this in-class assignment, candidates read Chapter 3 of the Quiocho and Ulanoff text on the role of language in planning and delivering instruction to ELLs. Additionally, they read pages 96 – 100 of Chapter 4 of the Quiocho and Ulanoff text, which examines assessment and strategies to support English language development through retelling, oral language assessments, and the functions of language.</p> <p>In <i>Class Session #9</i>, candidates learn how to use oral language and discussion as well as the pair-share quick cooperative structure to support writing development as a form on expressive/productive language. In preparation for this session, candidates read pages 181 – 219 of Chapter 8 of the Quiocho and Ulanoff text and learn about different levels of language development and how reading and discussion is used to scaffold the writing of English language learners. Candidates are provided with classroom examples of how exemplary teachers of English learners use oral reading and discussion to support the writing of their English language learners.</p> | <p><a href="#">EDMX 521</a> syllabus</p> <p>Class Sessions #8 (p. 3)</p> <p>Assignment 6 - Case Study description (pages 16 &amp; 17)</p> <p>Class Sessions #9 (p. 3)</p> |

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|  | <p>For <i>Assignment #4 – Literacy Lesson Plans</i>, the two lesson plans developed by each candidate requires attention attention to oral language development (see assignment description on page 13) as they design and share class-wide ways in which they have specially designed the lesson for the student’s speaking and listening levels as well as differentiated for students with differing receptive and expressive language skills. For <i>Assignment #5 – Analysis of Listening and Speaking</i> (described on page 15 of the syllabus), candidates conduct an analysis of listening and speaking with their target case study student or another student.</p> <p><b>EDMS 555</b></p> <p>As the EDMX 555 <i>Elementary Multilingual/Multicultural Education</i> course description and course objectives (i.e., Objectives #1 and #2) make clear, this course is designed to provide candidates with a systematic approach to developing knowledge and skills for comprehensive instruction to facilitate English language acquisition and development that progresses to the grade level reading/language arts program for English speakers.</p> <p><b><u>Course Objectives:</u></b></p> <ol style="list-style-type: none"> <li>1. Explain the connections between bilingual education, English as a second language, and SDAIE, SDAIS/CALLA methodologies. Apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice</li> <li>2. Demonstrate understanding of models of language acquisition and language development as well as models of multicultural intercultural education and their implications for curriculum, instruction, and educational policy.</li> </ol> <p>An examination of course class sessions on pages 5 and 6 of the syllabus reveals that candidates are provided with knowledge with regard to the theories, principles and practices of language acquisition and development throughout this course. Candidates learn about the SDAIE framework as it is translated in several instructional models; namely, the SIOP model (see <i>Class Sessions #1, #4, #6, #8, #9, #11, and #12</i>), the</p> | <p>Assignment #4 – Literacy Lesson Plans (p. 13)</p> <p>Assignment #5 – Analysis of Listening and Speaking (p. 15)</p> <p><a href="#">EDMS 555</a> syllabus</p> <p>Course objectives and texts (pages 1 &amp; 2)</p> <p>Class Sessions #1- #12</p> |
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|  | <p>CALLA model (see <i>Class Session #8</i>), and the GLAD model (see <i>Class Session #10</i>). The also learn about CLAD principles for language and academic content development. As additional input for assisting them to understand and use of these models, candidates read <i>Making content comprehensible for elementary English learners: The SIOP Model (3<sup>rd</sup> ed.)</i> in its entirety as well as much of <i>The Crosscultural, language, and academic development handbook: A complete K-12 reference guide</i> text.</p> <p><i>Assignment #2: ELD/SDAIE Lesson Observation and Write Up</i> (described on page 3 of the syllabus) requires candidates to apply their understandings of effective instructional programs in an observation of instruction for English language learners delivered by their cooperating teachers. <i>Assignment #4: Social Justice and Equity Multicultural Lesson Designs</i> (described on page 4 of the syllabus) requires candidates to apply their understanding of language acquisition and development by developing a lesson plan for differentiated instruction with the sound methodologies, principles, and strategies appropriate for English language learners at the three (3) different language proficiency levels and to support the language development of English language learners based upon their assessed language proficiency levels and grade level expectations.</p> <p><b>CONCURRENT AND ADD ON CANDIDATE COURSEWORK</b></p> <p><b>EDMX 622</b></p> <p>In EDMX 622 <i>Literacy for Education Specialists</i>, candidates develop a comprehensive assessment plan and lesson design to facilitate an English learner’s English language acquisition and development, including receptive and expressive language skills. In <i>Class Session #3</i> (see page 5 of the syllabus), candidates view various web sites and are provided with a lecture and discussion opportunity in which they examine typical and atypical language development, and essential communication skills, attitudes, and beliefs. The <i>Case Study</i> assignment with an English learner (see the assignment description on pages 12 through 15 of the syllabus) provides candidates with practice developing a lesson for developing reading comprehension aligned with grade-level reading/language arts demands.</p> | <p>readings and topics (pp. 5 &amp; 6)</p> <p>Assignment #2:<br/>ELD/SDAIE Lesson Observation and Write Up (p. 3)</p> <p>Assignment #4: Social Justice and Equity Multicultural Lesson Designs (p. 4)</p> <p><a href="#">EDMX 622</a> syllabus</p> <p>Class Session #3 (p. 5)</p> <p>Case Study assignment (pp. 12 - 15)</p> |
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**ADD ON CANDIDATES WITHOUT THE AUTHORIZATION TO TEACH ENGLISH LEARNERS**

All candidates, but an occasional out-of-state prepared candidate, enter the Add On Mild/Moderate and Moderate/Severe Education Specialist program option already authorized to teach English learners, having received preparation to teach English learners as part of their initial Multiple Subject or Single Subject credential preparation. For Add On credential candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English, to supplement their authorization, they complete (as do all Education Specialist credential candidates) the EDMX 622 *Literacy for Education Specialists* course. EDMX 622 further assists candidates to learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speaker. Additionally, candidates are required to complete two additional courses, EDUC 602 Schooling in a Multicultural Society and EDUC 641 Sociocultural Contexts of Language and Learning.

**EDUC 602**

EDUC 602 *Schooling in a Multicultural Society* is expressly designed for Add On candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English. In EDUC 602, through the *ELD Literacy Intervention Plan* assignment, candidates examine the instructional program that has been provided a group of English learners and apply what they know about what facilitates English language acquisition and development, including receptive and expressive language skills, to a literacy plan for these children that ensures access to grade level curriculum and the grade level reading/language arts program for English speakers. *Class Sessions #3, #6, and #7* are devoted to a guided development of this plan.

[EDUC 602](#) syllabus

ELD Literacy Intervention Plan assignment (pp. 3 - 4)

Class Sessions #3, #6, & #7 (p. 6)

**EDUC 641**

EDUC 641 *Sociocultural Contexts of Language and Learning* also has been specially designed/adapted for Add On candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English. EDUC 641 helps candidates apply knowledge of instructional program that facilitates English language acquisition and development and that logically progresses to the grade level reading/language arts program for English speakers through *Assignment 6b: Supporting English Learners With and Without Disabilities* (described on page 5 of the syllabus). For this assignment, candidates research and develop a menu of school-based structures, organizations, supports, services, and programs to enable English learners to access core curriculum.

**CONCURRENT AND ADD ON MILD/MODERATE AND MODERATE/SEVERE CLINICAL PRACTICE**

**EDMX 572/671/672/573**

**Education Specialist TPEs Demonstrating Candidates' Abilities to Deliver Comprehensive Instruction to English Language Learners in Clinical Practice**

The ability to deliver instruction to English language learners is assessed in all Education Specialist clinical practice options through the use of the Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment form (for the Mild/Moderate credential) and the Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment form (for the Moderate/Severe credential). Both of these assessment forms explicitly require that for a candidate to be recommended for the respective Education Specialist credential, the designated elements of *TPE 7: Teaching English Learners* must be observed and

[EDUC 641](#) syllabus

Assignment 6b:  
Literature Review:  
Supporting English  
Learners With and  
Without Disabilities (p.  
5).

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“checked off” by a university supervisor checked at the “Meets” or better level.

On the *Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment*, the following elements relate to candidates’ knowledge of how to instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers must be met for TPE 7.

**Mild/Moderate TPE 7: Teaching English Learners**

M/M TPE 7.1 Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students’ prior learning and background, and c) analysis of students’ errors in oral and written language to develop students’ literacy in English and provide instruction differentiated to students’ language abilities

M/M TPE 7.2 Using ELD principles/practices, has students express understanding in a variety of ways and uses primary language resources (e.g., peers, books, students’ primary language skills, paraeducators) to develop academic language and comprehension and knowledge of core curriculum content

On the *Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment*, the following element must be met for TEP 7.

**Moderate/Severe TPE 7: Teaching English Learners (with Moderate/Severe Disabilities)**

M/S TPE 7.1 Knows and uses a) English Language Development principles and instructional practices, b) students’ prior learning and background, c) analysis of students’ oral and written language errors, and d) assessment of students’ verbal and non-verbal communication abilities to provide instruction differentiated to develop students’ English language, literacy, communication, and social interaction abilities

[Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment](#)

[Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment](#)

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| <p><i>10.5 Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards.</i></p> | <p>Candidates in each of the Education Specialist program options have the opportunity to acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards in a number of ways as articulated below.</p> <p><b>EDMX 511</b></p> <p>One of the major goals and candidate outcomes for EDMX 511 <i>Elementary Teaching and Learning for Educational Specialists I</i> is to ensure that candidates can develop a lesson that uses assessed students' language abilities to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. An examination of the <i>Differentiated and Universally Designed Lesson Plan Template</i> (on pages 13 through 16 of the syllabus) required of the <i>Differentiated and Universally Designed Lesson Plan</i> assignment (detailed on page 8 of the syllabus reveals how the candidate is prompted to describe for English learners performing each of the three levels of English proficiency the following considerations and decisions: a) each student's specific learning needs, b) an instruction strategy or student activity in the lesson that could challenge each of the three students, c) how to adapt the strategy/activity to accommodate each students' needs, d) how the adaptation assists each student to progress toward the lesson's goal, and e) how progress will be monitored to evidence each student's progress toward the lesson's goal. A rationale must be provided for the selection of this monitoring assessment.</p> <p><b>EDMX 521</b></p> <p>The EDMX 521 <i>Elementary Literacy for Education Specialists</i> course is dedicated to providing candidates with modeling and guided practice utilizing assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. To this end, the candidates perform an initial case study - <i>Assignment #1: Standards Alignment – Planning and Organizing for Instruction</i> (described on pages 6</p> | <p><a href="#">EDMX 511</a> syllabus</p> <p>Differentiated and Universally Designed Lesson Plan assignment (p. 8)</p> <p>Differentiated and Universally Designed Lesson Plan Template (pp. 13 – 16)</p> <p><a href="#">EDMX 521</a> syllabus</p> <p>Assignment #1 – Standards Alignment:</p> |
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|  | <p>and 7 of the syllabus) - in which each candidate collects data on a target student (who always is an English language learner) in order to develop a learning objective in literacy for that learner and for other English learners that addresses at least one state-adopted academic content standard (see pages 6 and 7 of the syllabus for the assignment). This is followed by <i>Assignment #4: Literacy Lesson Plan</i> (described on pages 13 and 14 of the syllabus). For this assignment candidates now develop two lessons for the target English learner that are based upon an analysis of the literacy data collected thus far and that also differentiated for other students These lessons are designed to promote English learners access to state-adopted ELD and Language Arts standards through analysis of various sources of data that occurs in in-class guided practice experiences in <i>Class Sessions #7 - #10</i> (shown on pages 3 and 4 of the syllabus). A culminating assignment, <i>Assignment #6 Case Study</i> (detailed on pages 16 and 17 of the syllabus), requires candidates to craft reading and writing interventions based upon comprehensive formal and informal data collected for each candidate's target Case Study student. Sources of data are the student's decoding ability (examined in <i>Class Sessions #4 &amp; #5</i>), comprehension through responses to questions and requests to retell (examined in <i>Class Sessions #6 and #7</i>), and listening and speaking through retelling and description of an object or picture from a grade-level text, and writing (examined in <i>Class Sessions #9 &amp; 10</i>). These assessment data are analyzed in class and used to first identify the areas of most critical need (e.g., reading, writing, listening, or speaking) and to then craft targeted appropriate interventions to address the identified need areas.</p> <p><b>EDMS 555</b></p> <p>One of the EDMX 555 <i>Elementary Multilingual/Multicultural Education course</i> objectives, <i>Course Objective #5</i> (see page 1 of the syllabus), is to assist candidates to plan and organize instruction for English language learners to ensure access to grade level academic content standards. To accomplish this, in <i>Class Session #5</i> (see page 5 of the syllabus), candidates examine the California English Language Development (ELD) standards and the levels of proficiency and explore their relationship to the California academic content standards. The SIOP preparatory reading (i.e., Chapter 2 of <i>Making content comprehensible for elementary English learners: The SIOP Model, 3<sup>rd</sup> ed.</i>)</p> | <p>Planning and Organizing for Instruction (pp. 6 &amp; 7)</p> <p>Assignment #4: Literacy Lesson Plan (pp. 13 &amp; 14)</p> <p>Assignment #6: Case Study (pp. 16 &amp; 17)</p> <p>Class Sessions #4 - #7, &amp; #9 &amp; #10 (pp. 3 &amp; 4)</p> <p><a href="#">EDMS 555</a> syllabus</p> <p>Course Objectives and texts (pp. 1 &amp; 2)</p> <p>Class Sessions #5 &amp; #11 (pp. 5 &amp; 6)</p> |
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previews English language development theories and how, according to the theories, ELD factors affect student program placement assist students to meet academic content standard demands. In *Class Session #11*(see page 6 of the syllabus), candidates are exposed to essential instructional strategies for questioning, grouping and constructing interactive activities to promote English language learner access to the grade-level curriculum. In preparation for this class, candidates read Chapters 7 and 8 of the SIOP text, which are chapters that focus upon implementation of question, flexible group, and interactive strategies. For the *Assignment #4: Social Justice and Equity Multicultural Lesson Designs*(see page 4 of the syllabus), candidates are expected to use students' assessed language proficiency levels and grade level expectations to design a collection of lessons that promote social justice and equity in the classroom as well as address students' language and academic content needs and demands (see assignment description on page 4 of the syllabus).

#### **CONCURRENT AND ADD ON COURSEWORK**

##### **EDMX 622**

In EDMX 622 *Literacy for Education Specialists*, in *Class Sessions #2 through #5 and #7 through #12* (see pages 4 through 8 of the syllabus for class topics and readings), candidates go in depth examining multiple dimensions of effective language arts instruction, including writing, decoding and comprehension, listening, and speaking. For the *Case Study* lesson design assignment for an English language learner (detailed on pages 12 through 15 of the syllabus), candidates are required to use state-adopted materials that are aligned with the state-adopted academic content standards in literacy.

##### **ADD ON CANDIDATES WITHOUT THE AUTHORIZATION TO TEACH ENGLISH LEARNERS**

All candidates, but an occasional out-of-state prepared candidate, enter the Add On Mild/Moderate and Moderate/Severe Education Specialist program option already authorized to teach English learners, having received preparation to teach English

Assignment #4: Social Justice and Equity Multicultural Lesson Designs (p. 4)

[EDMX 622](#) syllabus

Class Sessions #2 - #5 & #7 - #12 (pp. 4 - 8)

Case Study assignment (pp. 12 - 15)

learners as part of their initial Multiple Subject or Single Subject credential preparation. For Add On credential candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English, to supplement their authorization, they complete (as do all Education Specialist credential candidates) the EDMX 622 *Literacy for Education Specialists* course. EDMX 622 further assists candidates learn how to assessment information to diagnose students' language abilities and to develop lessons that promote students' access to content standards. Additionally, candidates are required to complete two additional courses, EDUC 602 *Schooling in a Multicultural Society* and EDUC 641 *Sociocultural Contexts of Language and Learning*.

**EDUC 602**

EDUC 602 *Schooling in a Multicultural Society* is expressly designed for Add On candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English. In EDUC 602, through the *ELD Literacy Intervention Plan* assignment (see pages 3 and 4 of the syllabus for assignment details) and guided practice in *Class Sessions #4 and #5* (see page 6 of the syllabus), candidates collect and utilize assessment information for a group of ethnically and linguistically diverse students in their schools to examine their diagnosed language abilities, the services they have or have not been provided, and their achievement in over to develop a literacy plan that promotes these students' access to and achievement in the state-adopted academic content standards.

**EDUC 641**

EDUC 641 *Sociocultural Contexts of Language and Learning* also has been specially designed/adapted for the Add On candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the

[EDUC 602](#) syllabus

ELD Literacy Intervention Plan assignment (pp. 3 & 4).

Class Sessions #4 & #5 (p. 6)

[EDUC 641](#) syllabus

candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English. Through the *Assignment #5: Analysis and Application of an English Learner's Assessment Data* (see the assignment details on pages 3 and 4 of the syllabus), candidates demonstrate their ability to collect and analyze assessment data with regard to an English learner's English language development (via CELDT test score analysis) and analyze background information and academic assessment information in order to develop a language and learning profile of a student relative to grade-level academic demands, the student's schooling experiences and overall history. As part of this assessment process, for one of the *Short Essays for Moodle* essays, candidates compose a short essay on their analysis of the CELDT scores for the English learner that is the focus of Assignment #5 (see pages 3 of the syllabus for the reflection prompt and page 5 for its assignment in *Class Session #5*).

**CONCURRENT AND ADD ON MILD/MODERATE AND MODERATE/SEVERE CLINICAL PRACTICE**

**EDMX 572/671/672/573**

**Education Specialist TPEs Demonstrating Candidates' Abilities to Deliver Comprehensive Instruction to English Language Learners in Clinical Practice**

The ability to deliver instruction to English language learners is assessed in all Education Specialist clinical practice options through the use of the Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment form (for the Mild/Moderate credential) and the Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment form (for the Moderate/Severe credential). Both of these assessment forms explicitly require that for a candidate to be recommended for the respective Education Specialist credential, the designated elements of *TPE 7: Teaching English Learners* must be observed and "checked off" by a university supervisor checked at the "Meets" or better level.

Assignment #5:  
Analysis & Application  
of an English Learner's  
Assessment Data (pp. 3  
- 4).

Short Essays for  
Moodle: Analysis and  
application of an  
English learner's  
CELDT scores (p. 3)

Class Session #5 (p. 6)

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| <p><i>cognitive, pedagogical and individual factors affect students' language acquisition.</i></p> | <p>acquisition as articulated as follows.</p> <p><b>EDMX 521</b></p> <p>In EDMX 521 <i>Elementary Literacy for Education Specialists</i> learn how cognitive, pedagogical and individual factors affect students' language acquisition in the following way. As part of the culminating <i>Assignment #6 - Case Study</i> (described on pages 16 and 17 of the syllabus), candidates develop a biographical profile of the student taking into consideration the Case Study student's interests; family ethnic and linguistic background and any cognitive or developmental assessment results or reports. The reflective part of this assignment requires candidates to reflect on their learning, with special consideration for how cognitive, learning and other individual student factors may influence an English language learning student acquire language and make academic and linguistic progress over time.</p> <p><b>EDMS 555</b></p> <p><i>Course Objective #6</i> of EDMS 555 <i>Elementary Multilingual Education</i> is to assist candidates to “learn how cognitive, pedagogical, and individual factors (language, culture, affective responses, health) affect students' language acquisition” and to “become cognizant of the fact that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.” To accomplish this objective, <i>Class Session #1</i> focuses upon get to know the students that the candidates teach (or will teach) and the various factors that can influence language development. Candidates then read chapters in the course texts (i.e., <i>Making content comprehensible for elementary English learners: The SIOP Model, Cross-cultural, language and academic development handbook: A complete K-12 reference guide</i>) that directly address cognitive, cultural and linguistic (i.e., primary language) factors on English language acquisition. <i>Class Session #3</i> examines how cognition and affective factors influence second language (English) acquisition. The class experience is followed up by candidates reading Chapter 5 from the <i>Cross-cultural, language and academic development handbook: A complete K-12 reference guide</i> which covers a variety of second language theories. The course's first assignment, Assignment #1:</p> | <p><a href="#">EDMX 521</a> syllabus</p> <p>Assignment #6: Case Study (pp. 16 &amp; 17)</p> <p><a href="#">EDMS 555</a> syllabus</p> <p>Course Objectives and texts (pages 1 &amp; 2)</p> <p>Class Sessions #1 &amp; #3 with follow-up readings (p. 5)</p> |
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ELL/Immigrant Interview, is specially designed to provide candidates with opportunities to learn and understand the importance of students' personal, family and cultural backgrounds and experiences on learning a new language and cultural expectations.

### **CONCURRENT AND ADD ON CANDIDATE COURSEWORK**

#### **EDMX 622**

In EDMX 622 *Literacy for Education Specialists*, candidates examine how cognitive, pedagogical and individual factors affect students' language and learning from the very start of the class. In *Class Session #1*, candidates engage in lecture, discussion, and a role-play in which the language and learning abilities and disabilities of various learners are showcased (see syllabus, page 4). In *Class Session #3*, candidates examine typical and atypical language development as well as essential communication skills. They view a video entitled, *Who Should See the Speech Clinician?*, in order to a) learn about language and speech differences that might make a student eligible for special education, b) differentiate a language-based disability from a language difference due to English being a second language, and c) discuss ways to ameliorate language-based disabilities.

#### **ADD ON CANDIDATES WITHOUT THE AUTHORIZATION TO TEACH ENGLISH LEARNERS**

All candidates, but an occasional out-of-state prepared candidate, enter the Add On Mild/Moderate and Moderate/Severe Education Specialist program option already authorized to teach English learners, having received preparation to teach English learners as part of their initial Multiple Subject or Single Subject credential preparation. For Add On credential candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English, to supplement their authorization, they complete (as do all Education Specialist

[EDMX 622](#) syllabus

Class Sessions #1 & #3  
(pages 4 & 5)

credential candidates) the EDMX 622 *Literacy for Education Specialists* course. EDMX 622 further assists candidates to learn how cognitive, pedagogical and individual factors affect students' language acquisition. Additionally, candidates are required to complete two additional courses, EDUC 602 *Schooling in a Multicultural Society* and EDUC 641 *Sociocultural Contexts of Language and Learning*.

**EDUC 602**

In EDUC 602 *Schooling in a Multicultural Society* is expressly designed for the Add On candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English. To explore how cognitive, pedagogical, individual, and other factors can affect students' language, EDUC 602 examine several aspects of multiculturalism and identity that can influence a student's sense of self, belonging, and motivation to learn a new language. For example. In *Class Session #2*, candidates examine their own biases and the notion of white privilege. *Class Session #4* examines the influence of culture, race, prejudices, and stereotyping on multicultural and multilingual teaching. (See pages 6 and 7 of the syllabus for details of these class sessions.)

**EDUC 641**

EDUC 641 *Sociocultural Contexts of Language and Learning* also has been specially designed for the Add On candidates who do not hold a SB 2042 preliminary credential or a CLAD certificate to fulfill CCTC requirements to authorized the candidate to provide to English learners 1) instruction for English language development and 2) specifically designed content instruction delivered in English. Several class sessions and topic address how cognitive, pedagogical, individual, and other factors may influence a student's sense of self, belonging, and motivation to learn a new language. For instance, *Class Session #1* examines the sociocultural contexts of learning and language diversity. *Class Session #3* examines the relationship of identity and language as well as language boundaries that may exist within a school. *Class Session*

[EDUC 602](#) syllabus

Class Sessions #2 & #4  
(pp. 6 & 7)

[EDUC 641](#) syllabus

Class Sessions #1, #3,  
#4, #7, & #12 (pp. 5 &  
6)

#4 examines the cultural and linguistic backgrounds of English learners in California that can influence language development. *Class Session #7* examines family issues and the parent and community point of view regarding language and literacy. *Class Session #12* examines other special circumstances that may affect English learners. (See pages 5 and 6 of the syllabus for class session details.)

**CONCURRENT AND ADD ON MILD/MODERATE AND MODERATE/SEVERE CLINICAL PRACTICE**

**EDMX 572/671/672/573**

**Education Specialist TPEs Demonstrating Candidates' Abilities to Deliver Comprehensive Instruction to English Language Learners in Clinical Practice**

The ability to deliver instruction to English language learners is assessed in all Education Specialist clinical practice options through the use of the *Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment* form (for the Mild/Moderate credential) and the *Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment* form (for the Moderate/Severe credential). Both of these assessment forms explicitly require that for a candidate to be recommended for the respective Education Specialist credential, the designated elements of *TPE 7: Teaching English Learners* must be observed and “checked off” by a university supervisor checked at the “Meets” or better level.

On the *Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment*, the following elements relate to candidates' knowledge of how cognitive, pedagogical and individual factors affect students' language acquisition must be met for TPE 7.

**Mild/Moderate TPE 7: Teaching English Learners**

M/M TPE 7.1 Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b)

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[Cal State San Marcos Preliminary Mild/Moderate Education Specialist Teaching Performance Expectations Clinical Practice Assessment](#)

students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' literacy in English and provide instruction differentiated to students' language abilities

M/M TPE 7.2 Using ELD principles/practices, has students express understanding in a variety of ways and uses primary language resources (e.g., peers, books, students' primary language skills, paraeducators) to develop academic language and comprehension and knowledge of core curriculum content

On the *Cal State San Marcos Preliminary **Moderate/Severe** Education Specialist Teaching Performance Expectations Clinical Practice Assessment*, the following element must be met for TPE 7.

**Moderate/Severe TPE 7: Teaching English Learners (with Moderate/Severe Disabilities)**

M/S TPE 7.1 Knows and uses a) English Language Development principles and instructional practices, b) students' prior learning and background, c) analysis of students' oral and written language errors, and d) assessment of students' verbal and non-verbal communication abilities to provide instruction differentiated to develop students' English language, literacy, communication, and social interaction abilities

[Cal State San Marcos Preliminary Moderate/Severe Education Specialist Teaching Performance Expectations Clinical Practice Assessment](#)