RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
Rutgers, The State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08901-1183

http://gse.rutgers.edu/

Ph: 732-848-0789

BILINGUAL BICULTURAL EDUCATION/
STUDENTS, COMMUNITIES, AND SOCIAL JUSTICE
15:253:522 SECTION 01/ 15:255:539 SECTION 02
SPRING 2021 (REMOTE)
3 Credits

Professor: Anel V. Suriel	Email: anel.suriel@gse.rutgers.edu
Phone Number: N/A	Class Meeting: Thursdays 4:30-6:30 Conversation Tree Meetings: TBA
Office Hours: By appointment	Prerequisites or other limitations: N/A
Mode of Instruction: Remote learning—Seminar Hybrid: Community Engaged service-learning component • Four (4) sessions of Conversation Tree Program with New Brunswick public library: April 1-22 • One (1) Conversation Hour with Universidad Autónoma de Yucatán School of Education. 3/11	Permission required: Yes Directions about where to get permission numbers: Contact Ms. Jennifer Manson jennifer.manson@gse.rutgers.edu

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form

Resources Available for Student Success
The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu, and nearly all services and resources that are typically provided in-person are now available remotely.

Learning goals
This course is designed to introduce teacher candidates to the methodologies and guiding principles that will allow teacher candidates to effectively instruct, assess and advocate for emerging bilingual students and their families learning in bilingual program contexts that engage English and at least one other language for instruction. Introduction to historical and contemporary contexts of bilingual program models in the United States and abroad will also be provided as well as methods and resources for

instruction and advocacy. Class sessions are experientially based and designed to give teacher candidates first-hand experience with instructional strategies and resources designed for bilingual education settings.

Course catalog description:
Bilingual education in the United States and abroad; basic assumptions underlying bilingualism-biculturalism in a multiethnic society.

Council for the Accreditation of Education Professionals CAEP (2013)
This course satisfies the following CAEP requirements for the preparation of teacher candidates:

Standard 1: Content and Pedagogical Knowledge- Candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards
- o This course provides experience with creating and engaging with principles and practices gained from theoretically based research in bilingual education. Teacher candidates will create artifacts for instruction and assessment that will advance the language acquisition, academic achievement and critical skills of bi/ multilingual students in bilingual program models as outlined by content & career readiness standards. This includes planning and instruction of content standards in languages other than English.

Standard 2: Clinical Partnerships and Practice-The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development
- o This course includes a community engaged component, local and international, designed to create experience which will facilitate community and family engagement collaboration and create liaison with community as a resource for teaching and learning for the benefits of students and their families.

New Jersey Professional Standards for Teachers (2014)
The course meets the following New Jersey Professional Teaching Standards:

- o Standard Two: Learner Differences
- o Standard Three: Learning Environments
- o Standard Four: Content Knowledge
- o Standard Six: Assessment
- o Standard Seven: Planning for Instruction
- o Standard Eight: Instructional Strategies
- o Standard Nine: Professional Learning
- o Standard Ten: Leadership and Collaboration
- o Standard Eleven: Ethical Practice

National Association of Bilingual Educators Specialized Professional Association Standards for Bilingual Educators (Drafted and submitted for CAEP 2018)
This course meets the drafted standards submitted for CAEP approval in 2018 for the professional development of bilingual educators:

Standard #1: The Bilingual Learner and Learning-- The Bilingual Teacher Candidate understands theories of language development, bilingualism, learning differences, and the importance of creating an inclusive learning environment for bilingual learners.

Standard # 2: Biliteracy and Bilingual Content Knowledge-- The Bilingual Teacher Candidate applies and promotes central concepts of content in English and another language and uses materials with bilingual content to promote accessibility, bilingualism, and biliteracy for bilingual learners.

Standard #3: Bilingual Assessment--The Bilingual Teacher Candidate knows and understands the different purposes of assessment, makes assessment an integral part of the teaching and learning process, and demonstrate expertise in the processes of effectively implementing assessment. The Bilingual Teacher Candidate appropriately aligns assessment methods to learning standards and analyzes the results to inform decision-making and guide instruction of bilingualism, biliteracy, and academic content knowledge.

Standard #4: Planning for Bilingual Instruction-- The Bilingual Teacher Candidate designs active and demanding bilingual instruction that creates a bilingual learning environment using research-based pedagogical approaches and methods, knowledge of language and academic content, students' learning needs, cultural characteristics, and the funds of knowledge that reside within students and in their communities. The teacher candidate demonstrates expertise in creating lessons and units that support students in meeting state language and academic standards.

Standard #5: Implementing Reflective Bilingual Teaching--The Bilingual Teacher Candidate knows, comprehends, and implements varied research-based bilingual instructional models and strategies, demonstrating mastery of practical knowledge and skill, and assuming a reflective and introspective pedagogical stance to apply knowledge in meaningful ways across languages and content.

Standard #6: Bilingual Education Teachers as Leaders and Researchers--Bilingual Teacher Candidate understands the importance of leadership, establishing professional goals, actively seeking out professional development opportunities to enhance his/her own knowledge and practice, using research relevant to bilingualism and effective bilingual instruction, and contributes his/her own knowledge to the field of native language instruction and quality bilingual education programs for students.

Standard #7: Bilingual Education Teachers as Advocates and Activists--Bilingual Teacher Candidates know and understand how to design and sustain professional collaborations with school, families, and community entities and take action to assume the roles of assets-based advocacy, activist, legislative policy, and partnering to bring about educational equity and quality in bilingual education programs.

Note: Due to remote learning aspect of this course and community engaged component, this syllabus may change at any time throughout the course. Any changes will be posted on Canvas and emailed to you.

Required Texts
There is no required textbook for this course. Articles and resources are available on Canvas under the class week and are cited in the day-by-day portion of this syllabus

Recommended Texts & Sources for Future Reference:
- Anything by David & Yvonne Freeman

- España, C. & Herrera, L.Y. (2020). *En comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students.* Heinemann.
- Fu, D. (2009). *Writing between Languages: How English language learners Make the Transition to Fluency, Grades 4-12.* Heinemann.
- García, O., Johnson, S. I., Seltzer, K. (2016). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*
- Kleifgen, J. & García, O. (2010). *Educating Emergent Bilinguals: Policies, Programs, and Practices for English Language Learners.* Teachers College Press.
- Podcast: We Teach Languages- https://weteachlang.com/
- Podcast: Encuentros politicos/ Political Encounters with Edwin Mayorga- https://edwinmayorga.net/encuentros-politicos-political-encounters-podcasts/
- Podcast: Empowering LLs- https://www.empoweringells.com/podcast/
- Blog: Nelson Flores' Educational Linguist-https://educationallinguist.wordpress.com/

Grading policy:
As per the Graduate School of Education, the grading policy is as follows:

Grade	Percent
A	95.00-100.0%
B+	90.00-94.99%
B	85.00-89.99%
C+	80.00-84.99%
C	75.00-79.99%
F	Under 75%

Assignment	Percentage	Due Date
Attendance and Participation in Conversation Café Sessions	40%	Ongoing
Engagement in Experiential Class Activities	15%	Ongoing
Book Talk Conversation Hour Session Plan & Materials	15%	By March 11, 11:59pm
Reflection on Conversation Tree & Book Talk Experience	15%	By March 14 & April 24, 11:59pm
Revision of Language Learning Stance	15%	By May 2, 11:59pm

On lateness – If you need an extension of time on an assignment please contact me before the date when the assignment is due. If you do not contact me, your grade on the assignment will be dropped one letter grade for every class period it is late.

Evaluation of Course Assignments:
Rubrics for each assignment will be distributed in class and/or posted on Canvas within two weeks of each assignment due date. The following is generally expected from your spoken/ written work:

Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?

Clarity and organization of writing/ speaking.

Conciseness: Try to write/ speak in a non-repetitious way. State your claims clearly and directly.

Completeness and depth: Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.

Independent judgment: Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons as informed by what you have read in our academic course work.

Appropriate use of scholarly texts: All sources are of quality, from reputable academic sources and view learners from a strength-based lens.

Relevance: Connections between your work and the content and organization of the course and other courses you are or have taken should be clear.

Attention to professional style – Papers should be typed or word-processed and follow APA 7 citation style (see https://apastyle.apa.org/). Most assignments will be created with Canvas-provided tools. However, for processed assignments that must be uploaded to canvas, please use Times New Roman 12pt font OR Arial 11pt font, 1-inch margins, and double space.

Appropriate use of terms- Learners are discussed respectfully and from a strength-based perspective (see 'Required Terms' section).

Required Terms: In late 2019, WIDA issued guidelines moving away from the use of "English language learner" to "Multilingual learner" in an announcement titled " WIDA Guiding Principles on Language Development." Depending on the context of our discussion and readings, I will use and will require you to use the following labels when referring to students in language learning settings:

- Multilingual learner
- Bi/ multilingual learner/ student
- Emergent or emerging bilingual
- English language learner (ELL)—this is the only term that has a formal acronym

This practice will prepare you to speak of and for students from a strength-based perspective that is essential to your success in the field and in this course. Please do not use "ESL" nor "Limited English Proficient (LEP)" when speaking or writing about either community participants or students in academic classrooms as it reinforces deficit mindsets and raciolinguistic ideologies (see Flores & Rosa, 2015). Failure to adhere to this requirement will directly impact your grade.

Attendance:
Alternating synchronous sessions at 4:30pm-6:30pm: Due to the remote learning context of the course, we meet synchronously every other week (noted with 'SYNC' on the class sessions chart below) to engage in an instructional experience that draws from the course readings of the week. You will also engage in small group work to create teacher and or student facing artifacts that can be added to teaching portfolio as evidence of our work in bilingual settings. These experiences and artifacts take the place of a research paper or assignment for this class. As such, your prompt attendance to synchronous meetings is essential to your success in this course.

Asynchronous sessions will require a short assignment to be done at your convenience but due by the end of our class time.

Flipped Classroom: Weekly lectures reviewing the connections amongst course readings and materials will be pre-recorded and posted to Canvas at least 24 hours before our Thursday class sessions. You are

required to view them before coming to our class meeting or engaging in the class activity for the week. On the days that we meet synchronously, you will be required to post a question, concern or comment on a Canvas discussion board embedded on the Canvas module. This will count as part of your participation grade, address any misconceptions or confusions, and help me tailor experiential activities to your needs. These will also count as part of your participation grade.

Community-Engaged Work: Because this course also satisfies the 'Students, Communities and Social Justice' course requirement of the Rutgers GSE Teacher Education program, you are required to participate in a community engaged learning activity. For this class, you will facilitate and reflect on four (4) remote Conversation Café with the New Brunswick Library using pre-created session plans that will be made available to you the week before they are executed with participants. These are tentative scheduled for the month of April.

Additionally, we will also participate in a *Conversation Hour* with teacher candidates at Universidad Autónoma de Yucatán School of Educación undergoing their Licenciatura en la enseñanza de inglés. This session is being tentatively scheduled during a class session.

Excessive absences will affect your final grade. Please reach out to me promptly if there are any impediments to your attendance as the semester progresses so that I may best support you and your completion of the course.

Please reach out to me if you will need to miss a class or cannot attend the community-engaged sessions for any reason so we can co-create an alternate plan.

Assignments

Attendance & Participation: Due to the remote learning aspect of this class, we will meet synchronously every other week for two hours to review materials and engage in activities. During the weeks we do not meet synchronously, there will be an online assignment that must be completed in lieu of an online class meeting. Attendance and participation in the community engaged component of the course is also required. This will compose 55% of your final grade.

Assignments: In lieu of research projects and papers, this course's assignments are designed to create experiences, resource lists, and professional artifacts that can be used with student in bilingual education classrooms. They include a book talk session guide, materials, and reflection and a revision to your language learning stance. These will compose 45% of your final grade

Community Engaged Component: Because this course includes a community engaged component, we will be leading six online (6) Conversation Café sessions with the New Brunswick Library and one (1) session with teacher candidates with Universidad Autónoma de Yucatán School of Education. Lesson plans, guides and materials are designed and will be made available to you on Canvas one week prior to the scheduled date of execution.

Book Talk: This assignment is designed to create experience and practice with culturally relevant children's/ youth literature. You will work in groups of 4 to:

A) Select and read a multicultural/ culturally relevant text you would provide to students for a literacy lesson (reading or writing). This should be a narrative piece, but informational or argumentative texts are acceptable.
B) Meet with Universidad Autómota Yucatan in class on 2/18 to plan a Conversation Hour, delegate tasks to create session plan and participant materials related to your selected text.
C) Meet on 3/11 to execute Conversation Hour with students from varying schools across the Universidad Autonóma Yucatan.
D) Write a five (5) paragraph reflection of the experience alongside the Conversation Tree experiences in April and upload to Canvas.

	Exceeds Expectations	Meeting Expectations	Approaching Expectations
Text Summary (1 paragraph)	The summary is written in the teacher candidate's own words and reflect their thoughts about the text. It includes the title, author, major characters, and at least three themes/ topis.	The summary is written in the teacher candidate's own words. It includes but may be missing title, author, major characters, and at least three themes/ topis.	The summary is written in the teacher candidate's own words but may be incomplete. It may be missing information regarding the title, author, major characters, and at least three themes/ topis.
Summary of Book Talk Experience with UADY (2 paragraphs)	The summary includes a precise description of the topics and activity discussed in the book talk which includes discussion of what went well as well, what was challenging, how you overcame and worked around these challenges, and an area of growth. It includes specific reference to contributions on behalf of group members that moved the conversation forward.	The summary includes a description of the topics and activity discussed in the book talk which includes discussion of what went well as well, what was challenging, and an area of growth. It may be missing specific reference to contributions on behalf of group members that moved the conversation forward.	The summary includes a vague description of the topics and activity discussed in the book talk which includes discussion of what went well as well, what was challenging, and an area of growth. It may be missing specific reference to contributions on behalf of group members that moved the conversation forward.
Reflection on New Perspectives from 3/11 Conversation Hour & April Conversation Tree (2 paragraphs)	Teacher candidate precisely describes new perspectives gleaned from participants during the Conversation Hour and April Conversation Tree experiences. These are integrated to provide a new, comprehensive perspective on the text based on the two	Teacher candidate describes new perspectives gleaned from participants during the Conversation Hour and April Conversation Tree experiences.. Teacher candidate may or may integrate the experiences to form a new comprehensive	Teacher candidate describes their own viewpoint on the text discussed during the Conversation Hour & April Conversation Tree experiences. They may not discuss participant perspectives. Teacher candidate may not provide a new

community engaged experiences. Reflection includes discussion of meaning negotiation that and its impact on personal take-aways from the experience.	outlook on the text. Reflection may or may not describe meaning negotiation the happened around the text and may vaguely describe personal take-aways from the experience.	perspective gleaned from the experience. Reflection may or may not describe meaning negotiation the happened around the text and may be missing personal take-aways from the experience.

Revision & Reflection of Language Stance: During Phase I, teacher candidates created a *Language Learning Stance* within the *Principles of Language Learning* course. This assignment will finalize this course and asks teacher candidates to re-read the original stance, revise and reflect on these revisions to include the experiences and transformations of Phases II-IV. The original assignment is posted on Canvas and teacher candidates are asked to:

A) Create a new copy of the document and revise each question.
   a. Strike out any deletions that are needed
   b. Include revisions and or additions in a new color
B) Reflect (no more than 1 paragraph per question) on the reasons and experiences that have inspired this change via 'Tracked changes' on Microsoft Word or Google Doc comment.
C) Upload the new document to Canvas.
D) Keep a clean version for yourself on a non-Rutgers sponsored platform for future reference or revision.

This may support your phase IV poster session reflection on your growth as a teacher candidate as well as inform your statement of teaching stance.

Revision Rubric:

Criteria	Exceeds Expectations	Meets Expectations	Toward Meeting
Definition of Language Learning	Personal definitions are clear and are directly extending from **theories of language learning, clinical & personal experience, & research/ academic experiences**. Statements evident extensive knowledge of theory and classroom application.	Personal definition is clear and are directly drawn from **theories of language learning, clinical & personal experience, & research/ academic experiences**.. Statements evident required knowledge of theory and classroom application.	Definition of language learning is vague and may not include references to **theories of language learning, clinical & personal experience, & or research/ academic experiences** .Statements evident emergent understandings of theory and classroom application or may be absent or unclear.
Language Acquisition	Personal philosophies are clear and are directly extending from **intersections of theories of language learning, clinical & personal experience, & research/ academic experiences**. Statements evident extensive knowledge of theory and classroom application.	Personal philosophies are clear and are directly drawn from **intersections of theories of language learning, clinical & personal experience, & research/ academic experiences**. Statements evident required knowledge of theory and classroom application.	Personal philosophies are vague and may not include references to **intersections of theories of language learning, clinical & personal experience, & research/ academic experiences**. Statements evident emergent understandings of theory and classroom application or may be absent or unclear.

View of Learner	Personal definitions & characteristics are clear, **strength-based** and are directly extending from **theories of language learning, clinical & personal experience, & research/ academic experiences with or related to language learning.** Statements evident extensive knowledge of theory and classroom application.	Personal definition & characteristics are clear, **strength-based** and are directly drawn from **theories of language learning, clinical & personal experience, & research/ academic experiences with or related to language learning**. Statements evident required knowledge of theory and classroom application.	Personal definition and characteristics are vague, **may be deficit minded** and or and may not include references to **theories of language learning, clinical & personal experience, & research/ academic experiences with or related to language learning.** Statements evident emergent understandings of theory and classroom application or may be absent or unclear.
Student-Teacher Relationship	Statements and characteristics are clear and are directly extending from **theories of language learning, clinical & personal experience, & research/ academic experiences**. Statements evident extensive knowledge of theory and classroom application.	Statements and characteristics clear and are directly drawn from **theories of language learning, clinical & personal experience, & research/ academic experiences** of language learning. Statements evident required knowledge of theory and classroom application.	Statements and characteristics are vague and may not include references to **theories of language learning, clinical & personal experience, & research/ academic experiences**. Statements evident emergent understandings of theory and classroom application or may be absent or unclear.
Assessment of Learning	**Application principles are clear, directly address the needs of diverse learners and are framed from a strength-based perspective. Stance & practices directly extending from theories and research of related to equitable practice and use. Statements evident extensive knowledge of theory and classroom application.**	**Principles are clear, directly address the needs of diverse learners and are framed from a strength-based perspective. Stance directly extending from theories and research of related to equitable practice and use. Statements evident extensive knowledge of theory and classroom application.**	**Principles may be vague and may not clearly and or directly address the needs of diverse learners and are framed from a monoglossic or deficit perspective. Stance may or may not extend from theories and research and may exhibit inappropriate application. Statements reveal and emergent knowledge of theory and classroom application.**
Reflections (based on NABE Standard Component C5c rubric)	**Reflections reveal a deeply thoughtful and analytical pedagogical stance founded upon an extensive understanding of bilingualism.. The Candidate critically reflects on the assessment and instructional cycle, the implementation of bilingual instruction, and Emergent bilinguals' learning to build a comprehensive and**	**Reflections reveal a deeply thoughtful and analytical pedagogical stance founded upon an understanding of bilingualism. The Candidate reflects on the assessment and instructional cycle, the implementation of bilingual instruction, and Emergent bilinguals' learning to build a comprehensive and**	**Reflections reveal a necessity for pedagogical stance founded upon an understanding of bilingualism. The Candidate understands how to reflect on the assessment and instructional cycle, the implementation of bilingual instruction, and Emergent bilinguals' learning to build a comprehensive and realistic understanding of teaching and learning as well as device concrete paths to innovate**

	realistic understanding of teaching and learning as well as device concrete paths to innovate them. Candidate also introspects about their ideologies related to bilingual instruction and learning across different linguistic repertoires and how these may impact their practice and development as bilingual teachers.	realistic understanding of teaching and learning as well as device concrete paths to innovate them. Candidate also introspects about their ideologies related to bilingual instruction and learning across different linguistic repertoires and how these may impact their practice and development as bilingual teachers.	them. Candidate is learning how to introspect about their ideologies related to bilingual instruction and learning across different linguistic repertoires and how these may impact their practice and development as bilingual teachers.
Expression and Organization	Grammatical errors do not interfere with comprehension. Uses APA throughout, if written. Reference section is accurate.	Few grammatical errors that may interfere with comprehension. APA generally followed, if written. Minor issues with reference section.	Grammatical errors impede comprehension. APA not followed. Major issues with reference section.

Community Engaged Reflections: Within two (2) days of Conversation Café / Hour sessions, you will be asked to reflect on the experience each week after working with our community partners. You will be given guiding question for each reflection which you could respond to in light of what you experienced and witnessed as a facilitator. Please take notes while in the language learning sessions. It will help you remember your successes, struggles and feelings.

A note on home language use: You are encouraged to complete assignments in the language other than English that you seek to use in a bilingual classroom. This includes community engaged reflections, instructional artifacts, and assignments for this class. You may alternate between audiovisual records and formal writing to facilitate practice with writing and speaking in your home language for instructional and planning purposes. If I do not speak/ read your home language, please complete written asks via Google Docs to facilitate my use of transliteration tools and English transcription of audiovisual recordings.

Academic Integrity Policy:
Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to http://academicintegrity.rutgers.edu/integrity.shtml for a full explanation of policies.

Canvas Portal: https://rutgers.instructure.com/courses/111009
This specific Canvas page is dedicated to this course.

Communication & Office Hours: I will use our Canvas site to catalogue communication of updates and events related to our course. Please check your email regularly. The email provided on the first page of this syllabus is the quickest method of communication with me. You can expect a response from me within 2-3 business days. With respect of office hours, I will meet with students regularly upon request on a one-to-one basis, providing more general, open hours of appointment as needed and or requested. These meetings can take place before 9pm Monday through Friday. To make an appointment please email me with specifics on what would be discussed and two or three available times for us to meet. I will gather and prepare supporting materials accordingly and create a conference meeting using the Big Blue Button feature on our Canvas course.

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Course Schedule

Date	Assignments & Readings

Week 1:
1/21
SYNC.
	Bilingual Program Models and History of Bilingual Education in the United States
	   o May, S. (2017). Bilingual education: What the research tells us. In O. García, A. Lin & S. May (eds.), *Bilingual and Multilingual Education* (pp. 81-100). New York: Springer.
	        o <u>Alternate resource</u>: Woo, R. (2017, March 2). *Bilingual Education in the United States: A Bumpy Road* [Presentation]. New York State Association of Bilingual Educators 40th Annual Conference, White Plains, New York. ([Link](#))
	Resources:
	   o English Learner Toolkit (2017). United States Department of Education. https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf
	   o Newcomer Toolkit (2017). United States Department of Education. https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf

Week 2:
1/28
	Family Engagement:
	   o García, O. & Menken, K. (2015). Cultivating an ecology of multilingualism in schools. In B. Spolsky, O. Inbar-Lourie & Tannenbaum, M. (eds.), *Challenges for language education and policy: Making space for people* (pp. 95-108). New York: Routledge
	        o <u>Alternate resource</u>: Collins, B. & Guzmán Valerio, L. (2015). *Building, Deepening and/or Extending the Multilingual Ecology of your School* [PowerPoint Slides]. CUNY-NYSIEB. https://www.cuny-nysieb.org/wp-content/uploads/2016/05/Fall-2015-Leadership-1-Multilingual-Ecology-Collins-Guzman-Valerio.pdf
	
	Special Education:
	   o Cioè-Peña, M. (2020). 2020) Bilingualism for students with disabilities, deficit or advantage?: Perspectives of Latinx mothers, Bilingual Research Journal, 43:3, 253-266, DOI: 10.1080/15235882.2020.1799884
	        o <u>Alternative Resource</u>: Mayorga, E. (2020, October). Pandemic Schooling for Students with Dis/abilities: A conversation with Dr. María Cioè- Peña [Audio podcast episode]. *Political Encounters/ Encuentros politicos*. https://edwinmayorga.net/pandemic-schooling-students-w-disabilities/
	
	<u>Asynchronous Activity:</u>

	o Watch: Gardner, L. (2018, October 1). *Family Engagement with Refugee Populations* [Webinar]. Bridging Refugee Youth & Children's Services. https://www.youtube.com/watch?v=9mdtdj9_WGk&list=PL9QgJw7bVn-riXVcBVamiSTZ9ySzEbTGp&index=2 *Resources:*
	 o Bridging Refugee Youth & Children's Services: www.brycs.org
	     o Trainings, research and school/ community/ parent supports in multiple languages
	     o YouTube Channel: https://www.youtube.com/channel/UC2AH-zz6168wxVGuk17lijA
	 o CUNY-NYSIEB (2019). *Nurturing a Multilingual Ecology*. CUNY-NYSIEB. https://www.cuny-nysieb.org/translanguaging-resources/nurturing-a-multilingual-ecology/
	 o English Learner Family Toolkit (2018). US Department of Education. https://ncela.ed.gov/files/family_toolkit/EL-Family-Tool-Kit-All.pdf
	 o Haager, D. (2016, September 13). *Special Education for English language learners with disabilities* [Video webinar]. Ohio T2T Transition to Teaching. https://www.youtube.com/watch?v=hcDzLdgnPPM
	 o Immigrant Connections: Supporting Educators and Organizations: https://www.immigrantsrefugeesandschools.org/resources
	 o Valente, J. (2017). Rethinking inclusion as mundanity: Insights from an experimental bilingual kindergarten class ESF at École Maternelle Gabriel Sajus in France. *Early Childhood Education Journal, 45,* 553-562.
	 o Special Education Parent Advocacy Network (SPAN): www.spanadvocacy.org
	 o Zarate, M.E. (2007). *Understanding Latin Parental Involvement in Education: Perceptions, Expectations, and Recommendations.* Time Warner. https://files.eric.ed.gov/fulltext/ED502065.pdf

Week 3: 2/4 SYNC	Anti-Blackness and Eliteness in Bilingual Education o Flores, N. (2016, September 11). *Do Black Lives Matter in Bilingual Education?* The Educational Linguist. https://educationallinguist.wordpress.com/2016/09/11/do-black-lives-matter-in-bilingual-education/' o Kim, S. (2014). Korean-origin kindergarten children's response to African American characters in race-themed picture books. *Education Research International*. *Select one (1):* o Palmer, D. (2009). Middle-class English speakers in a two-way immersion bilingual classroom: "Everybody should be listening to Jonathan now…" *TESOL Quarterly, 43,* 177-202. o Zheng, B. (2019). Translanguaging in a Chinese immersion classroom: An ecological examination of instructional discourses, *International Journal of Bilingual Education and Bilingualism* DOI: 10.1080/13670050.2018.1561642 *Resources:* o California Department of Education (2019). *Practitioners' Guide for Educating English Learners with Disabilities.* Special Education Division. https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf o Cioè-Peña, M. (Spring 2017). Who is Excluded from Inclusion?: Points of Union and

	Division in Bilingual and Special Education. *Theory, Research, and Action in Urban Education: Special Issue on #BlackLivesMatter, 5(1).* Retrieved from https://blmtraue.commons.gc.cuny.edu/2017/02/24/who-is-excluded-from-inclusion-points-of-union-and-division-in-bilingual-and-special-education/ ○ Conlon Perugini, D. (Host). (2020, March 3*).* Teaching Languages (Episode 136): Speaking Blackness in Brazil, Identity, and Investment with Uju Anya [Audio podcast episode]. *We Teach Languages.* https://weteachlang.com/2020/03/03/136-with-uju-anya/ ○ Flores, N. (2020, August 26). *Nice White Parents and Dual language Education.* The Educational Linguist. https://educationallinguist.wordpress.com/2020/08/26/nice-white-parents-and-dual-language-education/ ○ Joffe-Walk, C. (2020, July 30). Nice White Parents (Episode 2): The Book of Statuses [Audio podcast episodes] *Nice White Parents*. https://www.nytimes.com/2020/07/23/podcasts/nice-white-parents-serial.html ○ ==Huynh, T. (2020). Empowering LLs (Episode 24): Dr. Maria Cioè- Peña- Understanding anti-racist instruction for ELLs [Audio podcast episode]. *Empowering LLs*. https://www.podbean.com/ew/pb-e6dr9-e2e79f==
Week 4: 2/11	Emergent Bilinguals labeled as Students with Interrupted/ Informal Education: ○ CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org ○ Medina, J. (2021). *The C6 Biliteracy Framework: Lesson Planning Through a Critical Consciousness Lens.* ELLEvation. https://ellevationeducation.com/blog/biliteracy-framework-lesson-planning ○ New York State Education Department (2020, August 24). *Who are Students with Interrupted/ Inconsistent Formal Education?* [Webinar]. NYSED. http://www.nysed.gov/bilingual-ed/students-interruptedinconsistent-formal-education-sife ○ Peruse resources on page *Instructional Resources:* ○ New York State Education Department Students with Interrupted/ Inconsistent Education Page (Diagnostic Assessments in Multiple Languages/ Program, Curriculum & Instructional Frameworks and Tools, etc.) ○ Bridges to Academic Success (2019). *SIFE Manual*. New York State Education Department. http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/sife-manual_12-12-2019_final-for-website-a.pdf ○ García, O., Herrera, L., Hesson, S., & Kleyn, T. (2013). *CUNY-NYSIEB Framework for the Education of Emergent Bilinguals with Low Home Literacy, 4-12 Grades.* CUNY-NYSIEB. https://www.cuny-nysieb.org/wp-content/uploads/2016/05/CUNY-NYSIEB-Framework-for-EB-with-Low-Home-Literacy-Spring-2013-Final-Version-05-08-13.pdf ○ Winlund, A. (2020). Emergent literacy instruction: 'Continua of biliteracy' among newly immigrated adolescents. *Language and Education, 34,* 249-266.
Week 5: 2/18 SYNC	Centering Student Experiences: ○ San Pedro, T.J. (2017). "This Stuff Interests Me:" Re-centering Indigenous Paradigms in Colonizing Schooling Spaces. In D. Paris & H.S. Alim *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World* (99-116). Teachers College Press.

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o Reference: España, C. & Herrera, L.Y. (2020). Knowing our histories to understand the present moment. *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students.* Heinemann. 76-111

o Reference: Chapter 2: Examining Language Practices and Identities

IN CLASS: Conversation Hour Planning Meeting with Universidad Autónoma del Yucatán

Potential Instructional Resources:
o Culturally Relevant Books and Resources (2019). CUNY NYSIEB. https://www.cuny-nysieb.org/translanguaging-resources/culturally-relevant-books-and-resources/
o NYS Statewide Language Regional Bilingual Education Resource Network Guides and Resources for Educators of ELLs
o Spanish Native Language Arts Curriculum Guide (2013). NYCDOE Division of Students with Disabilities and English Language Learners: Office of English Language Learners. https://research.steinhardt.nyu.edu/scmsAdmin/media/users/atn293/SNLACGFinal092413_khFINAL.pdf?_ga=2.216411477.2106775185.1610640303-79249992.1610473238
o SJSU Mandarin Bilingual Education Resources Website: https://www.sjsu.edu/faculty/chang/Chinese/index.html

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<td>**Week 6: 2/22**</td>
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Assessment of Bi/ Multilingual Students:
García, O., & Ascenzi-Moreno, L. (2016). Assessment in school from a translanguaging angle. *Gegenwärtige Sprachkontakte im Kontext der Migration.* Heidelberg, Germany: Universitätsverlag Winter. https://ofeliagarciadotorg.files.wordpress.com/2018/09/gegenwartigespra.pdf

Resources:
o Ascenzi-Moreno, L. (2018). Translanguaging and responsive assessment adaptations: Emergent bilingual readers through the lens of possibility. *Language Arts, 95,* 355-369.
o Chu, S.Y., & Flores, S. (2011). Assessment of English Language Learners with Learning Disabilities. *The Clearing House* 84, 244-248. DOI: 10.1080/00098655.2011.590550
o Gorter, D., & Cenoz, J. (2017). Language education policy and multilingual assessment. *Language and Education*, *31*(3), 231–248. https://doi.org/10.1080/09500782.2016.1261892
o Lopez, Al, Guzman-Orth, D., & Turkan, S. (2019). Exploring the use of translanguaging in measure the mathematics knowledge of emergent bilingual students. *Translation and Translanguaging in Multilingual Contexts 5*(2), 2019. 143-164. https://doi.org/10/1075/ttmc.000029.lop
o Thurlow, M.L., Liu, K.K., Ward, J.M., & Christensen, L.L. (2013). *Assessment Principles and Guidelines for ELLs with Disabilities.* National Center on Educational Outcomes, University of Minnesota. https://nceo.umn.edu/docs/OnlinePubs/ivared/IVAREDPrinciplesReport.pdf

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<td>**Week 7: 3/4**</td>
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Instruction: Developing Home Language
o Hornberger, N. & Skilton-Sylvester, E. (2000). Revisiting the continua of biliteracy:

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SYNC	International and critical perspectives. *Language and Education*, *14,* 96-121. *Potential Instructional Resources & Instructional Supports:* o Center for Applied Linguistics (2021. *Chinese Curriculum Development.* https://www.cal.org/what-we-do/projects/chinese-curriculum-development o Center for Global Education: China Learning Initiatives (2021). Asia Society. https://asiasociety.org/china-learning-initiatives/curricula-and-curriculum-frameworks o Chinese Language Association of Secondary-Elementary Schools (2021). *Teaching Resources.* https://www.classk12.org/en/teachers/resources o Chinese Language Teachers Association, USA: https://clta-us.org/ o American Association of Teachers of Italian: https://aati.uark.edu/ o NYS Bilingual Common Core Initiative/Bilingual Progressions: https://www.engageny.org/resource/new- york-state-bilingual-common-core-initiative o Ministerio de educación y formación profesional, Gobierno de España: https://www.educacionyfp.gob.es/eeuu/en_US/portada.html o Chinese Consulate Language and Education Resources: http://www.china-embassy.org/eng/ywzn/lxyw/ o Italian Consulate Resources for Language and Education: https://consnewyork.esteri.it/consolato_newyork/en/in-linea-con-utente/cultura/direzione-didattica.html o University of Reading Resources for Italian Language and Culture: https://libguides.reading.ac.uk/languages/italian-websites
Week 8: 3/11	**Conversation Hour with Universidad Autónoma del Yucatán 5-7pm** o Execution of session plan o Brief reflection on global connection through literacy due Sunday, 3/14 by 11:59pm
Week 9: 3/18	**Spring Recess- No class session**
Week 10: 3/25 SYNC	Instruction: Introducing & Developing the Target Language o Sánchez M., & Aponte, G. (2017, April 26*). Translanguaging in Dual Language Education: Creating Transformation Spaces* [Webinar]. CUNY-NYSIEB. https://www.cuny-nysieb.org/webinar-archives/ o Flores, N. (2020). From academic language to language architecture: Challenging raciolinguistic ideologies in research and practice. *Theory into Practice, 59*(1), 22-31. https://doi.org/10.1080/00405841.2019.1665411 *Resources for Instruction:* o Funk, A. (2012). *The Languages of New York State: A CUNY-NYSIEB Guide for Educators.* CUNY-NYSIEB. https://www.cuny-nysieb.org/wp-content/uploads/2016/05/NYSLanguageProfiles.pdf o NYS Bilingual Common Core Initiative/Bilingual Progressions: https://www.engageny.org/resource/new- york-state-bilingual-common-core-initiative o NYS Statewide Language Regional Bilingual Education Resource Network Glossaries for ELLs/ MLLs Accommodations o NYS Statewide Language Regional Bilingual Education Resource Network Guides and Resources for Educators of ELLs o Sánchez, M., García, O. & Solorza, C. (2018). Reframing language allocation policy in dual language bilingual education. *Bilingual Research Journal*, *41,* 37-51.

RUTGERS

Week 11: 4/1	Instruction: Teaching in the Content Areas 　o　García, O., Ibarra Johnson, S., & Seltzer, K. (2017). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning.* Caslon, p. 129-141 　o　Fu, D., Houser, R. & Huang, A. (2007). A Collaboration between ESL and Regular Classroom Teachers for ELL Students' Literacy Development. *Changing English 14*(3), 325-342. DOI: 10.1080/13586840701712014 Conversation Café: *Resources*: 　o　California County Superintendents Educational Services Association (2017). *Supporting Content Learning the Secondary Classroom Through Literacy: Resources for Science, Mathematics, History/ Social Science, ELD, and ELA.* Curriculum and Instruction Steering Committee. https://www.stocktonusd.net/cms/lib/CA01902791/Centricity/Domain/3232/Supporting%20Content%20Learning%202017-03-07.pdf 　o　Ferlazzo, L. (2008) *The Best Multilingual & Bilingual Sites for Math, Social Studies and Science* [Blog]. https://larryferlazzo.edublogs.org/2008/10/03/the-best-multilingual-bilingual-sites-for-math-social-studies-science/ 　o　NYS Engage NY Translated Mathematics Modules: https://www.engageny.org/resource/translated-modules (Multiple Languages) 　o　NYS Bilingual Common Core Initiative/Bilingual Progressions: https://www.engageny.org/resource/new- york-state-bilingual-common-core-initiative 　o　NYS Statewide Language Regional Bilingual Education Resource Network Guides and Resources for Educators of ELLs: Math Best Practices by Archangelo Joseph & Marie Alix Emmanuel 　o　Texas State Department of Curriculum and Instruction (n.d.). *Social Studies 4 All.* https://www.education.txstate.edu/ci/socialstudies/social-ed-eng.html
Week 12: 4/8 SYNC	Instruction: Oracy & Writing Connection 　o　Fu, D. (1998). Unlock Their Lonely Hearts. *Voices from the Middle (6)*1, 1-9. 　o　Townsend, J. S., & Fu, D. (1998). A Chinese Boy's Joyful Initiation into American Literacy. *Language Arts 75*(3), 193-201. Conv1ersation Café: *Resources:* 　o　Espinosa, C., Ascenzi-Moreno, L., & Vogel, S. (2016). *A Translanguaging Pedagogy Writing: A CUNY NYSIEB Guide for Educators.* CUNY NYSIEB. https://www.cunysieb.org/wp-content/uploads/2016/05/TLG-Pedagogy-Writing-04-15-16.pdf 　o　 Fu, D. (2009). *Writing between languages: How ELLs make the transition to fluency.* Heinemann. 　o　Hillocks, Jr., G. (2011). *Teaching Argument Writing, Grades 5-12: Supporting Claims with Relevant Evidence and Clear Reasoning.* Heinemann. https://www.georgetownisd.org/cms/lib/TX01001838/Centricity/Domain/835/Argument f 　o　Jacobs, P., & Fu, D. (2014). Students with learning disabilities in an inclusive writing classroom. Journal of Language and Literacy Education [Online], 10(1), 100-113. Retrieved from http://jolle.coe.uga.edu

	o Velasco, P. & García, O. (2014) Translanguaging and the Writing of Bilingual Learners, *Bilingual Research Journal*: The Journal of the National Association for Bilingual Education, 37:1, 6-23, DOI: 10.1080/15235882.2014.893270 o Walker, H. (2018). A Critical Investigation into How Year 8 Students' Narrative Writing Skills are Developed Through the Medium of Oral Storytelling. *The Journal of Classics Teaching*, *19*(37), 35–. https://doi.org/10.1017/S2058631018000053

Week 13:
4/15
	Teacher as Advocate:
	o España, C. & Herrera, L.Y. (2020). Being a reader, writer, researcher, and advocate with and for Bilingual Latinx students. *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students.* Heinemann. 157-169
	o Zavala, V. (2015). "It will emerge if they grow fond of it": Translanguaging and power in Quechua teaching. *Linguistics and Education, 32,* 16-26.
	
	Conversation Café:
	
	Resources
	o Dear Colleague letter (2015 USDOJ/ USDOE Joint Document)
	o NJTESOL/ NJBE Special Ed. Rights (Draft)
	o Parent Rights to Special Education (PRISE) Document (available in Spanish, Arabic, Chinese and Portuguese)
	o Understood for All, Inc.: www.understood.org
	    o Organization dedicated to supporting educators, families and individuals with learning differences (support resources and information)
	    o YouTube Channel: https://www.youtube.com/c/UnderstoodOrg/featured
	o Education Law Center: https://edlawcenter.org/issues/special-ed.html
	    o The Right to Special Education in New Jersey: A Guide for Advocates, 2nd ed. (2008). Education Law Center. https://edlawcenter.org/assets/files/pdfs/publications/Rights_SpecialEducation_Guide%20TL.pdf
	    o *Available in Spanish*
	o Special Education Parent Advocacy Network (SPAN): www.spanadvocacy.org
	    o Resources, webinars, etc. in multiple languages

Week 14: **4/22** **SYNC**	TBD-Topic of Choice related to Teacher Candidate Interests Conversation Café 4: 6-7 **Reflection on Local Global Connection Due by 4/25**
Week 15: **4/29**	Reflection & Celebration o *Optional Meeting* **Revision & Reflection of Language Learning Stance due by 5/2 by 11:59pm**