

**DINÉ COLLEGE**  
**CDTE MASTER COURSE SYLLABUS**

<b>COURSE NUMBER</b>	EDU 476
<b>COURSE TITLE &amp; CREDITS)</b>	SEI/ESL for linguistically diverse learners in Bilingual settings (3 credits)
<b>SEMESTER</b>	
<b>CLASS MEETING TIME(S)</b>	
<b>LOCATION</b>	
<b>INSTRUCTOR</b>	
<b>OFFICE LOCATION</b>	
<b>OFFICE PHONE NUMBER</b>	
<b>E-MAIL</b>	
<b>OFFICE HOURS</b>	
<b>BEST CONTACT METHOD</b>	
<b>PREREQUISITE (If any)</b>	Acceptance into the BA Elementary Education Program and successful completion of EDU courses 345-378 or BS Secondary Math/Science.

**COURSE DESCRIPTION**

This course introduces theories related to teaching students who are learning a second language. The purpose is to prepare teachers to work with students who need to become proficient in English language, gain competency in their community and to become successful in the future. This course examines strategies, assessment, SEI models and ELD methods for English language learners. This course is aligned to the curricular framework for Structure English Immersion instruction that is provided by Arizona State Department of Education.

**COURSE RATIONALE**

The SEI course requires 45 clock hours seat time. It is designed to meet the standards articulated by the Arizona Department of Education. It also will develop candidate's capacity in understanding how SEI is vital in all classrooms. The course includes:

- Participation in activities that allow candidates to plan and work collaboratively in classroom settings.
- Design two appropriate lesson plans that address all students and implement into the classroom.
- Share and present various strategies in class throughout the course.
- Apply research-based practices into classrooms.
- Create a resource binder that will become a tool in the classroom.

**COURSE OUTCOME**

*The pre-service teacher...*

**Nitsáhákees:**

- Understands central role of assessment in effective instructional design (e.g., Backward Design)

- Understands families of instruction (e.g., direct, inquiry, social, personal, SIOP, and different kinds of units) for lesson and unit development
- Understands multiple strategies for having learners demonstrate their knowledge through a variety of products and performances
- Understands K'é as a system for building relationships with students, families, and colleagues

**Nahat'á:**

- Designs culturally supportive and developmentally appropriate learning experiences
- Designs holistic, cross-disciplinary lessons and units with essential questions that relate to real-world issues and challenges
- Integrates K'é into curriculum and instructional practices

**Iiná:**

- Differentiates instruction
- Uses wide variety of instructional strategies and resources, including human and technical, to promote student learning
- Applies K'é with students, families, and colleagues

**Sih hasin:**

- Values flexibility and reciprocity for adapting instruction to learners' needs
- Values K'é as a system for building relationships with students, families, and colleagues

**InTASC STANDARDS**

<b>Learner and Learning</b>
#2 <i>Learning differences.</i> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
<b>Content Knowledge</b>
#5 <i>Application of content.</i> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
<b>Instructional Practice</b>
#6 <i>Assessment.</i> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. #7 <i>Planning for instruction.</i> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. #8 <i>Instructional strategies.</i> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
<b>Professional Responsibility</b>
#9 <i>Professional learning &amp; ethical practices.</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of

his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.  
#10 *Leadership & collaboration*. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **ESSENTIAL QUESTION**

How does Structure English Immersion apply to the Navajo classrooms?

### **SUGGESTED TEXT AND RESOURCES**

Echevarria, J. & Graves, A. (2007). *Sheltered content instruction*. Third Edition, Pearson

Haley, M. & Austin, T. (2005). *Content-Based Second Language Teaching and Learning, An Interactive Approach*. Pearson

Echevarria, J., Vogt, M., & Short, D.(2008). *Making content comprehensible for English learners: The SIOP model*, Third Edition, Pearson

Clark, K (2009, April). The Case for structured English Immersion: Educational leadership, 66(7), 42-46

### **COURSE AND PROGRAM ASSESSMENTS**

#### **GRADING POLICY**

You will earn a course grade by compiling points-per-assignment. Each of the assignments is worth a certain number of points as indicated above. You will receive no points for late assignments. Grades will be calculated by dividing points earned by total possible points, which creates a percentage, which translates into a traditional letter grade as follows:

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- 59% or less = F

#### **SCHEDULE (Optional)**

#### **ATTENDANCE POLICY**

As teacher candidates, attendance for every class period is important and expected. An absence from class or practicum teaching is granted only in the case of:

- A verifiable illness (a doctor's statement may be requested).
- Being a patient in a Navajo or other traditional/religious ceremony (again, a medicine-person's or equivalent's signed, notarized statement may be requested).
- A death in the immediate family.

All instructors must be contacted individually beforehand to request an absence. Instructors can be contacted in person, by phone, or by email. Do not leave a message with another faculty or staff person.

### **DISABILITY SUPPORT SERVICES**

Diné College is committed to providing college-wide educational support and assistance for students with documented disabilities. Students who have learning disabilities, sensory impairments, psychological disabilities, or physical conditions are encouraged to meet with a Disability Coordinator to discuss resources and reasonable accommodations.

The following services are available: classroom accommodation, testing accommodations, educational coaching and referral for academic support services, career advising, and supportive counseling. Eligibility for services is dependent upon documentation of individual's specific disability.

The Disability Support Services are available at the Tsaile and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsaile (928) 724-6856 or Shiprock (505) 368-3627.

### **ACADEMIC INTEGRITY**

Students are responsible for the integrity of their academic work. Examples of academic dishonesty include but are not limited to, obtaining unauthorized assistance in any academic work: cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor's approval for obtaining additional credit or an improved grade; and, representing the work of others as one's own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or and recording the decision in the student's academic record.