

## **Developmental Teacher Education: Response to NCTQ Standard on English Language Learners**

The NCTQ Review stated that: “Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The program fails to meet the standard because there is no required course that delivers instructional strategies addressing the specific early reading needs of English language learners and requires candidates to practice such strategies.”

The DTE program requires fieldwork in the first and last summer of the program that has our candidates working directly with English Language Learner students at a summer school that we created in Oakland, California. In the first summer, candidates complete an in-depth literacy case study and do literacy tutoring with ELL students. In the final summer candidates plan and teach a three-week summer school course that focuses on Academic Language Development for ELL students. During their two formal student teaching placements in the Fall and Spring semesters, candidates work directly with English Language Learners in Oakland and Berkeley.

In addition to the required fieldwork, the following courses directly address working with English Language Learners. We have uploaded the syllabi for Spring and Fall 2012, annotated with notes indicating assignments that “addressing the specific early reading needs of English language learners and requires candidates to practice such strategies.”

### **Education 149: Foundations for Teaching Language Arts**

The following assignments, readings, and lectures are included on the syllabus for EDUC 149, Summer 2012. The annotated syllabus is also uploaded.

1. Candidates are required to respond to all weekly readings through the lens of how to support English Language Learners.
2. Candidates are required to complete an in-depth case study on the literacy strengths and needs for two ELL students in their summer fieldwork placement. This requires ongoing observation and assessment related to reading and writing development, individual tutoring of these students, and a final project sharing their findings and applying course material to making specific recommendations for supporting these students’ literacy development.
3. The following course readings specifically address reading and writing development for Language Learners:
  - a. 7/11/12: Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann, Ch. 4
  - b. 7/23/12: Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann, Ch. 5

- c. 7/23/12: Chen, L. & Mora-Flores, E. (2006). *Balanced literacy for English language learners, K-2*. Portsmouth, NH: Heinemann, p. 36.
- d. 7/30/12: Cummins, J. (2003). Reading and the bilingual student: Fact and friction. In G.G. Garcia (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 2-33). Newark, DE: International Reading Association.
- e. 7/30/12: Fillmore, Lily Wong. (1991). Second-language learning in children: a model of language learning in social context. In E. Bialystok (Ed.), *Language Processing in Bilingual Children*. Cambridge, Cambridge University Press, pp. 49-69.
- f. 7/30/12: Franquiz, M. E. & Reyes, M. (1998). Creating inclusive learning communities through English language arts: From Chanclas to Canicas. *Language Arts*, 75 (3), 93-103.
- g. 7/30/12: Samway, K.D. (2006). *When English language learners write: Connecting research to practice, K-8*. Portsmouth, NH: Heinemann, Ch. 3 (61-78).
- h. 7/30/12: Genesee et al. (2005). *English Language learners in U.S. Schools: An Overview of Research Findings*. *Journal of Education for Students Placed at Risk*, 10(4) 363-385.
- i. 8/6/12: Rymes, B. & Anderson, K. (2004). Second Language Acquisition for All: Understanding the Interactional Dynamics of Classroom in which Spanish and AAE Are Spoken. *Research in the Teaching of English*, 39 (2), 107-135

### **EDUC 158: Foundations for Teaching Reading in Grades K-8**

The following assignments, readings, and lectures are included on the syllabus for EDUC 158, Fall 2012. The annotated syllabus is also uploaded.

1. Candidates are required to complete a 10-week Assessment project, closely tracking the reading development of at least one English Language Learner, including QRI and DIBELS assessments and recommendations for reading support.
2. The following class readings directly relate to the reading development of English Language Learners:
  - a. 10/15/12: Helman, Lori. (2004). Building on the sound system of Spanish: Insights from the alphabetic spellings of English-language learners. *The Reading Teacher*. 57 (5). (pp. 237- 244)
  - b. 10/22/12: Bauer, E. B. & Arazi, J. (2011). Promoting Literacy Development for Beginning English Learners. *The Reading Teacher*, 64(5), 383-386.
  - c. 10/29/12: Mohr, K. A. & Mohr, E. S. (2007). Extending English-language learners' classroom interactions using the Response Protocol. *The Reading Teacher*, 60(5), 440–450. doi:10.1598/RT.60.5.4

### **EDUC 246A: Teaching Linguistically and Culturally Diverse Students**

All of the readings in this course focus on language and literacy development of English Language Learner students. The syllabus for Spring 2012 has been uploaded.