WILLIAM PATERSON UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION

Theme - Preparing Inquiring Educators for Diverse Settings:
Developing Knowledge, Application, Dispositions

COURSE OF STUDY

1. **TITLE OF COURSE AND COURSE NUMBER:** CIED 2050: Foundations of Bilingual and Multicultural Education (3 credits; 6 hours of field experience required)

2. **DESCRIPTION OF THE COURSE:**
This course will provide participants with the knowledge base necessary for understanding the historical, political, legal, social and educational aspects of bilingual and multicultural education and how such knowledge influences teacher practices in Bilingual and ESL programs. Critical discussion of historical and current struggles for access to education in American history is central to this course. Another key focus of this course is learning about methods through which teachers can effectively explore and celebrate the diversity in language, culture, religion, gender, ability, and other areas inherent in American classrooms through engaging in culturally relevant instruction; incorporating meaningful, authentic assessment; and including multiple perspectives throughout the curriculum. New research in the areas of bilingual and multicultural education will be examined, and students will analyze and apply best practices based on this research.

3. **COURSE PREREQUISITES:** CIED 2030

4. **COURSE OBJECTIVES:** The teacher candidate will be able to:
   1. Develop an understanding of the historical developments and current political issues that influence bilingual programs in the United States.
   2. Understand purposes and applications of multicultural education in terms of the needs of diverse student populations.
   3. Understand, analyze and evaluate the effects on students of bilingual education laws and legislation in the State of New Jersey and throughout the United States.
   4. Explore, apply, and evaluate different school and classroom organizational models for English Language Learners.
   5. Investigate the role of the teacher as an advocate, role model and professional resource for English Language Learners.
6. Examine and evaluate current research pertaining to the education of English Language Learners, including topics such as institutional racism; connections between education, oppression, and freedom of thought; examples of teachers working toward social justice through critical education; developing the multicultural curriculum; and others.

7. Observe, describe, and practice engaging in best practices in the bilingual classroom, keeping in mind the notion that through differentiated instruction, fair and effective education can be provided for bilingual students in American classrooms.

**STUDENT LEARNING OUTCOMES:**

*Area 4: Diversity and Justice SLOs*

Teacher candidates will be able to:

1. Distinguish issues of diversity (recognition of difference) from those of equality as elements of a fair, just, and healthy society (4.1).

   In this course, teacher candidates will examine historical and current research about events and trends related to bilingual students’ gaining fair and equal access to education in the United States (Course SLO 1). Teacher candidates will create lessons and reflections that are characterized (as in Banks, 2003) as part of a curriculum that is “Transformative” and oriented toward “Social Action,” rather than an “Additive” one that simply adds multicultural topics to an already-established curriculum (Course SLOs 2 and 3). Finally, teacher candidates will engage in a discussion / interview with a K-5 student whose own, personal experiences with bilingual education will reflect, in multiple, meaningful ways, the recognition of difference in educational settings (Course SLO 4).

2. Identify historical and/or contemporary dynamics of group inclusion/exclusion as they relate to inequality and discrimination across diverse cultures and regions. (4.2)

   In this course, the dynamics of group inclusion and exclusion are examined in multiple ways: from an historical perspective (Course SLO 1); in a field-based lesson planning context (Course SLO 2); from a biographical, philosophical stance (Course SLO 3); and through learning firsthand about the personal experiences of someone who has experienced education as an English Language Learner (Course SLO 4).

3. Employ concepts such as justice, oppression, tolerance, inequality, and difference. (4.3)

   In this course, “concepts such as justice, oppression, tolerance, inequality, and difference” are embedded throughout many learning activities. The history of the movement to gain equal access to schools by a variety of minority groups, including ELLs, is characterized by these concepts (Course SLO 1). Teacher candidates will
actively work toward social justice and address inequalities inherent in the classroom by working with bilingual students on basic skills, critical thinking skills, and reflecting upon experiences related to difference (Course SLOs 2 - 4).

4. Identify systems of oppression at local, national, regional and global levels. (4.4)

In this course, the history and current state of bilingual and multicultural education is viewed with a combined focus on local, national, and international issues. Teacher candidates will reflect upon notions of oppression through education (for example, Freire’s [1970/2000] model of “banking” education vs. critical pedagogy) and how these notions might play out in the local, urban schools in which they complete the field experience component of this course (Course SLOs 1 - 4).

5. Identify problem-solving strategies in the area of diversity & justice. (4.5)

In this course, issues of diversity and justice as they exist in local classrooms are a central focus. Teacher candidates working with bilingual students on basic, critical-thinking, and social skills can be seen as working actively, as part of a consciously social action-based curriculum, toward social justice (Course SLOs 2 and 4). Teacher candidates will also develop an educational philosophy grounded in their analysis of how to approach the academic and social struggles of ELLs and other diverse groups of students (Course SLO 3)

Course-Specific SLOs

Teacher candidates will be able to:

1. Demonstrate an understanding of historical and current political issues influencing the education of language minority children by researching landmark events in the field and proposing effective solutions to today’s issues in bilingual education.
2. Develop a lesson plan about a culture other than their own that that demonstrates the ability to effectively differentiate instruction and assessment for English Language Learners.
3. Compose their own educational philosophy with respect to the education of English Language Learners by examining their own deep rooted beliefs and assumptions.
4. Consider bilingual education from the perspective of a bilingual student through conducting and analyzing an interview with a bilingual student.
<table>
<thead>
<tr>
<th>Course SLOs</th>
<th>UCC Program SLOs</th>
<th>UCC Area 4 SLOs</th>
<th>NJ Teaching Standards</th>
<th>ACEI Standards</th>
<th>NJCCC Standard</th>
<th>NCATE Standard</th>
<th>WPU Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of historical and current political issues influencing the education of language minority children by researching landmark events in the field and proposing effective solutions to today’s issues in bilingual education (Action Plan).</td>
<td>1, 3, 5, 6, 7, 8, 10</td>
<td>4.1, 4.2, 4.3, 4.4, 4.5</td>
<td>1, 3, 7, 8, 9, 11</td>
<td>1, 3.2, 3.5, 5.1-5.4</td>
<td>N/A</td>
<td>1, 4</td>
<td>8, 9, 12, 16</td>
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<td>2. Develop a lesson plan about a culture other than your own that demonstrates the ability to effectively differentiate instruction and assessment for English Language Learners.</td>
<td>1, 5, 6, 7, 8</td>
<td>4.1, 4.2, 4.3, 4.5</td>
<td>1, 3, 4, 5, 7, 8</td>
<td>1, 2.1-2.7, 3.1, 3.3, 4.0</td>
<td>All</td>
<td>1, 3</td>
<td>1, 2, 4, 5, 6</td>
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<tr>
<td>3. Compose their own educational philosophy with respect to the education of English Language Learners by examining their own deep rooted beliefs and assumptions.</td>
<td>1, 3, 5, 6, 7, 10</td>
<td>4.1, 4.2, 4.3, 4.4, 4.5</td>
<td>1, 2, 3, 6, 7, 9, 10, 11</td>
<td>1, 5.1, 5.2</td>
<td>N/A</td>
<td>1, 4</td>
<td>7, 8, 9, 10, 11, 12</td>
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<td>4. Consider bilingual education from the</td>
<td>1, 3, 5, 6, 8, 10</td>
<td>4.2, 4.3, 4.4, 4.5</td>
<td>2, 3, 4, 5, 6, 7, 8, 11</td>
<td>1, 3.1, 3.5, 5.1, 5.2</td>
<td>N/A</td>
<td>1, 3, 4</td>
<td>1, 5, 7, 8, 9, 10, 11, 12, 13, 15</td>
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6. **TOPIC OUTLINE OF COURSE CONTENT:**

**A. History of Bilingual Education**
2. Key factors that have shaped language policy in the United States and the education of language minority children
3. Civil rights movements throughout American history
4. Demographic, economic and policy priorities that have shaped the education of English Language Learners (ELLs)

**B. Current issues affecting Bilingual Education**
1. Current research and pedagogical theories for and against bilingual education: National Assessment of Educational Progress (NAEP), National Literacy Panel (NLP), Center for Research on Education, Diversity and Excellence (CREDE)
2. Examination of and reflection on personal attitudes and beliefs on difference, equality, and social justice.

**C. New Jersey State Legislation**
1. Examine NJ laws and legislation governing the compliance of equitable education for English Language Learners; including NCLB minimum requirements for both students and teachers
3. New Jersey State Bilingual Education Act; State and Federal statutes regulating Bilingual Education (NCLB, Title III)
4. New Jersey state requirements for language minority students
5. New Jersey state requirements for bilingual education teachers
6. New Jersey state preschool implementation guidelines
7. NJ state elementary/secondary bilingual education standards
D. Multicultural Education
1. Explore the effects of US mainstream cultural values on teaching strategies and curriculum.
   a. Culturally diverse classrooms
   b. Demographics in American Schools
   c. Acculturation / assimilation (Banks, 2003)
   d. Deep Culture / Surface Culture (Pang, 2005)
   e. Culturally responsive teaching
2. The importance of teacher dispositions in the multicultural classroom

E. Who is Bilingual?
1. Different levels of fluency in multiple languages
   a. Cognitive affects
   b. Multiple influences on language choice
   c. Bilingual and multilingual abilities
   d. Bilingual students with special needs
2. Examining preconceived notions and facts about bilingualism in today’s schools

F. Bilingual Education Models
1. Identify and differentiate educational models for English Language Learners used in NJ and in the US.
   a. Dual Language Programs
   b. Maintenance Bilingual Program
   c. Transitional Bilingual Program
   d. Sheltered Instruction
   e. Immersion/ Pull-out ESL/ Push-in classroom ESL
2. Examine ways in which model choice is affected by political, and social issues and how these model affect second language learners academically and socially.

G. Role of the Multicultural educator in school organization
1. Explore how educators can effect change in the school environment by advocating and modeling cultural sensitivity and linguistic diversity
   a. School protocol
   b. Scheduling
   c. Classroom management
   d. Administration
   e. Relationships between parents and school personnel
   f. Dispositions needed in the multicultural classroom
2. Education and social justice
H. Best practices in bilingual and multicultural education
   1. Differentiated instruction
   2. Culturally relevant instruction
   3. Issues-based learning
   4. Community and family involvement

7. GUIDELINES/SUGGESTIONS FOR TEACHING METHODS AND STUDENT LEARNING ACTIVITIES:

   1. Interactive lectures
   2. Critical discussion / debate (small and whole group)
   3. Reflection upon assigned readings and presentations through writing-to-learn activities including Double Entry Journal and free-writing response assignments
   4. Analysis of, evaluation of, and practice writing according to William Paterson Lesson Plan format
   6. Cooperative brainstorming of and free-writing about topics, concepts, and learning strategies for Lesson Plans
   8. Observations of Pre-K-Grade 12 settings
   9. Multimedia presentations, including filmed scenarios of classroom instruction
   10. Analysis of demographic data: local, national, and international populations and trends
   11. Discussion board questions on Blackboard (Bb) (Bb use is required in this course)

8. GUIDELINES/SUGGESTIONS FOR METHODS OF STUDENT EVALUATION:

Area 4 SLOs:

1. Distinguish issues of diversity (recognition of difference) from those of equality as elements of a fair, just, and healthy society (4.1).

Action Plan (Course SLO 1): Through engaging in historical research about events and trends related to bilingual students’ gaining fair and equal access to education in the United States, teacher candidates will learn to recognize the consequences of racism, classism, and xenophobia in American schools.

Lesson Plan (Course SLO 2): Teacher candidates will create lessons that are characterized (as in Banks, 2003) as part of a curriculum that is “Transformative” and oriented toward “Social Action,” rather than an “Additive” one that simply adds multicultural topics to an already-established curriculum.

Educational Philosophy (Course SLO 3): Reflections, based on evidence and research, should reflect an understanding of curriculum as described in the Lesson Plan description above.
Interview with bilingual student (Course SLO 4): Analysis of an interview with a K-5 student should reflect the recognition of and attention to differences between students (language, culture, gender, interests, dispositions...).

2. Identify historical and/or contemporary dynamics of group inclusion/exclusion as they relate to inequality and discrimination across diverse cultures and regions. (4.2)

Action Plan (Course SLO 1): The dynamics of group inclusion and exclusion, inequality and discrimination are examined from an historical and a current perspective, as well as an action-oriented approach, based on students’ research.

Lesson Plan (Course SLO 2): These themes will be evident through the teacher candidate’s approach to inclusion of content and teaching methods in cultural lesson plan.

Educational Philosophy (Course SLO 3): These themes will be considered from a biographical, philosophical stance.

Interview (Course SLO 4): These themes will be explored through learning firsthand about the personal experiences of someone who has experienced education as an English Language Learner (Course SLO 4).

3. Employ concepts such as justice, oppression, tolerance, inequality, and difference. (4.3)

In this course, understanding of “concepts such as justice, oppression, tolerance, inequality, and difference” are evaluated throughout all of the learning activities.

Action Plan (Course SLO 1): Teacher candidates will engage in research on the history and current state of the movement to gain equal access to schools by a variety of minority groups, including ELLs, a history which is characterized by these concepts.

Lesson Plan (Course SLO 2): Teacher candidates will actively work toward social justice and address inequalities inherent in the classroom by planning a lesson highlighting complex and meaningful concepts related to a culture initially unfamiliar to them.

Educational Philosophy (Course SLO 3): Teacher candidates will reflect on the meaning of their active work helping with bilingual students with basic and critical thinking skills.

Interview (Course SLO 4): Teacher candidates will reflect upon experiences related to difference in reference to their interaction with a bilingual student.

4. Identify systems of oppression at local, national, regional and global levels. (4.4)

Action Plan (Course SLO 1): Teacher candidates research the history and current state of bilingual and multicultural education, characterized by oppression through denial of access to schools and services, with a combined focus on local, national, and international events.

Lesson Plan (Course SLO 2): Through planning a lesson on an underrepresented culture in the mainstream curriculum in response to a critical analysis of Loewen’s Lies My
Teacher Told Me, teacher candidates must reflect upon notions of oppression through the elimination of certain cultures’ histories and voices in favor of other, more powerful histories and voices.

Educational Philosophy (Course SLO 3): Some of the concepts considered as aspects of teacher candidates’ philosophy of education of bilingual students must include notions of oppression and liberation through education (for example, Freire’s (1970/2000) model of “banking” education vs. critical pedagogy) and how these notions might play out in the local, urban schools in which they complete the field experience component of this course.

Interview (Course SLO 4): Written analysis of interview must also address concepts such as Freire’s (1970/2000) approach to education in Pedagogy of the Oppressed.

5. Identify problem-solving strategies in the area of diversity & justice. (4.5)

In this course, issues of diversity and justice as they exist in local classrooms are a central focus.

Action Plan (Course SLO 1): The Action Plan involves teacher candidates in researching issues of diversity and justice in the history of bilingual education, then applying this research toward understanding and solving the issues faced by today’s bilingual students, including those in their placement classrooms.

Lesson Plan (Course SLO 2): Teacher candidates working with bilingual students on basic, critical-thinking, and social skills can be seen as working actively, as part of a consciously social action-based curriculum, toward social justice.

Educational Philosophy (Course SLO 3): Teacher candidates’ educational philosophy statements must be grounded in their analysis of how to approach the academic and social struggles of ELLs and other diverse groups of students.

Interview (Course SLO 4): Written analysis of interview must also address issues of diversity and justice, this time, in terms of how these larger social phenomena can play out in an individual student’s experience.

Course Specific SLOs:

Course SLO #1: Quality of research paper using rubric (rubric refers to aspects of the research paper including: accuracy of historical information; analysis of historical events and trends; connection to present-day issues; grammar and style)

Course SLO #2: Quality of lesson plan (and previous drafts) using COE rubric (rubric incorporates assessment of all sections of the Lesson Plan, including: objectives; motivational set; learning activities; guided and independent practice; pre-, formative, and post-assessment of student learning; differentiation of learning activities and assessments)
Course SLO #3: Quality of Bilingual Education Philosophy Statement using rubric (rubric incorporates aspects of Philosophy Statement including accurate references to schools of educational thought; applications to classroom practice; understanding of cultural differences and how they affect American classrooms)

Course SLO #4: Quality of interview and analysis using rubric (rubric includes: description and analysis of interview; question selection; interpretation of demographic and economic data related to interviewee and field placement community)

9. **SUGGESTED TEXTS:**


10. **BIBLIOGRAPHY:**

**Texts and Journal Articles**


**Websites**


National Association for Bilingual Education. [http://www.nabe.org/](http://www.nabe.org/)


National Clearinghouse for English Language Acquisition & Language Instructional Programs. [http://www.ncela.gwu.edu/](http://www.ncela.gwu.edu/)


Rethinking Schools Online [http://www.rethinkingschools.org/special_reports/bilingual/resources.shtml](http://www.rethinkingschools.org/special_reports/bilingual/resources.shtml)


11. **PREPARERS’ NAMES AND DATE**: Dr. Alison Dobrick and Dr. Linnea Weiland, Fall 2008
12. **ORIGINAL DEPARTMENTAL APPROVAL DATE:** Fall 2008

13. **REVISER’S NAME AND DATE:** Alison Dobrick, Spring 2011

14. **DEPARTMENT REVISION APPROVAL DATE:**