Policy Studies in Language and Cross-Cultural Education

PLC 515 Theories and Practices in Multilingual Education
Course Syllabus

Semester: Fall 2013
Meeting Time: Wed, 7:00 – 9:40 pm –
Meeting Place: LA2203
Instructor: Cristian R. Aquino-Sterling, Ph.D.
Phone: 619-594-6675
E-mail: caquino@mail.sdsu.edu
Office Location: North Education #95
Office Hours: Wednesdays 5:00 – 6:30 and by appointment.

Graduate Assistant:
- Breann Mudrick, MA, Doctoral Student
  mudrickbre@gmail.com

Course Description:

This course is designed to provide participants with a foundational understanding of multilingualism and multilingual education (De Jong, 2011). Specifically, the course will advance pre-service teachers' understanding of the sociopolitical context, theories, and practices associated with teaching and learning in multilingual schools (P-12) and communities. Participants will engage in the critical analysis and discussion of: (1) key historical and legal events (federal & state policy) leading to bilingual education and equality of educational opportunity for emergent bilinguals; (2) sociocultural characteristics of ethno-linguistic students’ school communities; (3) key educational principles guiding theoretical frameworks and practices of bilingual and dual-language education; (4) programmatic and pedagogical practices for building on the linguistic, sociolinguistic, and academic strengths and addressing the needs of English language learners or emergent bilinguals.

Course Objectives and Learning Outcomes:

1. Describe and analyze the philosophical, and constitutional bases that support educational equity and bilingual education for language minority students. (TPE: 7, 8, 13, 14, 15)
2. Research and analyze the sociocultural characteristics of the school community of ethnolinguistic student and develop a sociocultural profile of an ethnically diverse school community. (TPE: 7, 8, 11, 13, 16)
3. Examine, describe, and analyze theoretical and pedagogical principles supporting bilingual education theory that support multilingualism and bicognitive development of students. (TPE: 7, 8, 13, 15)
4. Examine, discuss and analyze pedagogical and programmatic practices (assessment, development of first and second language, cognition, program effectiveness) for addressing the linguistic and academic needs of limited English proficient and underachieving students. (TPE: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 15)
5. Compare and contrast conceptual program designs that address the linguistic and academic development of language minority students and the characteristics of these programs to first and second language acquisition. (TPE: 1, 2, 6, 7, 8, 9, 13, 15)

Required Text:


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1 Prerequisite for Bilingual Authorization: Knowledge of Spanish at CAST Intermediate Mid level or higher (when applicable).
2 With the exception of course readings and grading criteria, the goals/objectives and key requirements for the course follow Dr. Alberto Ochoa’s approach as specified in his PLC515 Course Syllabus, 2011. I am grateful to Dr. Ochoa for sharing his syllabus, and for his guidance and kind generosity.
3 Please allow at least 24hrs for responses to e-mail messages. E-mails received on a Friday will be replied to on Monday, the following week.
Other Didactic Resources:


**Daily Meeting Format**

The class will involve small group interaction and incorporate the fieldwork experiences of the participants in the various school communities. The assessment of course objectives will be made by the participants, course instructor and peers. In order to facilitate participants' continued development of academic/professional Spanish language proficiencies, the course will be taught 75% in Spanish and 25% in English, although this can vary depending on the make-up and linguistic profile of course participants.

**Learning Theory**

Significant learning takes place, when the subject matter addressed is perceived by the learners as having relevance for their own (personal, academic, and professional) lives and purposes. Learning which involves a change in the perception of oneself is threatening and tends to be resisted. However, when threats to oneself are low, the individual makes use of opportunities to learn in order to enhance himself/herself. Learning is facilitated when the learner participates in the learning process. When she/he chooses his/her own direction, helps to discover his/her own learning resources, formulates his/her own problems, decides his/her own course of action, lives with consequences of each of these choices, then significant learning is maximized.

As we collectively engage in dialogue, reflect on Ramon Ruiz: The Four Agreements, that include:

- **Be Impeccable with your Word**
  Speak with integrity. Say only what you mean. Avoid using the Word to speak against yourself or to gossip about others. Use the power of your Word in the direction of truth and love.

- **Don’t Take Anything Personally**
  Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream. When you are immune to the opinions and actions of others, you won’t be the victim of needless suffering.

- **Don’t Make Assumptions**
  Find the courage to ask questions and to express what you really want. Communicate with others as clearly as you can to avoid misunderstandings, sadness and drama. With just this one agreement, you can completely transform your life.

- **Always Do Your Best**
  Your best is going to change from moment to moment, it will be different when you are healthy as opposed to sick. Under any circumstance, simply do your best, and you will avoid self-judgment, self-abuse, and regret.

**Role of the Instructor**

In order to facilitate learning and a climate for sharing ideas, experiences in teaching in the multilingual setting, instructor will make presentations and facilitate interaction among participants through discussion and small group activities. It is assumed that each participant brings to the course a wealth of knowledge and resources that will be pooled to experience in order to examine the field of multilingual education through multiple perspectives.
Professional Support Organizations:

- American Council on the Teaching of Foreign Languages (ACTFL)
  http://www.actfl.org/
- Bilingual/Bicultural Family Network
  http://www.biculturalfamily.org/
- California State Department of Education
  http://www.cde.ca.gov/index.asp
- Center for Applied Linguistics
  http://www.cal.org/
- Moramodules: Enhancing Academic Achieving of Bilingual Learners
  http://moramodules.com/
- Center for Multilingual Multicultural Research USC
  http://www-bcf.usc.edu/~cmmr/Policy.html
- Colorín Colorado
  http://www.colorincolorado.org/
- ERIC Clearinghouse
  http://www.eric.org/ericcll/digest/
- James Crawford's Language Policy Web Site and Emporium
  http://www.languagepolicy.net/
- California Association for Bilingual Education
  http://www.bilingualeducation.org/
- Center for Research on Education, Diversity, and Excellence:
  http://www.cal.org/crede/pubs
- Teachers of English to Speakers of Other Languages
  http://www.tesol.org/s_tesol/index.asp
- Education Policy Studies Laboratory, Language Policy Research Unit
  http://www.asu.edu/edcu/epsl
  http://www.asij.ac.jp/elementary/parent/mosaic/Research.htm
  http://iteachilearn.com/cummins/
- McREL, Mid-continent Research for Education and Learning
  http://www.mcrel.org/topics/Diversity/
- Thomas Collier & Virginia Collier on School Effectiveness for Language Minority Students
- Center for Research on Education, Diversity & Excellence
  http://crede.berkeley.edu/
- San Diego City Library- Elizabeth Schon Collection (children's books)
- PBS Teachers
  http://www.pbs.org/teachers/

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**COURSE REQUIREMENTS AND GRADE DISTRIBUTION**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Approach</th>
<th>Value</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Active and Informed Participation (10 On-Line Discussion Threads x 2pts = 20%)</td>
<td>Individual-Group</td>
<td>20%</td>
<td>Expected during all classes</td>
</tr>
<tr>
<td>2. Chapter Summary and Lead Discussion*</td>
<td>Individual-Group</td>
<td>10%</td>
<td>Once per semester, as assigned</td>
</tr>
<tr>
<td>3. Linguistic Autobiography*</td>
<td>Individual</td>
<td>20%</td>
<td>Midterm</td>
</tr>
<tr>
<td>4. Community Profile*</td>
<td>Group (5 max)</td>
<td>50%</td>
<td>Final</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

* Refer to the Assignment Evaluation RUBRICS at the end of this document.
It is expected that all class products are typed, double-spaced, 12 pt Times New Roman font, emphasizing quality rather than quantity of material covered. Products 3 and 4 above will become part of your professional portfolio and will be required for recommending you for a Bilingual Authorization Teaching Credential. Late midterm and final assignments will be penalized 10% of assignment grade.

**Grade Equivalencies:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(95-100%)</td>
</tr>
<tr>
<td>A+</td>
<td>(95-100%)</td>
</tr>
<tr>
<td>B</td>
<td>(85-89%)</td>
</tr>
<tr>
<td>B+</td>
<td>(85-89%)</td>
</tr>
<tr>
<td>C</td>
<td>(75-79%)</td>
</tr>
<tr>
<td>C+</td>
<td>(75-79%)</td>
</tr>
<tr>
<td>C-</td>
<td>(65-69%)</td>
</tr>
<tr>
<td>C-</td>
<td>(50-59%)</td>
</tr>
<tr>
<td>F</td>
<td>(0-49%)</td>
</tr>
</tbody>
</table>

As future Bilingual Credential students, you are expected to produce high quality work that does not fall lower than a "C" conversely, the grade of **"A" is not simple or easy to earn** and signifies exemplary work that meets and exceeds expectations in all aspects of the course. An "A" in this course will be assigned for excellent, outstanding achievement, meaning that the student has met and exceeded the requirements of the assignment with exceptional thoughtfulness, critical insight, and attention to detail.

**DESCRIPTIONS OF COURSE ASSIGNMENTS**

- **Active and Informed Participation (20%)**

Attendance, adequate preparation, and active reading and participation are necessary elements to succeed in class and to accomplish your educational and professional goals in the program. Participation includes coming prepared to class having completed all assignments, including scheduled reading. Students will be allowed ONE unexcused absence per semester. Please note that FIVE (5) points will be deducted from your final grade for each additional absence incurred unless it is due to a critical/emergency situation (sickness requiring a doctor's note, for example). In the event of an absence, it is the student's responsibility to obtain course notes and materials missed from a peer enrolled in the course and/or from postings in Blackboard. Students may also consult the course Instructor when/if needed.

As you read various texts required for the course, do so **purposefully**. Finding the links between the readings, your academic/professional goals and development, and course assignments (i.e., On-Line Threaded Discussions, Linguistic Autobiography, Community Scan). Below are some questions to guide your reading of the course material, in particular the chapters in de Jong (2011):

1. What is the purpose of the work (article, book chapter, video, podcast, webinar)?
2. What are the key ideas/arguments the author makes and how does the author support these?
3. How does the information conveyed in the work advance the field bilingual/multilingual education? What are implications of the work for policy and/or practice?
4. What is the relevance of the work (article, book chapter, video, podcast, webinar) for your academic and professional development?
5. Are there any ideas in the text you think should be furthered clarified or addressed?
6. Are there ways you can challenge the arguments/ideas the author provides? If so, make your case.

**Online Threaded Discussions**: Each week, you are required to participate in threaded discussions with your colleagues in this course on Blackboard. When discussing with your colleagues, follow these ground rules: use gender neutral language; avoid language that devalues or denigrates any person or group; be precise and careful with terminology and phraseology; give other students a break (if they say something with which you disagree, make your own opposing perspective known in a way that they may be able to hear you). Base discussion on close reading of the texts and claim the authority of life experience, but do not assume such experience is universal. Recognize that alternative perspectives based on other life experiences do exist. Thus different people will reach different conclusions about "reality" and what's "normal." Always question your own beliefs and assumptions as well as others. Maintain the ability to suspend disbelief long enough to hear another person’s point of view, but hold this openness to alternative perspective in dynamic tension with skepticism. Each week you must make a minimum of 1 quality entry that totals about 100 words. You should spend a
minimum of 20 minutes reading and writing in the threaded discussions each week. **A quality entry is a thoughtful and concise response that refers to both the previous message(s) AND course texts. Use quotations from the texts and cite their page numbers and/or carefully and accurately paraphrase concepts from course readings. The goal is not for you to summarize the reading, but for you to begin using the concepts and research found in course readings in order to talk about issues related to the theory and practice of multilingualism and multilingual education along with your personal experience (discussion threads are informed, critical responses to the readings).** By the end of the semester, if you have completed the requirements above, you will get full credit for this part of your score. I will email you if I think that you need to improve the quality of your postings.

**Chapter Summary and Lead discussion (10%)**

In preparing for a presentation of an assigned chapter in de Jong, each course participant will prepare a 1-page (single spaced) summary to be distributed to fellow course participants. Some guidelines in completing your summary are as follows:

- Give the **HEADLINE**—with your words what describes the focus of the chapter
- What is the **PURPOSE** of the chapter
- What are the **MAIN QUESTIONS and CONCEPTS** raised in the chapter
- Select one or two sentences that you feel are the most **SIGNIFICANT**. Explain **WHY** you selected these sentences?
- What are the **IMPLICATIONS** for policy, professional development, and school/classroom practices

In leading a discussion, the presenter will design an activity for capturing classmate’s interest and participation. Presenter may select a question under the “Critical Issues” and/or the “Application and Reflection” section as a springboard for discussion or issues that emerged in the On-line Discussion Threads. The presenter is responsible for exercising leadership in moving the discussion forward. The main goal of the activity is to facilitate substantive discussion about the content of the chapter and its relevance for theory, practice, and/or policy related to multilingualism and/or multilingual education.

**Linguistic Autobiography (20%)**

Based on Chapter 3 in DeJong (2011) and “Application and Reflection” prompt #4 on p. 80, participants will write a 3-5 pages max “linguistic autobiography” (typed, double-spaced and 12 pt New Roman font) and make a short presentation during class. Student will employ some of the inquiry tools of **AUTOETHNOGRAPHY** to conduct this activity, which will serve as a midterm for the course.


However, even if you decide to follow these, you should address questions in de Jong:

“The kinds of details you include will vary according to your background and experience. If you speak more than one language you could write about the order in which you learned the different languages, how you learned each of them, how well you speak each and on what occasions you use each language, etc. You could also write about what variety of English/Spanish (other language) you speak. For example, have you noticed that you use different words or have different pronunciations of words than English or Spanish speakers from somewhere else? You could thus talk about where you are from and what variety of English/Spanish (other language) you grew up speaking in that place or places. With or without going into your own native language (English or another) you could talk about your family’s linguistic heritage. Where are your ancestors from? What languages did they speak? Relating to any of these

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4 Thanks to Dr. Tricia Gallagher-Geurtsen of [www.everydayell.com](http://www.everydayell.com) and [www.cuttingedgeeducation.com](http://www.cuttingedgeeducation.com) for providing an original version/description of this activity.
possible topics you could also express your feelings about the languages and varieties of languages you discuss. How do you feel about your heritage language(s) and your ability or lack thereof to speak it/them? Are there issues in your family about who speaks what language to whom? Are you proud or embarrassed about your native dialect of English/Spanish or another language? Do you ever (semi-)consciously change your pronunciation or choice of word when talking to certain other speakers?

Community Profile Research Project (50%).

Participants will develop a school community profile using the Ochoa’s Community Scan Guide (see Blackboard document as well as examples of previous projects conducted) and discuss the implications of these characteristics to the learning process of ethnolinguistic students (25 pages). The community scan research phase examines five specific areas of the school Community. Students will be given the opportunity to work on this project during class.

See Ochoa Community Scan Guide reporting sections

- Introduce school community and approach taken (methods or approaches to research used).
- Demographic characteristics - see suggested questions for scope of area
- Cultural characteristics -- see suggested questions for scope of area
- Associational patterns - see suggested questions for scope of area
- Influence patterns - see suggested questions for scope of area
- Socio-attitudinal factors - see suggested questions for scope of area
- Concluding section: Discuss how the above community dimensions relate directly to
  (a) Curriculum change in culturally and linguistically diverse schools;
  (b) Modeling effective bilingual communication skill and bicultural values;
  (c) Participating in community activities available to students and teachers;
  (d) Using community resources to support student learning, and
  (e) Involving families, parents, and community members in student learning.

TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings, other course materials, and activities</th>
</tr>
</thead>
</table>
| 8/28  | • Introduction to Course Content.  
| 9/11  | • Educators as Language Decision Makers and Negotiators.  
        • Auto-ethnography: Preparing for the Linguistic Autobiography.  
        • Ms. Samantha Cuttings, Student in PLC-SDSU, to speak about: www.thecommunityeffect.net | de Jong (Chapter 1)  
http://www.qualitative-research.net/index.php/fqs/article/view/1589/3095 |

[BEGIN ONLINE DISCUSSION for 9/11].
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/18</td>
<td>Multilingualism as Norm and Desired Goal.</td>
<td>de Jong (Chapter 2)</td>
</tr>
<tr>
<td></td>
<td>Community Scan Meeting 1.</td>
<td></td>
</tr>
<tr>
<td>9/25</td>
<td>Multilingualism and Multilingual Development.</td>
<td>de Jong (Chapter 3)</td>
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<td></td>
<td>Community Scan Meeting 2.</td>
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<tr>
<td>10/02</td>
<td>Linguistic Diversity and Globalization.</td>
<td>de Jong (Chapter 4)</td>
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<td></td>
<td><strong>Guest Lecture:</strong> “Early Dual Language Learning: Creating Contexts in Which Biliteracy is the Norm” by Dr. Sarah Garrity, Department of Child and Family Development, SDSU.</td>
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<tr>
<td>10/09</td>
<td>Language in Education.</td>
<td>de Jong (Chapter 5)</td>
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<tr>
<td></td>
<td>Community Scan Meeting 4.</td>
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<tr>
<td>10/16</td>
<td>Linguistic Autobiographies (Midterm Paper and Presentations).</td>
<td>Rubrics for Assessing Presentations</td>
</tr>
<tr>
<td>10/30</td>
<td>Program Models and Outcomes.</td>
<td>de Jong (Chapter 7)</td>
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<td></td>
<td>Community Scan Meeting 6.</td>
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<tr>
<td>11/06</td>
<td>Principles for Multilingual Schools.</td>
<td>de Jong (Chapter 8)</td>
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<td></td>
<td>Community Scan Meeting 7.</td>
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<tr>
<td>11/13</td>
<td>Promoting Additive Bi/Multilingualism.</td>
<td>de Jong (Chapter 10)</td>
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<td></td>
<td>Community Scan Meeting 8.</td>
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<tr>
<td>11/20</td>
<td>Moving Forward.</td>
<td>de Jong (Chapter 12)</td>
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<tr>
<td></td>
<td>Community Scan Presentations.</td>
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<tr>
<td>11/27</td>
<td>Community Scan Presentations.</td>
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<tr>
<td>12/04</td>
<td>Community Scan Presentations.</td>
<td>N/A</td>
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</table>
Appendix

Rubric 1: "Chapter Summary and Lead Discussion" (10%)

<table>
<thead>
<tr>
<th></th>
<th>Excellent (2.0)</th>
<th>Very good (1.5)</th>
<th>Good/Fair (1.0)</th>
<th>Unacceptable (0)</th>
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<tbody>
<tr>
<td>Presented provides balanced summary</td>
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<tr>
<td>of the chapter's most important</td>
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<tr>
<td>content using guidelines on page 5.</td>
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<tr>
<td>Presenter engages classmates in a</td>
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<tr>
<td>meaningful activity related to key</td>
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<tr>
<td>issues addressed in the chapter and</td>
<td></td>
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<tr>
<td>captures classmates' interest.</td>
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<tr>
<td>Presenter exercises leadership in</td>
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<tr>
<td>guiding activity and discussion.</td>
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<tr>
<td>Presenter exhibits a professional</td>
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<tr>
<td>and academic disposition during the</td>
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<tr>
<td>activity.</td>
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<tr>
<td>Presenter is on-task (exercises</td>
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<tr>
<td>effective time management).</td>
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</tbody>
</table>
## Rubric 2: Linguistic Autobiography (20%)

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very good</th>
<th>Good/Fair</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</table>

Auto-ethnographer follows questions in de Jong (p.80) as a springboard for writing her/his linguistic autobiographical narrative.

Narrative is informed by course readings or other academic sources.

Auto-ethnographer has produced *aesthetic* and *evocative* thick descriptions of personal and interpersonal aspects regarding bi-multilingual development of her/his life experience.

Writer uses appropriate language conventions (spelling, etc...)

Auto-ethnographer makes an effective presentation of her/his work.
## Rubric 3: Signature Assignment – Community Scan (50%)

<table>
<thead>
<tr>
<th></th>
<th>Excellent (50)</th>
<th>Very good (35)</th>
<th>Good/Fair (20)</th>
<th>Unacceptable (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>In responding to assignment, all content is accurately addressed, cited, and documented.</td>
<td>In responding to assignment, all content is accurately addressed, cited, and documented – 85% - 94%.</td>
<td>In responding to assignment, all content is accurately addressed, cited, and documented – 70% - 84%.</td>
<td>In responding to assignment, all content is accurately addressed, cited, and documented – less than 70%.</td>
</tr>
<tr>
<td><strong>Writing - Organization</strong></td>
<td>All sections have a clear beginning, middle, and end.</td>
<td>Almost all sections have a clear beginning, middle and end.</td>
<td>Most sections have a clear beginning, middle and end.</td>
<td>Less than half of the sections have a clear beginning, middle and end.</td>
</tr>
<tr>
<td><strong>Spelling &amp; Proofreading</strong></td>
<td>No spelling errors remain after one person other than the writer reads and corrects the work submitted.</td>
<td>No more than 5 spelling errors remain after one person other than the writer reads and corrects the work submitted.</td>
<td>No more than 10 spelling errors remain after one person other than the writer reads and corrects the work submitted.</td>
<td>Many spelling errors remain after one person other than the writer reads and corrects the work submitted.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in your work.</td>
<td>Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in your work.</td>
<td>Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in your work.</td>
<td>Sources are not documented accurately or are not kept on many facts and graphics in your work.</td>
</tr>
<tr>
<td><strong>Attractiveness &amp; Organization of Community Scan</strong></td>
<td>The signature assignment has exceptionally attractive formatting and well-organized information.</td>
<td>The signature assignment has attractive formatting and well-organized information.</td>
<td>The signature assignment has an adequate formatting and organized information.</td>
<td>The signature assignment has is not well formatting and the materials are confusing to the reader.</td>
</tr>
</tbody>
</table>
APPENDIX A: Teacher Performance Expectations

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching
Assignments in the following areas:

1. Teaching Reading-Language Arts in a Multiple Subject Assignment
2. Teaching Mathematics in a Multiple Subject Assignment
3. Teaching Science in a Multiple Subject Assignment
4. Teaching History-Social Science in a Multiple Subject Assignment

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching
Assignments in the following areas:

1. Teaching English-Language Arts in a Single Subject Assignment
2. Teaching Mathematics in a Single Subject Assignment
3. Teaching Science in a Single Subject Assignment
4. Teaching History-Social Science in a Single Subject Assignment

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction
TPE 3: Interpretation and Use of Assessments

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6: Developmentally Appropriate Teaching Practices
TPE 6A: Developmentally Appropriate Practices in Grades K-3
TPE 6B: Developmentally Appropriate Practices in Grades 4-8
TPE 6C: Developmentally Appropriate Practices in Grades 9-12
TPE 7: Teaching English Learners

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students
TPE 9: Instructional Planning

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time
TPE 11: Social Environment

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations
TPE 13: Professional Growth

G. DEVELOPING AS A DEMOCRATIC EDUCATOR

TPE 14: Social Justice
TPE 15: Biliteracy/Bicognition
TPE 16: Community and Culture

*These three TPEs form the core of the Policy Studies BCLAD Multiple and Single Subjects credential programs. They are supported by the components of the department model described in Standard 1.