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| EDBE 3050 Teaching English as an Additional Language | |
| Instructor: Elba Barahona | Pronouns: she, her |
| Office location: Mattews 206 S | Office hours: in-person or via Zoom  Tuesday and Thursday: 10-11 AM and 2:00 to 3:30 PM and 5:00 to 5:30 PM. |
| Contact info  Elba.Barahona@unt.edu | Final Exam date/time/place:  Tuesday, Dec. 7 from 1:30 to 3:30 PM. |
| DAYS & TIMES: Face-to-face classroom meetings Tuesday and Thursday from 12:30 to 1:50 | |

**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW’S EDUCATORS AND SCHOLARS**

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

**Mission**

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

**Vision**

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

# **COURSE PREREQUISITES**

Admission to the teacher education program and completion of EDBE 2050 Understanding and Teaching Multilingual Students.

# **CATALOGUE DESCRIPTION**

This course focuses on the methods and techniques of teaching English as an additional language and assessing emergent bilinguals in elementary and secondary schools. Using asset-based approaches, the course will examine the use of bilingual learners’ strengths in the classroom to design and implement meaningful and authentic lessons, assessments, and classroom activities that advance the students’ knowledge of the English language and the content areas. The course will also explore educational structures and pedagogical methodologies that promote language and literacy development centered in the students’ family and community traditions.

# **COURSE GOALS**

The content of this course is aimed at:

* Examining the academic and social needs of emergent bilinguals.
* Identifying the principles of first and second language acquisition theories and their implications on instructional practices.
* Selecting subject area (TEKS) and English language (ELPS) standards for instruction and assessment.
* Designing lesson plans and assessments that emphasize the unique characteristics and needs of emergent bilinguals.
* Assessing culturally and linguistically sustaining practices in a variety of instructional models where English is the main language of instruction (e.g., sheltered instruction).
* Recognizing home and community literacy practices and centering these practices in classroom instruction.
* Reviewing new literacy forms and formulating plans to reduce or eliminate technology and/or opportunity gaps.
* Planning instruction that considers the students’ funds of knowledge.
* Researching the elements of critical pedagogy and its implications for an equitable and just education for all students.
* Reviewing children’s and young adult’s anti-racist literature for reading instruction.
* Describing practices that foster family involvement.
* Examining the intersection of ESL and special education.

**REQUIRED FIELD HOURS**

No field hours are required for this course.

**REQUIRED TEXTBOOKS AND/OR MATERIALS**

Peregoy, S. F., Boyle, O.F. (2017). Reading, Writing, and Learning in ESL: A Resource Book for Teaching K‐12 English Learners. Pearson.

### **Face Coverings**

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines.  Face covering guidelines could change based on community health conditions.

### **Course Materials for Remote Instruction**

Remote instruction may be necessary if community health conditions change, or you need to self-isolate or quarantine due to COVID-19.  Students will need access to a personal computer, webcam, and microphone to participate in fully remote portions of the class.  Additional required classroom materials for remote learning include: access to Canvas and UNT email.  Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

**ATTENDANCE EXPECTATIONS**

### **Attendance**

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course.  It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals.  Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

 If you are experiencing any [symptoms of COVID-19](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=04%7C01%7CElba.Barahona%40unt.edu%7C7e408ddc88b242afb9d308d95c3a26c8%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637642227107191315%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=vMmbyPpnFBQxft2Imlukqfn%2F7M7gQzfUwnIOwLg9EZQ%3D&reserved=0) ([https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=04%7C01%7CElba.Barahona%40unt.edu%7C7e408ddc88b242afb9d308d95c3a26c8%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637642227107191315%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=vMmbyPpnFBQxft2Imlukqfn%2F7M7gQzfUwnIOwLg9EZQ%3D&reserved=0)) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

### The attendance policy for this course is the following:

Ten points will be awarded for consistent attendance. The following deductions will apply for unexcused absences.

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| **For courses offered 1 time per week** | **For courses offered 2 times per week** | **For course offered 3 times per week** |
| 0 – 1 unexcused absence = 100 points | 0 – 2 unexcused absences = 100 points | 0 – 3 unexcused absences = 100 points |
| 2 unexcused absences = 70 points | 3 unexcused absences = 70 points | 4 unexcused absences = 70 points |
| 3 unexcused absences = 40 points | 4 unexcused absences = 40 points | 5 unexcused absences = 40 points |
| 4 unexcused absences = 10 points | 5 unexcused absences = 10 points | 6 unexcused absences = 10 point |
| 5 unexcused absences = withdraw from the class and/or ARR Committee Referral | 6 unexcused absences = withdraw from the class and/or ARR Committee Referral | 7 unexcused absences = withdraw from the class and/or ARR Committee Referral |

**Tardies**

If showing up for class more than 10 minutes late or leaving 10 minutes before class ends.

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| 0-2 tardies = no points deducted |
| 3 tardies or leaving early 3 times = - 30 points |
| More than 3 tardies or more than 3 times leaving early = - 60 points and ARR Committee Referral |

**Late Work**

Assignments turned in after the due date will be deducted 10 percent each day the assignment is late (i.e., one day late = 10% reduction; two days late = 20% reduction; three days late = 30% reduction). No assignments will be accepted if submitted after three days of the due date. If you become sick, an excuse, such as a doctor’s note, will be required before I accept an assignment. Other circumstances such as a death in the family, accidents, inclement weather, or emergencies will be examined on an individual basis.  Communicate with your instructor about your specific situation.

**Make-Up Work**

Will be allowed for students who have excused absences only.

**Excused Absences**

* Attendance to conferences with prior permission by the instructor.
* In case of death in the family, obituary evidence will be required.
* In case of illness, a doctor’s note will be required.
* Extraneous circumstances such as accidents, inclement weather, emergencies, or epidemics will be dealt with on a case-by-case basis.

**COURSE ASSIGNMENTS**

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| **Assignments** | **Due Date** | **Points** |
| Attendance and Classroom Participation | Ongoing | 100 |
| Assignment # 1 - Writing content and language objectives | Sep. 16 | 100 |
| Assignment # 2 - Integrating family and community literacy practices – Week 6 | Sep. 30 | 100 |
| Assignment # 3 - Designing and implementing ESL strategies – Week 8 | Oc.t 14 | 100 |
| 5 Quizes – 60 points each | **Quiz 1 -** Sep.23  **Quiz 2 -** Oct. 7  **Quiz 3 -** Oct. 21  **Quiz 4 -** Nov. 4  **Quiz 5 –** Nov.18 | 300 |
| Assignment # 4 - Critical analysis of anti-racist or culturally relevant children’s/Young adult literature – Week 13 | Nov.19 | 100 |
| Assignment # 5 - Thematic Unit – Week 15 | Dec.2 | 100 |
| Final Exam: Tuesday, December 7 from 1:30 to 3:30 PM. | Dec.7 | 100 |
| Total |  | 1,000 |

**Assignment #1 Writing lesson objectives (Groups of two students)**

For this assignment, you will need to write lesson objectives, four for content and four for language. The four content objectives will be for your lessons on mathematics, science, social studies, and language arts. You will need to list the lesson objectives and the TEKS (content) or ELPS (language) to which they align. Also, describe the lesson and connect the content and language objectives with the students’ activities.

**Assignment # 2 Integrating family and community literacy practices (Individual assignment)**

A fundamental part of the education of bilingual learners in an understanding of their home and community literacy practices. Review research related to family and community literacy practices; summarize your findings and describe how can you integrate family and community literacy practices into your classroom. More instructions will be posted on the Canvas *Assignments* section.

**Assignment #3 Designing and implementing ESL strategies (Groups of two students)**

The goal of this assignment is to model the use of at least two ESL-specific teaching techniques or strategies. You will teach a mini-lesson (10 to 15 minutes) implementing these two techniques, one of which could be a graphic organizer. You will turn in a description of the activities at the time of the presentation.

**Assignment # 4 - Critical analysis of anti-racist or culturally relevant** **children’s/YA literature (Individual assignment)**

A fundamental aspect of lesson planning for literacy is the selection of texts for the students to read. These texts need to be and age-appropriate and cover a variety of themes connected to the students’ lives. For this assignment, you will need to select five texts connected to anti-racist or culturally relevant themes (e.g., picture books, chapter books) and develop a critical analysis. Additional details will be provided in Canvas.

**Assignment #5 Thematic Unit (Groups of two students)**

The key assignment in this course is the development of a thematic unit of instruction for ELs. The goal is that the unit will evidence students’ ability to use *culturally and linguistically responsive practices* in integrated lessons that support English language development while learning subject area content. More instructions about this assignment will be found in Canvas. This assignment will be done in groups of two.

**Final Exam**

This exam will sum up the new knowledge and skills gained through this course. Additional details will be provided in Canvas.

**COURSE SCHEDULE**

This schedule is subject to minor modifications as the course develops.

Chapters must be read before class to fully participate in discussions and activities.

**Week 1 – INTRODUCTION TO EDBE 3050**

**Purpose:** To introduce the topic of teaching bilingual learners and reflect on a teacher’s commitment to their students.

1. Introduce yourself to the class.
2. Review the Syllabus, activities, and assignments
3. COVID Video

**Week 2 - ENGLISH LEARNERS IN 21st CENTURY CLASSROOMS**

**Learning Objective:**To become generally acquainted with the diversity among English learners, the variety of cultural considerations when working with them, ways to include them in classrooms, and the different kinds of programs offered for them.

**Activities:**

1. Review the information provided by the Texas Education Agency (TEA) about the education of English learners
2. Review the Texas Administrative Code (TAC) 19 Chapter 89 regarding the Texas policies for the education of ELL students: <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>
3. Review the achievement gap between English learners and non-English learners National Center for Educational Statistics (NCES)
4. Review Peregoy & Boyle Chapter 1: English Learners in the 21st-Centuruy Classrooms
5. Discuss the diversity of ELs in K-12 classrooms and suggest ways to get to know them.
6. Identify and describe at least three things the teacher can do to ease newcomers into the routines in the classroom when they know little or no English.
7. Analyze positive and negative effects of current federal education policy on English learners.
8. Discuss the pros and cons of national academic standards and high stakes testing in terms of their effects on English learners.
9. Describe several kinds of language support programs that have been designed to assist English learners in school.
10. Identify at least three ways to obtain background information about your English learners in terms of languages they speak, cultural traditions, family circumstances and life histories.
11. Discuss the impact of newer technologies on English learner education.

Evaluation: The content of this week will be assessed in Quiz 1

**Week 3 - LANGUAGE AND LANGUAGE ACQUISITION**

**Learning Objective:** Explain the basic concepts about language and language use, including academic language; to illustrate similarities and differences between first and second language acquisition; to relate different theories of language acquisition to classroom instruction and literacy instruction; to show how social, psychological, and primary language traits influence English language development and academic achievement of English learners.

**Activities:**

1. Take Quiz 1
2. Review Peregoy & Boyle Chapter 2: Language and Language Acquisition
3. Review the [TEXES English as a Second Language (ESL) Preparation Manual](https://tea.texas.gov/sites/default/files/Final%20ESL%20154%20Test%20Prep%20Manual%20-Accessible%209-18-19.pdf), p. 71-77.
4. Define and provide an example of each the following: phonology, morphology, syntax, semantics, and pragmatics.
5. Define “academic language” in terms of its qualities, functions and linguistic features using Figure 2.2 as a guide. Explain why students need help using academic language for school learning.
6. Explain with examples how language can function as an instrument by which nations consolidate power.
7. Discuss how your language, your mother tongue, plays a part in your personal identity and sense of group membership.
8. Explain how the subsystems of language (i.e., phonology, morphology, syntax, semantics, pragmatics) work together to convey meaning during a conversational exchange.
9. Explain the basic tenets of the behaviorist, innatist, and interactionist theories of first and second language acquisition.
10. Discuss the development of question formation or negation in English language development, and explain how developmental sequences inform your teaching.
11. Discuss differences between formal language instruction and learning the language through immersion in a country where the language is spoken, stating advantages and disadvantages of each.
12. Explain using examples how an English learner's age brings into play certain sociocultural, cognitive and personality factors that affect second language acquisition.
13. Discuss differences in academic expectations of younger and older English learners and explain how these differences affect the cognitive demands placed upon students in school.
14. Explain differences between language used for social interaction and language used for academic purposes. Give three examples of each.
15. Define and discuss the role of comprehensible input and social interaction in second language acquisition.
16. Explain why second language learner errors are often developmental, and suggest ideas as to whether, when and how to help students use English more conventionally.

**Week 4 - CLASSROOM PRACTICES FOR ENGLISH LEARNER INSTRUCTION**

**Learning objective:** Students will develop content and language objectives and describe a lesson that connects these objectives.

**Activities:**

1. Review Peregoy & Boyle Chapter 3: Classroom Practices for Effective English Learner Instruction
2. Define standards-based instruction and explain how it may be used to organize and evaluate instruction.
3. Define sheltered instruction or Specially Designed Academic Instruction in English (SDAIE), explaining goals and objectives, teacher language use, grouping practices, instructional features and assessment approaches.
4. Explain the benefits of thematic instruction for English learners and describe six criteria for organizing thematic instruction to promote language development, critical thinking, independence, and interpersonal collaboration.
5. Participate in the development of content and learning objectives using TEKS and ELPS.
6. Describe the teacher and students’ activities that connect these objectives
7. Develop and describe at least two different classroom lessons and point out specific features that make these lessons effective for English learners in terms of content learning, English language development and social interaction opportunities.
8. Discuss the benefits of group work for English learners and describe at least three different ways to group students for academic work.
9. Define scaffolding and the zone of proximal development, providing one or two examples to illustrate these ideas.
10. Explain how the scaffolding metaphor has been used in research on first language acquisition, second language acquisition, and literacy instruction.
11. **Objective development**: Upload in Canvas Assignment #1: Content and Language Objectives in a Word document, double spaced, size 12.

**Evaluation:**

Students will demonstrate their ability to develop content and language objectives at a good or excellent level.

**Week 5 - THE NEW LITERACIES AND ENGLISH LANGUAGE LEARNERS**

**Learning Objectives:** To explore and discuss the new literacies in a classroom context for English Language Learners, ideas for safe use of the internet, ways to use Web 1.0 and Web 2.0 with ELs, and what reading comprehension means in the context of reading on the internet.

**Activities:**

1. Take Quiz 2 (The study guide will be posted on Canvas)
2. Review Peregoy & Boyle Chapter 4: The New Literacies and English Learners
3. Identify specific steps you would take to help your class use the Internet safely, securely, and ethically.
4. Explain specifically how you will help your students learn to evaluate web sites.
5. Explore the consequences for children and youth from the excessive use of technology tools (tablets, computers, cell phones).
6. Describe how you would use WebQuests in a content area.
7. Create a writing instructional activity using WebQuest (use your creativity).
8. Search and discuss how you might use individual research projects to enhance learning in your classrooms.
9. Discuss specifically how you can use technology to differentiate instruction.
10. Create an activity when you as a teacher would be using a project about rock formation to enhance learning in a fourth-grade classroom with English learners.
11. Discuss how you would use technology with beginning level and intermediate students.
12. Create an activity about teaching synonyms that would use technology with beginning level students.
13. Discuss some of the “new” skills students may have to learn with the new literacies.
14. Compare and contrast online reading with traditional reading.

**Evaluation:**

Students will demonstrate in Quiz 3 that they can explore and discuss the new literacies in a classroom context.

**Week 6 – FAMILY AND COMMUNITY LITERACY PRACTICES**

**Learning Objectives:** Students will review and discuss research and other sources related to teachers engaging in family and community literacy practices and their effect for the success of English learners.

**Activities:**

1. Watch the webcast, Building Trust with Families at, http://www.colorincolorado.org/webcasts/middleintro/ (Links to an external site.)
2. Review articles about Building strong parent-educator partnerships at: https://www.colorincolorado.org/article/building-strong-parent-educator-partnerships
3. Discuss how you as a teacher can engage families in literacy practices
4. Discuss how family and literacy practices influence the academic performance of English learners.
5. Discuss how community literacy practices affect the success of English learners.
6. Reflect about the assets that students bring to the class.
7. Explain how you can engage community members to participate in literacy practices.
8. Review Luis Moll’s research about “funds of knowledge”
   1. <https://journals.sagepub.com/doi/full/10.1177/2381336919870805>
9. Explain the meaning of “funds of knowledge” and how you can use them in the class.
10. Review and discuss family and community literacy practices in the following articles:
11. Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis.*Educational Research Review, 14*, 33-46.
12. Howard, E., Páez, M., August, D., Barr, C., Kenyou, D., & Malabonga, V. (2014). The importance of SES, home and school language and literacy practices, and oral vocabulary in bilingual children’s English reading development. *Bilingual Research Journal, 37* (2), 120-141.

**Week 7 - ORAL LANGUAGE DEVELOPMENT IN SECOND LANGUAGE ACQUISITION**

**Learning Objectives:** To review oral communication as a major component of the second language acquisition process, show how listening and speaking skills support literacy development. To describe oral language activities that promote second language acquisition and create a foundation for written language development.

**Activities:**

1. Review Peregoy & Boyle Chapter 5: Oral English Development in Second Language Acquisition
2. Texas Education Agency (TEA) [TEXES English as a Second Language (ESL) Preparation Manual](https://tea.texas.gov/sites/default/files/Final%20ESL%20154%20Test%20Prep%20Manual%20-Accessible%209-18-19.pdf) (oral language).
3. Review the Language Assessment Scales (LAS)’ criteria to determine the language proficiency levels of students.
4. Describe general oral language characteristics of beginning and intermediate English language learners, providing examples of their speech that illustrate these levels. Chapter 74.4 English Language Proficiency Standards and TELPAS proficiency level descriptors. <https://www.esc4.net/Assets/telpas-plds.pdf>
5. Review strategies that promote oral language development
6. Create and present at least three activities that promote oral language development (e.g., songs, drama, jokes, poems).
7. Discuss how to use checklists and anecdotal observations for documenting English learners' oral language growth.
8. Explain interrelationships among listening, speaking, reading and writing.

**Week 8 – Designing and Implementing ESL Strategies (Presentation)**

**Learning Objectives:** Select two strategies (listening, speaking, reading, or writing) recommended for teaching English learner and present them to the class (individually or in pairs).

**Activities:**

1. Design a mini lesson that includes two teaching language strategies
2. Present the two strategies to the class.

**Evaluation:** Students show the ability to design and implement language development strategies at a good or excellent level.

Assignment # 3 - Designing and implementing ESL strategies

**Week 9 - FIRST STEPS TO LITERACY: ENGLISH LEARNERS BEGINNING TO WRITE AND READ**

**Learning Objectives:** To analyze the three views of early literacy development: reading readiness, emergent literacy, and a “balanced approach”; discuss the ramifications of these views when working with English learners as they begin to read and write; present ways to organize the classroom and provide instruction that will promote English language and literacy development.

**Activities:**

1. Review Peregoy & Boyle Chapter 6: First Steps to Literacy: English Learners Beginning to Read and Write
2. Review the Texas Education Agency (TEA) [TEXES English as a Second Language (ESL) Preparation Manual](https://tea.texas.gov/sites/default/files/Final%20ESL%20154%20Test%20Prep%20Manual%20-Accessible%209-18-19.pdf) (reading and writing).
3. Explain how the reading readiness, emergent literacy, and “balanced approach” have influenced classroom practices in reading and writing instruction.
4. Watch these videos that illustrate Print Awareness using this web link, https://www.readingrockets.org/article/print-awareness-guidelines-instruction
5. Watch a video about In the Classroom and at Home <https://www.readingrockets.org/atoz/1165/video>
6. Watch the video Learn from the Experts <https://www.readingrockets.org/atoz/1165/video>
7. Watch the video Print Awareness Guidelines Instruction <https://www.readingrockets.org/article/print-awareness-guidelines-instruction>
8. Read the information about the Alphabetic Principle <https://www.readingrockets.org/teaching/reading101-course/toolbox/alphabetic-principle>
9. Describe various functions and forms of print that children begin to explore and understand in the early years of schooling.
10. Discuss similarities and differences between first and second language learners in the acquisition of English literacy.
11. Explain how home environments, including those in which a language other than English is spoken, can nurture literacy development.
12. Develop three strategies that promote reading and writing development.
13. Describe and use a variety of instructional strategies that explicitly teach children how to recognize and spell words.
14. Describe and use a variety of techniques for evaluating children's early reading and writing development.

**Evaluation: Quiz 3**

**Week 10 – ENGLISH LEARNERS’ VOCABULARY DEVELOPMENT**

**Learning Objectives:** To discuss English learners’ vocabulary acquisition and development. To present strategies for assessing and teaching vocabulary to beginning and intermediate English learners.

**Activities:**

1. Review Peregoy & Boyle Chapter 7: Words and Meanings: English Learners’ Vocabulary Development.
2. Texas Education Agency (TEA) [TEXES English as a Second Language (ESL) Preparation Manual](https://tea.texas.gov/sites/default/files/Final%20ESL%20154%20Test%20Prep%20Manual%20-Accessible%209-18-19.pdf) (vocabulary development).
3. Read [Theoretical Background about Spelling and Vocabulary(Links to an external site.) (Links to an external site.)](https://spellodrome.weebly.com/theory.html) and the [Stages of Spelling (Links to an external site.) (Links to an external site.)](https://spellodrome.weebly.com/spelling-stages.html)
4. For spelling and vocabulary instruction here are some approaches and ideas, [Classroom approaches to teaching spelling (Links to an external site) (Links to an external site.)](https://spellodrome.weebly.com/classroom-approaches.html).
5. Practice with a Spelling Inventory

* Use **one** of the student spelling test samples
* Download the blank spelling inventory sheet to record the letters the student missed.
* Use the inventory answer key to compare.
* Describe in your groups the letters your student missed and in what areas

1. Explore in the text research on vocabulary development and explain why it is essential for reading, writing, and learning in school.
2. Define and discuss the five guidelines for teaching a new word.
3. Define high frequency words and explain how they might be useful to English Learners.
4. Compare and contrast how words are learned incidentally vs. through explicit instruction.
5. Some of the vocabulary development strategies are Mnemonic Devices. Watch this video on [Mnemonic Devices to remember words (Links to an external site.)](https://video.search.yahoo.com/search/video;_ylt=A0geKLlx40FfHX4AWTZXNyoA;_ylu=X3oDMTB0N2Noc21lBGNvbG8DYmYxBHBvcwMxBHZ0aWQDBHNlYwNwaXZz?p=teach+mnemonic&fr2=piv-web&fr=mcafee#id=18&vid=4350fbba66a0d69fbb1fd7d86ea48262&action=view).
6. Explain how strategy instruction helps students learn words independently.
7. Create three teaching vocabulary development strategies appropriate for beginning English learners and three teaching strategies appropriate for intermediate English learners.
8. Explain how to assess student vocabulary knowledge.
9. Describe how you would assess vocabulary progress using the strategies from item 12 for beginning and intermediate students.
10. Discuss the four factors to consider in the differentiation of vocabulary instruction for beginning and intermediate English learners.

**Week 11 – ACCOMMODATIONS FOR ENGLISH LEARNERS**

**Learning Objective:** To identify accommodations and modifications for English learners.

**Activities:**

1. Review and analyze the article: Willner, L.S. & Mokhtari, K. (2018). Improving meaningful use of accommodations by multilingual learners. *The Reading Teacher*. 71(4), 431-439. Answer the following questions:
   1. Why do accommodations provide valid means for English learners to show what they know and can do?
   2. How and why have testing accommodations for ELs evolved? First, second, and third wave of changes.
   3. Why do the routinely and effectively use of instructional accommodations prepare English learners to use testing accommodations during state standardized assessments?
   4. How can improvements in digital technologies affect testing accommodations for ELs?
2. Review the TEA Accommodation Resources: <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources>
3. Explain the difference between instructional accommodations and testing accommodations
4. Describe the difference between accommodations and modifications
5. Identify the accommodations available for English learners in Texas, including:
   1. Accessibility features
   2. Locally approved designated supports
   3. Designated supports that need TEA approval

**Evaluation:** Thematic Unit

**Week 12 – Presentation** anti-racist or culturally relevant children’s and youth literature

**Learning Objectives:** To identify anti-racist or culturally relevant children’s and youth literature.

**Activities:**

1. Summary of the book that include a critical analysis of the culturally relevant and/or anti-racist elements in the story.
2. Why the book you selected could be considered as culturally relevant and/or anti-racist children/young adult (YA)’s literature.
3. Design a reading lesson using this book. Include TEKS, ELPS, content, and a writing objective (one of each)
4. Present one of your books to the class using a digital form.

**Evaluation:**

Assignment # 4 - Critical analysis of anti-racist or culturally relevant children’s/Young adult literature

**Week 13 - ENGLISH LEARNERS AND PROCESS WRITING**

**Learning Objectives:** Identify the phases of the writing process, discuss the six traits for teaching writing, discuss various strategies for teaching the writing process, assess English learners’ writing.

**Activities**:

1. Review Peregoy & Boyle Chapter 8: English and Process Writing
2. Texas Education Agency (TEA) [TEXES English as a Second Language (ESL) Preparation Manual](https://tea.texas.gov/sites/default/files/Final%20ESL%20154%20Test%20Prep%20Manual%20-Accessible%209-18-19.pdf) (writing).
3. Review the What Works Clearinghouse’s [Practice Guide on Teaching Elementary Students to be Effective Writers (2018) (Links to an external site.)](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf), focusing on the strong research evidence of effectiveness **Recommendation 2. 12 -26**
4. **Lesson Plan** **on the Writing Process**using the template provided, choose a grade level, include at least one writing ELP, one writing ELAR TEK, and use some of the techniques and ideas from Recommendation 2. 12 -26 to develop your writing lesson plan.
5. Chapter 74.4 English Language Proficiency Standards (writing)

**Evaluation:**Demonstrate knowledge about instruction of the writing process in the lesson plan.

**Week 14 – READING AND LITERATURE INSTRUCTION FOR ENGLISH LEARNERS**

**and CONTENT READING AND WRITING**

**Th and Fr Thanksgiving Holiday**

**Learning Objectives:** To discuss theoretical views of the reading process, including elements such as background knowledge, prediction, purpose, processing print, and metacognition. To show how reading process theory translates to instructional practice, especially in literature study; to discuss how a teacher might assist English learners with each aspect of the reading process.

**Activities:**

1. Review Peregoy & Boyle Chapters 9 Reading and Literature Instruction for English Learners
2. Review Peregoy & Boyle Chapters 10 Content Reading and Writing: Prereading and during Reading
3. Texas Education Agency (TEA)
4. Science of Teaching Reading
5. Describe what research has to say about reading in a second language, with special attention to language proficiency in the primary and second languages.
6. Analyze the role of background knowledge in a readers' comprehension of texts and analyze the implications for beginning and intermediate English learners.
7. Examine how cultural knowledge and experience may play a part in reading.
8. Hypothesis a proficient reader's reading process, with attention to language knowledge, background knowledge, cognitive, and metacognitive skills and processes.
9. Define metacognition and explain its role in proficient reading comprehension.
10. Distinguish the value of literature response groups for English learners and explain how to prepare students for successful work in these groups.
11. Indicate what extensive and intensive reading are and indicate how each one helps promote language and reading acquisition for English language learners.
12. Summarize at least three different literature strategies for beginning English learners and at least three literature strategies for intermediate English language learners.
13. Implement a miscue analysis of an English learner’s oral reading and make instructional recommendations accordingly.
14. Illustrate three informal strategies for assessing English learners’ reading progress.
15. Produce a virtual field trip to the Dallas Art Museum, Arboretum, Dallas Aquarium, or the Dallas Zoo.

**Week 15: CONTENT READING AND WRITING POST-READING STRATEGIES**

**Learning Objective:** Practice content reading and writing post reading strategies

**Activities**

1. Review Peregoy & Boyle Chapters 11 Content Reading and Writing: Postreading Strategies for Organizing and Remembering.
2. Distinguish effective postreading strategies for English learners.
3. Use Venn Diagrams, Mapping, and Reciprocal Teaching to practice postreading strategies.
4. Use writing across the curriculum by creating a learning log (social studies), a photo essay (science), and written collaborative project (math).
5. Organize instruction and modifications for English learners
6. Assess content learning using checklist and rubrics.
7. Assess content learning using cloze assessments, portfolios, quizzes, essays, etc.
8. Watch the video Assessment for English Learners <https://www.colorincolorado.org/school-support/assessment-english-language-learners>.

**Week 16 Final Exam** Tuesday, December 7 from 1:30 to 3:30 PM.

**UNT’S STANDARD SYLLABUS STATEMENTS**

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu. (UNT Policy 16.001)

**Course Safety Procedures (for Laboratory Courses).** Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email [spot@unt.edu](mailto:spot@unt.edu).

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

**Acceptable Student Behavior.** Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

**DEPARTMENT SYLLABUS STATEMENTS**

**Foliotek ePortfolio** (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://coe.unt.edu/educator-preparation-office/foliotek>

**ADDENDUM**

**EDUCATOR STANDARDS ADDRESSED IN THIS COURSE**

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

**Texas Teaching Standards:**

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

* Standard 1--Instructional Planning and Delivery. Standard 1Ai, ii, iv; 1Bi, ii (Lesson design)
* Standard 2--Knowledge of Students and Student Learning.
* Standard 3--Content Knowledge and Expertise.
* Standard 4--Learning Environment.
* Standard 5--Data-Driven Practice.
* Standard 6--Professional Practices and Responsibilities.

**Bilingual Education Certification Standards**

**Competency 001: The beginning Bilingual Education teacher understands the foundations of Bilingual Education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the Bilingual Education program.**

1.B Understands procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment and instructional placement of English- language learners, including identification of students’ English-language proficiency levels in the domains of listening, speaking, reading and writing. These proficiency levels are in accordance with the descriptors for the beginning, intermediate, advanced and advanced-high levels as described in the English Language Proficiency Standards (ELPS).

1.F Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.

1.H Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.

**Competency 002: The beginning Bilingual Education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students’ language proficiency in their first language (L1) and second language (L2).**

2.A Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students’ language development in L1 and L2.

2.B Demonstrates knowledge of major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students’ language development needs in L1 and L2.

2.C Demonstrates knowledge of stages of first- and second-language development and theories/models of first- and second-language development (e.g., behaviorist, cognitive) and understands the instructional implications of these stages and theories/models.

2.D Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies and materials for teaching L1 and L2.

2.E Understands the interrelatedness and interdependence of first- and second- language acquisition and assists students in making connections between languages (e.g., using cognates, noting similarities and differences).

2.F Knows and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum, including providing focused, targeted and systematic second language acquisition instruction to English-language learners (ELLs) in Grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening, speaking, reading and/or writing in accordance with the English Language Proficiency Standards (ELPS).

2.G Understands cognitive, linguistic, social and affective factors affecting second-language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/community environment, literacy background) and uses this knowledge to promote students’ language development in L2.

**Competency 003: The beginning Bilingual Education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.**

3.C Knows the state educator certification standards in reading/language arts in grades EC–12, understands distinctive elements in the application of the standards for English and for L1 and applies this knowledge to promote bilingual students’ literacy development in L1.

3.D Knows the statewide Spanish language arts and reading curriculum for grades EC–6 and ESL middle and high school, as appropriate, as specified in the Texas Essential Knowledge and Skills (TEKS) and applies this knowledge to promote bilingual students’ L1 literacy development in grades EC–12.

3.F Knows how to apply linguistic concepts (e.g., comprehensible input) and integrate ESL techniques in reading instruction to promote the development of L2 literacy.

**Standards, Domains, and Competencies for the Core Subjects EC-6 English Language Arts and Reading (Test 391)**

**Standard I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.**

**Competency 001— (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides students with varied opportunities to develop listening and speaking skills. The Beginning Teacher:**

1.A. Knows and teaches basic linguistic concepts and the developmental stages in the acquisition of oral language—including phonology, semantics, syntax (subject-verb agreement and subject-verb inversion), and pragmatics—as appropriate for students in grades 4–6 and recognizes that individual variations occur within and across languages.

1.B. Plans and implements systematic oral language instruction based on informal and formal assessment of all students, including English learners; fosters oral language development; and addresses students' individual needs, strengths, and interests in grades 4–6.

1.D. Selects and uses instructional materials and strategies for students in grades 4–6 that respond to students' individual needs, strengths, and interests; reflect cultural diversity; and build on students' cultural, linguistic, and home backgrounds to enhance their oral language development

1.E. Provides instruction that interrelates oral and written language to promote students' reading and writing proficiencies.

1.F. Selects and uses instructional strategies, materials, activities, and models to teach students in grades 4–6 skills for speaking to various audiences for various purposes and for adapting spoken language for various audiences, purposes, and occasions.

1.G. Selects and uses instructional strategies, materials, activities, and models to teach students listening skills for various purposes (e.g., critical listening to evaluate a speaker's message, listening to enjoy and appreciate spoken language) and provides students with opportunities to engage in active, purposeful listening in a variety of contexts.

1.H. Selects and uses instructional strategies, materials, activities, and models to teach students in grades 4–6 to evaluate the content and effectiveness of their own spoken messages and the messages of others.

**Competency 002— (Word Analysis and Identification Skills): The teacher understands the importance of word analysis and identification skills for reading comprehension and provides many opportunities for students to practice and improve these skills.**

2.A. Uses a variety of instructional approaches and materials to promote students' phonetic, graphophonemic, and morphophonemic knowledge as outlined in the Texas Essential Knowledge and Skills (TEKS) for grades 4–6.

2.B. Understands the importance of word recognition skills (e.g., structural analysis, identifying and reading high-frequency words from a research-based list, contextual analysis) for reading comprehension and knows a variety of strategies for helping students in grades 4–6 develop and apply word analysis skills, including identifying, categorizing, and using common synonyms, antonyms, homographs, homophones, and analogies.

2.C. Selects and uses instructional strategies, materials, activities, and models to teach students in grades 4–6 to read high-frequency words, to promote the students' ability to decode increasingly complex words, and to enhance word identification skills of students who read at varying levels.

2.D. Knows and teaches strategies for decoding increasingly complex words, including advanced vowel-sound combinations, structural or morphological elements (e.g., prefixes, suffixes, roots, base words), and syllable types and syllable division patterns, and for using syntax and semantics to support word identification and confirm word meaning for students in grades 4–6.

2.E. Understands the value of using dictionaries, glossaries, and other sources to determine the meanings, usage, pronunciations, correct spelling, and derivations of unfamiliar words and teaches students in grades 4–6 how to use these sources.

2.F. Understands how to foster collaboration with families and with other professionals to promote all students' skills in word analysis and identification.

**Texas Examinations of Educator Standards. English as a Second Language Supplemental (154)**

**Domain I — Language Concepts and Language Acquisition**

Competency 001: *The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.*

The beginning ESL teacher:

1. Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.
2. Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students’ English-language proficiency.
3. Understands the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students’ English-language proficiency.
4. Knows the structure of the English language (e.g., word formation, grammar, vocabulary and syntax) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards (ELPS).

Competency 002: *The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.*

The beginning ESL teacher:

1. Knows theories, concepts and research related to L1 and L2 acquisition.
2. Uses knowledge of theories, concepts and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students’ English-language development at various stages.
3. Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.
4. Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.
5. Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.

**Domain II — ESL Instruction and Assessment**

Competency 003: *The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.*

The beginning ESL teacher:

1. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the domains of listening, speaking and reading and writing.
2. Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.
3. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students’ communicative competence.
4. Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.
5. Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

Competency 004: *The ESL teacher understands how to promote students’ communicative language development in English.*

The beginning ESL teacher:

1. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the listening and speaking domains.
2. Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.
3. Applies knowledge of practices, resources and materials that are effective in promoting students’ communicative competence in English.
4. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students’ oral language proficiency in English in accordance with the ELPS.
5. Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.
6. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS.
7. Knows how to provide appropriate feedback in response to students’ developing English-language skills.

Competency 005: *The ESL teacher understands how to promote students’ literacy development in English.*

The beginning ESL teacher:

1. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the reading and writing domains.
2. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students’ literacy in English.

C. Understands that English is an alphabetic language and applies effective strategies for developing ESL students’ phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).

1. Knows factors that affect ESL students’ reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students’ reading comprehension in English.
2. Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 to L2.
3. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading, and/or writing in accordance with the ELPS.
4. Knows personal factors that affect ESL students’ English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.

Competency 006: *The ESL teacher understands how to promote students’ content- area learning, academic-language development and achievement across the curriculum.*

The beginning ESL teacher:

1. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction that is linguistically accommodated (communicated, sequenced and scaffolded) to the students’ levels of English- language proficiency; engaging students in critical thinking; and developing students’ cognitive-academic language proficiency across content areas.
2. Knows instructional delivery practices that are effective in facilitating ESL students’ application of various learning strategies (e.g., preteaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using metacognition, using hands-on and other experiential learning strategies; using realia, media and other visual supports [graphic organizers] to introduce and/or reinforce concepts) across content areas.
3. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students’ cognitive- academic language development and content-area learning.

D. Knows personal factors that affect ESL students’ content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

Competency 007: *The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.*

The beginning ESL teacher:

1. Knows basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency).
2. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.
3. Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.
4. Knows state-mandated Limited English Proficient (LEP) policies, including the role of the Language Proficiency Assessment Committee (LPAC), and procedures for implementing LPAC recommendations for LEP identification, placement and exit.
5. Understands relationships among state-mandated standards, instruction and assessment in the ESL classroom.
6. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

**Domain III — Foundations of ESL Education, Cultural Awareness and Family and Community Involvement**

Competency 008: *The ESL teacher understands the foundations of ESL education and types of ESL programs.*

The beginning ESL teacher:

1. Knows the historical, theoretical and policy foundations of ESL education and uses this knowledge to plan, implement and advocate for effective ESL programs.
2. Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals and research findings on their effectiveness.
3. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
4. Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

Competency 009: *The ESL teacher understands factors that affect ESL students’ learning and implements strategies for creating an effective multicultural and multilingual learning environment.*

The beginning ESL teacher:

1. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students’ learning of academic content, language and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).
2. Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic and cognitive needs of ESL students and facilitates students’ learning and language acquisition.
3. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.
4. Demonstrates sensitivity to students’ diverse cultural and socioeconomic backgrounds and shows respect for language differences.
5. Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

Competency 010: *The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.*

The beginning ESL teacher:

1. Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and Admission, Review and Dismissal [ARD] meetings, serving on Site-Based Decision Making [SBDM] committees, serving as a resource for teachers).
2. Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children’s education and school activities.
3. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.
4. Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.