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**THE COLLEGE OF EDUCATION**

**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**SUMMER 2019 SYLLABUS**

**(Subject to modification)**

1. **COURSE NUMBER/SECTION/ TITLE:** EDBE 3470 Foundations of Bilingual and English as a Second Language Education – Section 001

**II.** **INSTRUCTOR:**  Dr. Elba Barahona

Office: Matthews Hall, 206 S

E-mail address: [Elba.Barahona@unt.edu](mailto:Elba.Barahona@unt.edu)

Office hours: M & W from 2:00 – 5:00 PM. (Also available by appointment)

**III.** **CLASS MEETING:**

Jun 3 to Jul 5 Mo Tu We Th 12:00 to 1:50 a.m. Wooten Hall, Room 115

Friday July 05 from 12:00 – 1:50 a.m.

**IV.** **TEXT:**

Baker, C. & Wright W. (2017). *Foundations of Bilingual Education and Bilingualism. 6th Edition*. Buffalo, NY: Multilingual Matters.

**Recommended:**

Collier, V. & Thomas, W. (2017) *Why Dual Language Schooling*, Albuquerque, NM: Fuente Press.

**Web Resources:**

TExES Core Subjects EC-6 (291)

<https://www.tx.nesinc.com/content/docs/291PrepManual.pdf>

TExES Core Subjects 4-8 (211)

<https://www.tx.nesinc.com/content/docs/211PrepManual.pdf>

Bilingual Education Supplemental (164)

<http://www.tx.nesinc.com/Content/Docs/164PrepManual.pdf>

Bilingual Target Language Proficiency Test (BTLPT) Spanish (190)

<https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX190_PrepMaterials.html>

English as a Second Language Supplemental (154)

<https://www.tx.nesinc.com/content/docs/154PrepManual.pdf>

History of Bilingual Education in Texas:

<https://www.youtube.com/watch?v=AWbN_Y8aa5k>

**V. CATALOG COURSE DESCRIPTION**

This course will examine philosophies and theoretical underpinnings of bilingual and ESL education, including a review of historical antecedents of bilingual education and evolution of federal and state language policies governing the education of language minority children. Required for students seeking EC-6 or 4-8 certification.

**VI. COMPETENCY- BASED LEARNING OBJECTIVES**

**Domain III –** Foundations of ESL education, cultural awareness and family and community involvement.

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| **Competencies** | **Sub-competencies** |
| **008**  The ESL Teacher understands the foundations of ESL education and types of ESL programs. | 1. Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs. |
| 1. Knows types of ESL programs, their characteristics, their goals, and research findings on their effectiveness. |
| 1. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions. |
| 1. 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. |
| **010**  The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education. | 1. Applies knowledge of effective strategies advocating for educational and social equity for ESL students (participation in LPAC, ARD, Site based Decision Making committees) and serving as a resource for teachers |
| 1. 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. |
| 1. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts. |
| 1. 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. |

**DOMAIN I – Bilingual Education**

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| **Competency** | **Sub-competencies** |
| **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. Understands the historical background of bilingual education in the US including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education. |
| 1. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world. |
| 1. Understands theimportance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation. |
| 1. Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students. |
| 1. Understands convergent research related to bilingual education and applies convergent research when making instructional decisions. |
| 1. Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus. |
| 1. 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 programs models. |
| 1. Knows how to create an effective bilingual and multicultural learning environment (bridging the home and school cultural environments). |
| 1. Knows how to create a learning environment that addresses bilingual students’ affective, linguistic and cognitive needs (benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies). |

**VII. INSTRUCTIONAL APPROACH**

Reflective inquiry techniques will be used requiring students to participate in discussions, formulate thoughts, and present opinions on important topics/issues/concepts. Cooperative learning techniques will complement the reflective inquiry approach. The overall instructional techniques will help students improve their understanding of how contextualized learning enhances meaning and comprehension of the course content. The overall instructional plan of this course is designed to help students develop knowledge, skills of critical thinking, reflection, and self-assessment. The course will also help students develop competence for working with English language learners and their families.

The course objectives and content are aligned with the State Board of Educator Certification standards for bilingual and ESL education. Also, they are aligned with the professional standards for the preparation of bilingual/multicultural teachers developed by the National Association for Bilingual Education (NABE), (Teachers of English to Speakers of Other Languages (TESOL) and the Texas Association of Bilingual Educators (TABE).

**VIII. GRADING SCALE FOR THIS COURSE**

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 F

**NOTE:** Students are expected to turn in work that demonstrates that objectives of the course are being met.

**IX. LATE WORK POLICY**

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). No assignments will be accepted if submitted after one week of the due date. If you become sick an excuse, such as doctor’s note will be required before I accept an assignment. Other circumstances such as 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 only for students who have excused absences.

**X. Support for Students with Disabilities**

UNT provides academic adjustments and auxiliary aids to individuals with disabilities. If you need a reasonable accommodation because of a disability to fully participate in this course, please contact the Office of Disability Accommodation at 940-565-4323. Please make the request during the first week of class or as soon as possible to allow sufficient time to obtain authorized documentation and to arrange the reasonable accommodation. <http://www.unt.edu/oda> or <http://disability.unt.edu/services/taglines>

**XI. Student Technical Support**

The University of North Texas provides technical support in the use of Canvas. The student help desk may be reached at: helpdesk@unt.edu, phone: 940-565-2324, or in person at UNT Sage Hall, Room 130. Regular hours are maintained to provide support to students. Please refer to the website <http://www.unt.edu/helpdesk/hours.htm> for updated hours.

Additionally, UNT offers other support services such as:

COE Student Advising Office: <https://www.coe.unt.edu/student-advising-office>

Office of the Registrar:  <http://registrar.unt.edu/registration>

Student Financial Aid and Scholarships: <http://financialaid.unt.edu/>

Counseling: <http://studentaffairs.unt.edu/counseling-testing-services>

**XII. Use of laptops and cell phones**

As a courtesy to your instructor and your fellow classmates, you are asked to set your cell phone to *vibrate*, or switch it off during class. Please, no text messaging. In case of a personal emergency, for which you must use your cell phone, you can step outside of the classroom to take or make the call. Using laptop computers in the classroom to take class notes and for any other use authorized use by the instructor is allowed. However, other uses such as instant messaging, game playing and non-related class content Internet surfing are prohibited.

**XVI. COMMUNICATION**

**Eagle Connect**

All official correspondence between UNT and students outside of Canvas is conducted via Eagle Connect and it is the student’s responsibility to read the Eagle Connect Email regularly.

The preferred mode of communication with me will be via Eagle Connect (Elba.Barahona@unt.edu). You can also meet with me during office hours or make an appointment.

**XVII. EDBE 3470 SUMMARY OF ASSIGNMENTS:**

# All assignments are due by midnight on the due date. Please send the assignments through Canvas. Each student is required to comply with the following academic expectations:

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| **Assignments** | **Points** | **Due Date** |
| Attendance and participation | 10 | Ongoing |
| Quiz No. 1 | 7 | June 11 |
| Quiz No. 2 | 7 | June 18 |
| Chronogram | 7 | June 15 |
| Mid-term-exam | 14 | June 25 |
| Advocacy Plan Presentation | 15 | June 27  July 05 |
| Literature Research Paper  Topic and outline (5 points)  Final paper (15 points) | 20 | June 20 (Topic and Outline)  July 1st (Final Paper) |
| Final Exam | 20 | July 03 |
| TOTAL | 100 |  |

**Attendance and participation policies**

It is expected that you attend each class session fully scheduled in the semester. It is also expected that you make meaningful intellectual contributions to the class by listening and responding to the ideas of others, asking relevant questions, sharing your ideas, collaborating in group discussions and projects, bringing to the class relevant research information such as journal articles, webpages about the topics addressed in the course, and making further readings on a course topic.

Attendance is an important component of your grade. You will be assigned 10 points for attending and participating in class. The following criteria will be used to determine the attendance grade:

0-1 unexcused absences = 10 points

2 unexcused absences = 7 points

3 unexcused absences = 4 points

4 unexcused absences = 1 point

5 unexcused absences = withdraw from the class and/or ARR Committee Referral

**Absences that will be excused:**

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| --- | --- |
| **EVENT/REASON FOR ABSENCE** | **REQUIRED DOCUMENT/PERMI** |
| Conferences | Certificate of Participation |
| Death of a family member | Obituary |
| Illness | Doctor’s note |
| Accidents, inclement weather, or emergencies | Instructor approval on case by case basis |

**Tardiness** **or leaving early**

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

0-1 tardies = no points deducted

2 tardies or leaving early = 4 unexcused absences = -3 points

3 tardies or leaving early = 5 unexcused absences = - 6 points

4 tardies or leaving early = 6 unexcused absences = - 9 points

More than 4 tardies or leaving early = withdraw from the class and/or ARR Committee Referral

**Quiz No. 1**

Baker & Wright (2017) Chapter 1, 2, 9

English Language Learners

Texas Administrative Code (TAC) 19 Chapter 89

LPAC, ARD, Site Based Decision Making Committees

**Quiz No. 2**

Baker & Wright (2017) Chapter 5, 6, 7, 8

**Midterm Exam: (14 points)**

Baker & Wright (2017) Chapter 1, 2, 5, 6, 7, 8, 9, 10, 11, 12

English Language Learners

Texas Administrative Code (TAC) 19 Chapter 89

Topics discussed in class from June 3 to 20

**Final Exam (20 points)**

Baker & Wright (2017) Chapter 1, 2; 5-13; 15

English Language Learners

Texas Administrative Code (TAC) 19 Chapter 89

**XVIII. TENTATIVE COURSE SCHEDULE**

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| **June 3** |  |

**Objective**:

Introduction to English Language learner students’ demographics, characteristics, and needs. Review of the syllabus, assignments, and expectations for this class.

1. Introductions
2. Review of Couse Syllabus
3. Review EDBE Undergraduate Handbook
4. Assignments and Expectations
5. Introduction to English Language Learners

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| **June 4-5** |  |  |

**Objective**:

Identify the legal and accountability mandates from the Texas Education Agency (TEA) related to identifying, teaching and assessing ELL’s including the state law, TAC 19 Chapter 89.

Students apply knowledge of effective strategies advocating for educational and social equity for ESL students (participation in LPAC, ARD, Site Based Decision Making committees) and serving as a resource for teachers (ESL Domain III, Competency 010, A).

1. Review and analyze the role and responsibilities of the LPAC, ARD, and Site Based Decision Making committees.
2. Using the following website read the information about 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. Students working in cooperative groups will analyze case scenarios provided by the instructor and determine how teachers and other members of the above committees can advocate for educational and social equity for ESL students.
4. Watch the video: Bilingual Teacher, Bilingual Student

<https://www.youtube.com/watch?v=v46YqMmIceY>

**Evaluation:** The content of this week will be assessed in Quiz No. 1

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| **June 6** |  |  |

**Objective:**

Demonstrate knowledge about global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world of education (Bilingual Domain I, 001, C).

1. Review Baker & Wright Chapter 1, “Bilingualism Definitions and Distinctions”
2. Review Baker & Wright Chapter 2 “The Measurement of Bilingualism”

**Evaluation**: The content of this week will be assessed in Quiz No. 1

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| **June 10** |  |  |

**Objectives:**

Understand the historical background of bilingual education in the U.S. including relevant federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education (Bilingual Domain I, C. 001, A).

Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs (ESL Domain III, C. 008 A)

1. Read Chapter 9, “Historical Introduction to Bilingual Education.”
2. Review the PowerPoint presentation related to this chapter.
3. Instructions for the Chronology of Bilingual/ESL Legislation assignment
4. Guidelines for the Advocacy Plan presentation

* Students working in small collaborative teams will analyze and propose solutions to close achievement gaps between ELLs and non-ELLs.
* The teacher will provide Court Cases for discussion in small groups. Students will build a poster with their Court Cases in the History of Bilingual Education and present the summary of the case to the class.

**Evaluation:** The content of this week will be assessed by student presentations and the Chronology assignment.

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| **June 11: Quiz 1** |  |

**Objective:** Demonstrate knowledge about global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world of education (Bilingual Domain I, C. 001, C).

1. Read Baker’s text Ch. 5,“The Early Development of Bilingualism”
2. Review Chapter 5 PowerPoint presentation
3. Prepare to take a test about the contents of this chapter.

After reviewing Baker’s Ch.5 students may work in cooperative groups to answer the following questions/statements

1. Explain the positive and negative consequences for children who act as language brokers
2. After watching the video “Genie Wiley”, students in small cooperative groups will discuss how the social and home environment can affect language acquisition.

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| **June 12** |  |  |

**Objective:**

Demonstrate knowledge about global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world of education (Bilingual Domain I, C. 001, C).

1. Read Baker & Wright Ch. 6, “The Later Development of Bilingualism”
2. Review the PowerPoint presentations about this chapter
3. Prepare to take a test about the contents of this chapter

**Evaluation:** The content of this week will be assessed in Quiz No. 2

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| **June 13** |  |  |

**Objectives:**

Understands theimportance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation (Bilingual Domain I, 001 D)

1. Review Baker’s Ch. 7, “Bilingualism and Cognition”
2. Review Baker’s Ch. 8, “Cognitive Theories of Bilingualism and the Curriculum”
3. What Dr. Ellen Bialystok’s video “How bilingualism helps the brain” <https://www.youtube.com/watch?v=6sDYx77hCmI>

Students working in small cooperative teams discuss the effects of bilingualism in the brain and mind.

**Evaluation: Quiz 2**

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| **June 17** |  |  |

**Objective:**

Students identify the types of ESL programs, their characteristics, their goals, and research findings on their effectiveness (ESL Domain III, C.008, B).

Students apply knowledge of the various types of ESL programs to make appropriate instructional and management decisions (ESL Domain III, C.008 C)

Students apply 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 (ESL Domain III, C.008, D).

1. Review Baker’s text Ch. 10. This chapter explores monolinguals forms of education for bilingual students including characteristics, goals, and research findings on their effectiveness
   1. Mainstream/Submersion
   2. ESL Pull-out programs
   3. Sheltered English Instruction
2. Video discussion: An Overview of the SIOP Model
3. Article discussion: Kavera, V. & Echevarria, J. (2013). Using the SIOP Model for effective content teaching with second and foreign language learners. *Journal of Education and Training Studies*, *1(2),* 239-248. <https://files.eric.ed.gov/fulltext/EJ1054872.pdf>
4. After watching the video and reading the article, students will work in cooperative groups to answer the questions provided by the instructor.

**Evaluation: Midterm Exam**

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| **June 18 Quiz 2** |  |  |

**Objective:**

Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus (Bilingual Domain I, C. 001, G).

Knows how to create a learning environment that addresses bilingual students’ affective, linguistic, and cognitive needs (Bilingual Domain I, C 001, J).

Review of Baker & Write Chapter 11 and analysis of 19 TAC Chapter 89 Adaptations for Special Populations, Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners,

Students will review the types of bilingual education available for English learner students; they will analyze the characteristics, goals, and research findings on their effectiveness.

* Transitional bilingual education
* One-way dual language programs
* Two-way dual language programs

1. Read and analyze Chapter 89, Subchapter BB. Commissioner’s Rules Concerning State Plan for Educating English Learners.

* Required bilingual education and ESL programs.
* Bilingual education programs, content, and design.
* English learners’ needs that must be addressed by bilingual and ESL programs
* Bilingual education program models:
  + Transitional bilingual/early exit
  + Transitional bilingual/late exit
  + One-way dual language program
  + Two-way dual language program

1. **Informal Evaluation:** Students’ responses to questions provided by the instructor during classroom activities

**3. Formal Evaluation:** Midterm Exam

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| **June 19** |  |  |

**Objectives:** Understands convergent research related to bilingual education and applies convergent research when making instructional decisions (Bilingual Domain I, C 001, F).

Students know how to create an effective bilingual and multicultural learning environment ((Bilingual Domain I, C 001, I).).

1. Read Baker’s text Ch. 12 – “The Effectiveness of Bilingual Education”
2. Review Chapter 12 PowerPoint
3. Students working in cooperative groups will discuss the effectiveness of various types of bilingual education

**Informal Evaluation:** Cooperative group discussion

**Formal Evaluation:** Midterm Exam

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| **June 20** |  |  |

**Objective:**

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 (ESL Domain III, C 010, B).

Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts (ESL Domain III, C 010, C).

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 ESL (ESL Domain III, C 010, D).

Students, working in cooperative groups, will read and analyze the following article:

Téllez, K., & Waxman, H. C. (2010). A review of research on effective community programs for English language learners. *School Community Journal*, *20*(1), 103-119.

This article synthesized research on effective parent and community involvement in the education of English learners. After reading the article, students will discuss the importance of family and community involvement in the education of ELs and will explain how they could promote collaboration and facility parent/community participation in their children’s education and school activities.

**Evaluation:** to know if you met the objectives your knowledge of the content will be assessed based on your responses on the final exam.

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| **June 24** |  |  |

**Objective:**

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 programs models (Bilingual Domain I, 001 H).

1. Review Baker & Wright Chapter 13, Effective Schools and Classrooms for Bilingual Students”
2. Working in small cooperative groups, students will discuss how to make instructional decisions that support minority language students and help them to achieve their full academic potential.

**Evaluation:** to know if you met the objectives your knowledge of the content will be assessed based on your responses on the final exam.

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| **June 25** |  | **Midterm Exam** |

**Midterm Exam: (28 questions - 14 points)**

Baker & Wright (2017) Chapter 1, 2, 5, 6, 7, 8, 9, 10, 11, 12

English Language Learners

Texas Administrative Code (TAC) 19 Chapter 89

Topics discussed in class from June 3 to 20

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| **June 26** |  |  |  |

**Objective:**

Knows how to create a learning environment that addresses bilingual students’ affective, linguistic, and cognitive needs (Bilingual Domain I, C 001, J).

1. Review Baker’s Ch. 15, The Special Educational Needs, assessment, and Testing of Bilinguals
2. Review Chapter 15 PowerPoint presentation.
3. Watch the video about special needs ELL students. <https://www.youtube.com/watch?v=z_8guIpSoGE>
4. Study guide for final exam

**Evaluation:** to know if you met the objective your knowledge of the content will be assessed based on your responses on the final exam.

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| **June 27** |  | **Advocacy Plan Presentations** |

**Objective:**

Students Understand the historical background of bilingual education in the US including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education (Bilingual Domain I, 001 A).

Students use knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students (Bilingual Domain I, 001 E).

Students use 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 programs models (Bilingual Domain I, 001 H).

Students will present their Advocacy Plan using their knowledge about Bilingual/ESL programs and legislation for ELLs in the U.S. and Texas.

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| **July 1st** |  |  |

**Objectives:**

Knows how to create an effective and multicultural learning environment (bridging home and school cultural environment (Bilingual Domain I, C 001, I).

1. Final Exam Study Guide Review
2. Watch the webcast, *Building Trust with Families* at <http://www.colorincolorado.org/webcasts/middleintro/>and read the article, Promoting Involvement of Recent Immigrant Families in Their Children’s Education at, [http://www.hfrp.org/family-involvement/publications-](http://www.hfrp.org/family-involvement/publications-resources/promoting-involvement-of-recent-immigrant-families-in-their-children-s-education)

[resources/promoting-involvement-of-recent-immigrant-families-in-their-children-seducation](http://www.hfrp.org/family-involvement/publications-resources/promoting-involvement-of-recent-immigrant-families-in-their-children-s-education)

Suggested classroom activities:

Students working in small cooperative groups will answer the following questions:

* + - What are some of the barriers for ELL parents and family members for becoming involved in their children’s education?
    - What are some strategies that will foster home-school relationships?
    - What are some ways to engage parents in school activities and in their children’s education?
    - Whys is it important to have culturally relevant books in the classroom?
    - In your opinion, why it is important to acknowledge the cultural background of the parents and what are three examples to do so.

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| **July 2nd** |  |  |

**Objectives:**

Final Exam review

Students will work in cooperative groups to review the study guide, ask and answer questions about the final exam.

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| **July 3rd** | Final Exam |

Final Exam: 50 multiple choice questions about the topics covered during this semester.

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| **July 05** |  | **Advocacy Plan Presentations** |

**Objective:**

Students Understand the historical background of bilingual education in the US including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education (Bilingual Domain I, 001 A).

Students use knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students (Bilingual Domain I, 001 E).

Students use 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 programs models (Bilingual Domain I, 001 H).

Students will present their Advocacy Plan using their knowledge about Bilingual/ESL programs and legislation for ELLs in the U.S. and Texas.

1. ** COLLEGE OF EDUCATION’S VISION**

We aspire to be leaders known regionally, nationally, and internationally for our expertise and excellence in research, teaching, outreach, and solutions for education and human well-being. Through our efforts, we improve the lives of the citizens of Texas, the nation, and the world.

**COLLEGE OF EDUCATION’S MISSION STATEMENT**

The College of Education prepares professionals and scholars who contribute to the advancement of education, health, and human development.

1. **Departmental Policy Statements**

***The Educator as Agent of Engaged Learning:***

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

*Ethical Behavior and Code of Ethics*: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

*Submitting Work*: All assignments will be submitted via Canvas Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

*Grading and Grade Reporting*: Grading rubrics for all assignments can be found on the course Canvas Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

*Writing Policy*: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.

**Teacher Education & Administration**

**Departmental Policy Statements**

*Disabilities Accommodation*: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

*Observation of Religious Holidays*: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

*Academic Integrity*: Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: <http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf>. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*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 https://deanofstudents.unt.edu/conduct.

*Attendance*: See the instructor’s attendance policy.

*Eagle Connect*: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

*Cell Phones and Laptop*: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

*SPOT*: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from

students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

*Collection of Student Work*: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

*TK20*: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20-campus-tools. Announcements regarding TK20 will also be posted on this website.

*Comprehensive Arts Program Policy*. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

*Technology Integration Policy*. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

*TExES Test Preparation*. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-exams. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org.

“*Ready to Test” Criteria for Teacher Certification Candidates*. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

*Six Student Success Messages*. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.

1. **BIBLIOGRAPHY**

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**NOTE: THIS COURSE SYLLABUS/SCHEDULE IS INTENDED TO BE A GUIDE AND MAY BE MODIFIED AT ANY TIME AT THE INSTRUCTOR’S DISCRETION.**