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**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**EDBE 3470SYLLABUS**

**(Subject to modifications)**

**FALL 2019**

**(August 26 – December 12)**

1. **COURSE NUMBER/SECTION/ TITLE:** EDBE 3470 Foundations of Bilingual and English as a Second Language Education – Sections 003 and 004.

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

Office: Matthews Hall, 206 S

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

Office hours:

Tuesday & Thursday 9:30 – 11:00 and 2:00 – 3:30 p.m. (Other times by appointment)

OFFICE: Matthews Hall, 206S

**III. CLASS MEETINGS:**

Section 003: Tuesdays and Thursdays from 12:30 PM – 1:50 PM, Matt 115.

Section 004: Tuesdays from 5:30 PM – 8:20 PM, Matt 108.

**IV.** **TEXTS**

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.

**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**

**The student will be able to:**

**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 in working with English learners, bilingual students, 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. ATTENDANCE Policy for EDBE Courses**

**ABSENCES**

|  |  |  |
| --- | --- | --- |
| **For courses offered 2 times per week** | **For course offered 3 times per week** | **For courses offered 1 time per week** |
| 0 – 2 unexcused absences = 10 points | 0 – 3 unexcused absences = 10 points | 0 – 1 unexcused absence = 10 points |
| 3 unexcused absences = 7 points | 4 unexcused absences = 7 points | 2 unexcused absences = 7 points |
| 4 unexcused absences = 4 points | 5 unexcused absences = 4 points | 3 unexcused absences = 4 points |
| 5 unexcused absences = 1 point | 6 unexcused absences = 1 point | 4 unexcused absences = 1 point |
| 6 unexcused absences = 0, withdraw from the class and/or ARR Committee Referral | 7 unexcused absences = withdraw from the class and/or ARR Committee Referral | 5 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 = 3 unexcused absences = - 3 points |
| More than 3 tardies or more than 3 times leaving early = 4 unexcused absences = - 6 points and ARR Committee Referral |

**Absences or Tardies will be excused:**

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| --- | --- |
| **EVENT/REASON FOR ABSENCE/ TARDIES** | **REQUIRED DOCUMENT** |
| 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 |

**X. 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; 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 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.

**Makeup work** will be allowed only for students who have excused absences.

**Extra Credit Points:**

Extra credit points will be assigned to students’ overall grade for attending conferences related to ESL or bilingual education or TExES review sessions**. Certificate of attendance is required.**

**XI. 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>

**XII. 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. Walk-in support- Monday-Friday from 8 AM to 5 PM at Sage Hall, Room 330 D.

Please refer to the website <https://it.unt.edu/helpdesk> 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 classmates, turn off cell phones when in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be closed, unless they are being used to take class notes or searching for information during class activities.

**XVI. COMMUNICATION**

**Eagle Connect**

All official correspondence between UNT and students outside Canvas is conducted via Eagle Connect. 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. SUMMARY OF ASSIGNMENTS:**

Each student is required to comply with the following academic expectations:

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| --- | --- | --- |
| **Assignments** | **Points** | **Due Date** |
| Attendance and participation | 10 | Ongoing  (see attendance policy, page 4) |
| Quiz No. 1 | 7 | September 17 |
| Quiz No. 2 | 7 | October 08 |
| Mid-term-exam | 14 | October 22 |
| Chronology of U.S. Legislation for ELs | 5 | October 29 |
| Advocacy Plan  Presentation History of Bilingual and ESL Programs in the U.S. and Texas | 15 | November 12 |
| Quiz No. 3 | 7 | November 19 |
| Literature Research Paper  Topic and Outline 5 points  Final submission: 10 Points | 15 | Topic and Outline: October 18  December 3 |
| Final Exam | 20 | Section 004:  Thursday December 12  10:30 AM -12:30 PM  Section 005:  Tuesday December 10  5:30 to 7:30 PM |
| TOTAL | 100 |  |

More details about these assignments will be posted on Canvas and shared with students.

The instruction will post on Canvas the study guide for Quiz 1-3, midterm exam, and final exam.

**September 17**

**Quiz No. 1**

Baker & Wright (2017) Chapter 1, 2, 3, 4,

Texas Administrative Code (TAC) 19 Chapter 89

English learners

LPAC, ARD, and Decision- Making Committees

**October 8**

**Quiz No. 2**

Baker & Wright (2017) Chapter 5, 6, 7, 8, 9

**October 22**

**Midterm Exam: (14 points)**

Baker & Wright (2017) Chapter 1 to 12.

Texas Administrative Code (TAC) 19 Chapter 89

English learners

LPAC, ARD, and Decision- Making Committees

**October 29**

Chronology of U.S. Legislation for ELs

**November 12**

Advocacy Plan Presentation

**November 19**

**Quiz No. 3**

Baker & Wright (2017) Chapter 13, 14

**Topic and Outline: October 18**

Literature Research Paper

Topic and Outline 5 points

**Final Submission: December 3**

Literature Research Paper

Topic and Outline 5 points

Final submission: 10 points

Total: 15 points

**Final Exam December 12 (Sec. 004) and December 10 (Sec. 005)**

Baker & Wright (2017) Chapter 1-15

Texas Administrative Code (TAC) 19 Chapter 89

English learners

LPAC, ARD, and Decision Making Committees

Articles reviewed and analyzed during classroom instruction

**XVIII. TENTATIVE COURSE SCHEDULE**

# All assignments are due by midnight on the due date stated in the *Summary of Assignments* table. Send the assignments through Canvas.

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| **Week 1 – August 25-31** |  |

**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.

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 (ESL, Domain III, Competence 10 A).

**This week’s assignments:**

1. Introduce yourselves to the class. Tell us about yourself, your major, your interests, and if you are currently teaching.
2. Review of Couse Syllabus
3. Assignments and Expectations
4. Review the EDBE Undergraduate Handbook
5. Introduction to English learners
6. 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>
7. Work in cooperative groups and respond to the questions/items below related to TAC 89:
8. What is the goal of bilingual education programs in Texas?
9. What is the goal of ESL education programs in Texas?
10. Describe the similarities and differences between the bilingual education programs’ content and design presented in Chapter 89.
11. After reading the state law, TAC 19 Chapter 89, identify the legal and accountability mandates from the Texas Education Agency (TEA) related to identifying, teaching and assessing ELs.
12. Review the LPAC, ARD, and Decision- Making Committee
13. What is the role of the LPAC, ARD, and Decision Making Committee?
14. Who can participate in the language proficiency assessment committees?
15. What kinds of testing accommodations can be used for English learners (ELs)?
16. How are ELs identified, placed in language programs, and exited from them?
17. Briefly describe the requirements for Dual Immersion Programs.
18. Describe the effective strategies advocating for educational and social equity for ESL students.
19. Watch the video: Bilingual Teacher, Bilingual Student

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

1. Purchase your textbook this week.

**Informal Evaluation:** Classroom discussions.

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

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| **Week 2, September 2-8** |  |  |

**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 (2017) Chapter 1, “Bilingualism Definitions and Distinctions”

And Chapter 2 “The Measurement of Bilingualism.”

1. Review the PowerPoint presentations about these chapters.

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

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| **Week 3, September 9-15** |  |  |

**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).

**This week’s assignments:**

* + - 1. Read Baker & Wright text Ch.3: “Endangered Languages: Planning and Revitalization” andCh. 4: “Languages in Society”.
      2. Review the PowerPoint presentations about the chapters.

Watch the following videos about endangered languages and answer the questions provided by the teacher.

* National Geographic - Dying Languages <https://www.youtube.com/watch?v=KB7kLNwKEVU>
* What does the world lose when a language dies?

<https://www.youtube.com/watch?v=9lNjnE_-Log>

* + - 1. **Evaluation:**

Informal assessment: Classroom discussion

Formal assessment: Quiz No. 1

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| **Week 4, September 16-22** | **Quiz 1 Feb. 05** |

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

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 Domain III, C.010, D).

**This week’s assignments:**

1. Read Baker & Wright text Ch. 5,“The Early Development of Bilingualism” and Baker & Wright Ch. 6, “The Later Development of Bilingualism.”
2. Article review:

Read the Article *Innocence Lost in Translation* available at the following link:

<https://www.salon.com/2004/08/04/interpreters/>

Each collaborative team of students will analyze one of the eight cases described in the article and present their findings to the class.

1. Review the PowerPoint presentations about the chapters.
2. Prepare to take a test about the contents of the chapters.

**Informal Evaluation:** Classroom discussion

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

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| **Week 5, September 23-29** |  |  |

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

**This week’s assignments:**

1. Read Baker & Wright text Ch. 7, “Bilingualism and Cognition” and Ch. 8, “Cognitive Theories of Bilingualism and the Curriculum.”
2. Review the PowerPoint presentations related to the chapters.
3. Article Discussion:
   1. Read the article

Martensson, J., Eriksoon, J., Bodammer, N., Lindgren M., Johansson M., Nyberg L., & Lovdén M. (2012). Growth of language-related brain areas after foreign language learning. *Neuroimage*, 63(1)

* 1. Analyze the content of this article in your cooperative group using the guiding questions/statements provided by your instructor.
  2. You may find this document at the UNT library, Online Articles.

1. Video Discussion:
2. Watch Dr. Ellen Bialystok video How bilingualism helps the brain.
3. Discuss this article in your cooperative group using the guided questions provided by your instructor
4. You may find this video at the following link: https://www.youtube.com/watch?v=6sDYx77hCmI
5. Prepare to take the quiz about these chapters.
6. **Evaluation:** The content of this week will be assessed in Quiz No. 2

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| **Week 6, September 30 – October 6** |  |  |

**Objective:** Understand the historical background of bilingual education in the U.S. 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, 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).

**This week’s assignments:**

1. Read and analyze Baker & Wright Ch. 9, “Historical Introduction to Bilingual Education.”
2. Review the PowerPoint presentation related to the chapter.
3. Final Paper Instructions
4. Watch the video “Bilingual Education in Texas” and answer the questions provided by your instructor <https://www.youtube.com/watch?v=AWbN_Y8aa5k>
5. Review more information about the most important court cases related to ELL students using the website, <http://www.colorincolorado.org/article/49704/> to learn more about significant court cases related to Ell students.
6. Chronology of bilingual/ESL education. Create a table of events that includes federal and state law and policy impacting English learners.
7. Title VII Bilingual Education Act
8. No Child Left Behind
9. Every Student Succeeds Act
10. Civil Rights Act Title VI
11. Lau v. Nichols and Lau Remedies
12. Brown v. Board of Education
13. Serna v. Portales
14. Rios v. Reed
15. Plyler v. Doe
16. Castañeda v. Pickard and Castañeda Standard
17. Gomez v. Illinois State Board of Education
18. **Evaluation:** in order to know if you met the objective, the accuracy of the contents in the chronogram will be assessed.

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| **Week 7, October 7-13** |  |  |

**Objectives**: Identify the types of ESL programs, their characteristics, their goals, and research findings on their effectiveness (ESL Domain III, C.008, B).

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

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

**This week’s assignments:**

1. Types of ESL programs for English learners, their characteristics, their goals. and research findings on their effectiveness.

Baker & Wright Chapter 10 and article analysis and discussion.

This week students will review the monolingual forms of education for bilingual students, they will analyze the characteristics, goals, and research findings on their effectiveness.

* Mainstream/Submersion
* Pull-out programs
* Sheltered English Instruction

1. Read and analyze the following articles. Answer the questions provided by the instructor

* Kavera, V. (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.
* Echevarria, J. (2006). Helping English language learners succeed. *Principal Leadership, 6* (16-21).

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

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| **Week 8, October 14-20** |  |  |

**Objectives**:

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).

**This week’s assignments:**

1. Types of bilingual programs for English learners, their characteristics, their goals and research findings on their effectiveness.

Baker & Write Chapter 11 and article analysis and discussion.

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

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| **Week 9, October 21-27** |  | **Mid-Term Exam: March 19** |

**Objectives:** 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, C 001, H).

**This week’s assignments:**

1. Baker & Wright text Ch. 12 – “The Effectiveness of Bilingual Education”

2, Read and analyze the following articles. Answer the questions provided by the instructor

* Collier, V. P., and W. P. Thomas. 2004. “The Astounding Effectiveness of Dual Language Education for All.” *NABE Journal of Research and Practice* 2 (1): 1–20
* Lindholm-Leary, K., and A. Hernández. 2011. Achievement and language proficiency of latino students in dual language programmes: native English speakers, fluent English/previous ELLs, and Current ELLs.” *Journal of Multilingual and Multicultural Development* 32 (6): 531–545.

1. **Evaluation: Quiz 3**

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| **Week 10, Oct.28 – Nov.3** |  |  |

**Objectives:** 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, C 001, H).

**This week’s assignments:**

1. Read Baker & Wright text Ch. 13– “Effective Schools and Classrooms for Bilingual Students”
2. Review the Power Point for Chapter 13
3. **Evaluation: Quiz 3**

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| **Week 11, November 4-10** |  |  |

**Objectives:** Knows how to create an effective bilingual and multicultural learning environment (bridging the home and school cultural environments) (Bilingual Domain I, C 001, I)

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

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 008 B)

**This week’s assignments:**

1. Review Thomas & Collier Ch. 2, “What Else Do Policy Makers and Families Need to Know?”
2. Read and discuss the following article in cooperative teams

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.

1. **Evaluation:**

Informal evaluation: Cooperative group discussion.

Formal evaluation: **Final Exam**

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| **Week 12, November 11-17** |  |  | **Presentation Advocacy Plan** |

**Objective:**

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).

**This week’s assignment:**

Students will develop and present an advocacy plan that will include the historical, theoretical, and policy foundations of ESL education and they will use this knowledge to plan to advocate for effective programs, curriculum, and activities for English learners. Students will present the plan to the class.

Detailed instructions and rubric for this assignment will be posted on Canvas.

**Evaluation:** students will be assessed using a rubric that includes criteria for the content and quality of the presentation.

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| **Week 13, November 18-24** |  |

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

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).

**This week’s assignments:**

1. Read Baker & Wright text Ch. 14, “Literacy, Biliteracy, and Multicultural Literacies,”
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-resources/promoting-involvement-of-recent-immigrant-families-in-their-children-s-education>
3. Discuss the following questions in your cooperative group. After that, share the responses with the class:
4. What are some of the barriers for ELs parents and family members for becoming involved in their children’s education?
5. What are some strategies that will foster home school relationships?
6. What are some ways to engage parents in school activities and in their children’s education?
7. Whys is it important to have culturally relevant books in the classroom?
8. In your opinion, why it is important to acknowledge the cultural background of the parents and what are three examples to do so?
9. **Evaluation:** The content of this week will be assessed in the Final Exam

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| **Week 14, Nov. 25 – Dec.1** |  |  |  |

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

1. Article discussion: Read and analyze the following article in cooperative groups:

Lindholm-Leary, K. & Block, N (2010). Achievement in predominantly low SES/Hispanic dual language schools. *Journal of Multilingual and Multicultural Development*, *32*(6), 531-545.

1. The content of this week will be assessed in Quiz No. 3

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| **Week 15, Dec. 2-8** |  |  |

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

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).

Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program models and design and selects appropriate instructional strategies and materials in relation to specific program models (Bilingual Domain I, C. 001, H).

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

Applies knowledge of effective strategies advocating for educational and social equality for ESL students (participation on LPAC, ARD, site-based decisions making committees) and serving as a resource for teachers (ESL Domain III, C. 010, A).

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 Domain III, C. 010, D).

**This week’s assignments:**

1. Review of Baker & Wright Ch. 15, The Special Educational Needs, Assessment, and Testing of Bilinguals.
2. Review the PowerPoint presentations about this chapter.
3. Watch the video about special needs EL students and answer the questions provided by your instructor: <https://www.youtube.com/watch?v=z_8guIpSoGE>
4. Develop a review of the research literature to find information about bilingual and ESL instructional models. Use at least five references from primary and secondary sources of information (journals, books, newspapers, magazines, and other sources.) ***that are not older than ten years.*** The paper in WORD should be approximately 12 pages, double spaces, 10 or 12-point font, includes the references in the body of the review and lists the references at the end of the document using APA style.

Detailed instructions and suggested topics will be posted on the Assessment section in Canvas.

1. **Evaluation:** to know if you met the objectives your knowledge of the content will be assessed based on your responses on the Final Exam and the Final Paper

|  |  |
| --- | --- |
| **Week 16, Dec.9-15** | **Final Exam:**  **Section 004 Thursday, Dec.12- 10:30 AM-12:30 PM**  **Section 005 Tuesday, Dec.10 - 5:30 PM-7:30 PM** |

Final Exam: 40 to 50 multiple choice questions about the topics covered during this semester.

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. 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 Canvs 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***

*UNT Career Connect:* All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: <http://careerconnect.unt.edu/default> .

*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. Barbara Pazey 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 Laptops:* Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

*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.

*Foliotek e-Portfolio*. Foliotek is a free to you software data management system (MMS) 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 evidence/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://www.coe.unt.edu/office-educator-preparation/foliotek>.

*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](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texes.ets.org](http://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.

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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.**