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**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**EDBE 3470SYLLABUS**

**(Subject to modifications)**

**SPRING 2020**

**(January 14 – May 8)**

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

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

 E-mail address: Elba.Barahona@unt.edu

 Office hours:

 Tuesday & Thursday 2:00 – 5:00 p.m. (Other times by appointment)

 OFFICE: Matthews Hall, 206S

**III. CLASS MEETINGS:**

 Tuesdays and Thursdays from 2:00 – 5:00 PM, Matt 115.

**IV.** **TEXTS**

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

Recommended:

Espinoza-Herold, M., & González-Carriedo, R**.** (2017).*Issues in Latino education. Class, race, and the politics of academic success* (2nd Ed.). New York: Routledge.

**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.
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| 1. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
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| 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.
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| **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
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**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.
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| 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.
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| 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.
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**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.

**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.

**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. 1Baker & Wright (2017) Chapter 1, 2, 3, 4, Texas Administrative Code (TAC) Chapter 89English learnersLPAC, ARD, and Decision- Making Committees | 7 | February 4 |
| Quiz No. 2Baker & Wright (2017) Chapter 5, 6, 7, 8 | 7 | February 25 |
| Mid-term-examBaker & Wright (2017) Chapter 1 to 10.Texas Administrative Code (TAC) Chapter 89English learnersLPAC, ARD, and Decision- Making Committees | 14 | March 17 |
| Chronology of U.S. Legislation for ELs  | 5 | March 24 |
| Quiz No. 3Baker & Wright (2017) Chapter 11,12 | 7 | April 7 |
| Advocacy PlanPresentation History of Bilingual and ESL Programs in the U.S. and Texas   | 15 | April 14-16 |
| Literature Research Paper Topic and Outline 5 pointsFinal submission: 10 Points | 15 | Topic and Outline: March 3April 28 |
| **Final Exam** Baker & Wright (2017) Chapter 1-13,15Texas Administrative Code (TAC) Chapter 89English learnersLPAC, ARD, and Decision Making CommitteesArticles reviewed and analyzed in class  | 20 | Thursday May 710:30 AM -12:30 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.

**Extra Credit Points**

You can earn extra credit points if you missed any assignment or wish to increase your grades overall. The extra credit points are assigned in addition to the 100 possible points for this course. The points consist of attendance to conferences, seminars, symposia related to ESL or bilingual education or related certification TExES exam review sessions. Proof of attendance (certificate of attendance, name tag, proof of registration) will be required right after attending the event. Each event only counts for extra credit in one course. These are the approved events for the spring semester:

National Association for Bilingual Education (NABE) Conference, February 25-28, Las Vegas, NV. For registration and more information go to www.Nabe.org. Participate in at least 6 contact hours of professional development.

Teachers of English for Speakers of Other Languages (TESOL.org), Denver, CO. For registration and more information go to March 31- April 3, www.tesol.org. Participate in at least 6 contact hours of professional development.

Bilingual/ESL Association of the Metroplex (BEAM), April 4, MacArthur High School, Irving, TX. For registration and more information go to www.tinyurlbeam. Participate in at least 6 contact hours of professional development.

ESL Supplemental or Bilingual Supplemental TExES Review Sessions. February 15, 2020, UNT’s Wooten Hall 222 (bilingual), 122 (ESL), 8:30 am to 3:30 pm. To register just email anita.deschner@unt.edu to let her know which session you will attend. Stay for the whole review.

BTLPT TExES Review Sessions. March 28, 2020, UNT’s Wooten Hall 222 (bilingual), 8:30 am to noon. To register just email Rossana.Boyd@unt.edu to let her know you will attend. Stay for the whole review.

UNT Bilingual/ESL Student Organization (BESO) Symposium. For a membership form and information about the details of the symposium, contact Maria Martinez, President, at mariamartinez13@my.unt.edu. Stay for the whole event.

**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 – January 14-19** |  |

**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, January 20-26** |  |  |

**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, January 27- February 2** |  |  |

**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 discuss in your cooperative group 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>

* Preserving Endangered Languages by Barry Mosses
* <https://www.youtube.com/watch?v=BHlBJGM-XyQ>
	+ - 1. **Evaluation:**

Informal assessment: Classroom discussion

Formal assessment: Quiz 1

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| **Week 4, February 3-9** |  **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).

**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 2

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| **Week 5, February 10-16**  |  |  |

**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”
2. Review the PowerPoint presentation related to this chapter.
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).

<https://library.unt.edu/> Online Articles

* 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, February 17-23**  |  |  |

**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. 8, “Theories of Bilingualism and the Curriculum.”
2. Review the PowerPoint presentations related to this chapter.
3. Article Discussion:
	1. Read the article

Goodrich, J. M., & Lonigan, C. J. (2017). Language-independent and language-specific aspects of early literacy: An evaluation of the common underlying proficiency model. *Journal of Educational Psychology*, *109*(6), 782–793

Analyze the content of this article in your cooperative group using the guiding questions/statements provided by your instructor.

You may find this document at the UNT library, <https://library.unt.edu/> Online Articles

1. Prepare to take the quiz about these chapters.
2. **Evaluation:** The content of this week will be assessed in Quiz 2

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| **Week 7, February 24 - March 1st** |  |  |

**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. 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 English learner students.
5. Chronology of bilingual/ESL education. Create a table of events that includes federal and state law and policy impacting English learners.
6. Title VII Bilingual Education Act
7. No Child Left Behind
8. Every Student Succeeds Act
9. Civil Rights Act Title VI
10. Lau v. Nichols and Lau Remedies
11. Brown v. Board of Education
12. Serna v. Portales
13. Rios v. Reed
14. Plyler v. Doe
15. Castañeda v. Pickard and Castañeda Standard
16. Gomez v. Illinois State Board of Education
17. **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 8, March 2-8** |  |  |

**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 article. 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.

You may find this article at: <https://library.unt.edu/> Online Articles

1. **Evaluation:**

**Informal assessment:** Students’ responses to questions provided by the instructor during classroom activities

**Formal assessment:** Midterm Exam

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| **Week 9, March 16-22** |  |  |

**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).

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

**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 the following article. 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

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 and Quiz 3.

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| **Week 10, March 23-29** |  |  **Mid-Term Exam: March 17**  |

**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. Watch the following videos related to the effectiveness of dual language programs.
3. Discuss in your cooperative team the questions provided by the teacher.

Bryan ISD Dual Language Program

<https://www.bryanisd.org/apps/pages/index.jsp?uREC_ID=366634&type=d&pREC_ID=818198>

Dallas ISD Dual Language Program

<http://www.dallasisd.org/duallanguage>

1. **Evaluation: Quiz 3**

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| **Week 11, March 30-April 5** |  |  |

**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. Watch the following videos related to the effectiveness of dual language programs. Discuss in your cooperative team the questions provided by the teacher.

**Dual Language Explained by Dr. Diane August**

[**https://www.youtube.com/watch?v=3dzO9upZO8I&t=37s**](https://www.youtube.com/watch?v=3dzO9upZO8I&t=37s)

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

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 12, April 6-12**  |  |  |

**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).

Understands theimportance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation (Bilingual Education Domain 1, C1 D)

**This week’s assignments:**

1. Read Baker & Wright text Ch. 13– “Effective Schools and Classrooms for Bilingual Students”
2. Article discussion: Read and analyze the following article in cooperative groups:

Collier, V. P., & Thomas, W. P. (2017). Validating the power of bilingual schooling: Thirty-two years of large-scale, longitudinal research.*Annual Review of Applied Linguistics, 37*, 203-217.

You may find this article at: <https://library.unt.edu/> Online Articles

1. Review the Power Point for Chapter 13
2. **Evaluation: Final Exam**

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| **Week 13, April 13-19** |  |  |  **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).

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 (Bilingual Education Domain 1, C1 E)

**This week’s assignment:**

1. 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.

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

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| **Week 14, April 20-26** |  |

**Objective**

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).

**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. The evaluation of the content of this week will be included in the final exam.

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| **Week 15, April 27-May 3** |  |  |

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).

1. 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 Literature Review Paper.

|  |  |
| --- | --- |
| **Week 16, May 4-10** |  **Final Exam:** Thursday, May 7 from 10:30 AM -12:30 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. 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.**