THE COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

FALL 2016 SYLLABUS

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

II.   INSTRUCTOR: Elba Barahona

   Office: Matthews Hall, 206 S

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

   Office hours: Monday, Wednesday, and Friday from 10.00 AM to 12:00 PM and 1:00 PM to 2:00 PM.
   (Also available by appointment)

III.   CLASS MEETING: Monday, Wednesday, and Friday 8:00 to 8:50 AM, Matt 113.

IV.   TEXTS: Baker, C. (2011). Foundations of Bilingual Education and Bilingualism. Buffalo, NY: Multilingual Matters.

   Collier, V. & Thomas, W. (2012) Dual Language Education for a Transformed World, Albuquerque, NM: DLEM Fuente Press

   Web Resources
   Bilingual/ESL TExES Exams' Preparation Manuals (www.texes.ets.org)

   History of Bilingual Education in Texas:
   https://www.youtube.com/watch?v=AWbN_Y8aa5k

   Texas Statute 74 and the ELPS
   Cross-Curricular English Language Proficiency Standards
   http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

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.

Competencies	Sub-competencies
008 The ESL Teacher understands the foundations of ESL education and types of ESL programs.	**A.** Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.
	B. Knows types of ESL programs, their characteristics, their goals, and research findings on their effectiveness.
	C. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
	D. 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.	**A.** 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
	B. 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.
	C. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.
	D. 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

Competency	Sub-competencies
001 The beginning bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism	**A.** 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.
	C. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.

and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.	**D.** Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.
	E. 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.
	F.Understands convergent research related to bilingual education and applies convergent research when making instructional decisions.
	G. 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.
	H. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific programs models.
	I. Knows how to create an effective bilingual and multicultural learning environments (bridging the home and school cultural environments).
	J. Knows how to create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs (benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

VII. INSTRUCTIONAL APPROACH

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

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

Speakers of Other Languages (TESOL) and the Texas Association of Bilingual Educators (TABE).

VIII.   GRADING SCALE FOR THIS COURSE

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

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

IX.   ATTENDANCE AND PARTICIPATION POLICIES

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

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

0-3 unexcused absences = 10 points
4 unexcused absences = 7 points
5 unexcused absences = 4 points
6 unexcused absences = 1 point
7 unexcused absences = withdraw from the class and/or ARR Committee Referral

Absences that will be excused:
1)   Attendance to conferences with prior permission from the instructor.
2)   In case of death in the family, obituary evidence will be required.
3)   In case of absences because of your illness, a doctor's note will be required.
4)   Extraneous circumstances such as accidents, inclement weather, emergencies, or child care, will be dealt with on a case by case basis.

Tardiness or leaving early
If showing up for class more than 10 minutes late or leaving 10 minutes before the class ends.
0-3 tardies = no points deducted
4 tardies or leaving early 4 times = 4 unexcused absences = -3 points
More than 4 tardies or more than 4 times leaving early = 5 unexcused absences = -6 points and ARR Committee Referral

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). No assignments will be accepted if submitted after one week of the due date. If you become sick an excuse, such as doctor's note, will be required before I accept an assignment. Other circumstances such as death in the family, accidents, inclement weather, or emergencies will be examined on an individual basis. Communicate with your instructor about your specific situation.
Make up work
Will be allowed only for students who have excused absences.

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

Additionally, UNT offers other support services such as:
COE Student Advising Office: https://www.coe.unt.edu/student-advising-office
Office of the Registrar: http://registrar.unt.edu/registration
Student Financial Aid and Scholarships: http://financialaid.unt.edu/
Counseling: http://studentaffairs.unt.edu/counseling-testing-services

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

XVI. COMMUNICATION
Eagle Connect
All official correspondence between UNT and students outside of Blackboard is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Blackboard

The preferred mode of communication with me will be via emails in Blackboard. 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:

Assignments	Points	Due Date
Attendance and participation	10	ongoing
Survey and Reflection paper, 1, 2 & 3 responses (2.5 points each)	10	Survey due 09/9/16 Reflection paper 1, 2 & 3 due 10/12/16
Mid-term-exam	20	10/14/16
Reflection paper 4, 5, 6, & 7 responses (2.5 points each)	10	Reflection paper 4, 5, 6, & 7 due 11/11/16
PowerPoint presentations: History of Bilingual Education in the U.S. and Texas or Programs in Bilingual and ESL Education	10	11/14/16
ELL Family/Child Advocacy Plan or Family/Parent Involvement Plan (key assignment)	20	12/07/16
Final Exam	20	12/12/16
TOTAL	100	

Reflection Paper
The Reflection paper involves two typed pages about the topics that we will cover in class. You must include a brief summary of the topics and the implications for educational practices in schools that educate English language learners using bilingual and ESL programs. Submit the logs through Blackboard. Follow the due date in the Syllabus.

Mid-term Exam
This exam contains will contain two parts: Part I will include 20 multiple choice questions and Part II will include an essay question. No books or notes will be allowed during the exam.

PowerPoint presentations: History of Bilingual Education in Texas and in the U. S. /Programs in Bilingual and ESL Education
You may select one of the following topics for this assignment:

a) Present one of the major events in the history of bilingual education in Texas and in the United States
b) Present a topic about an effective program for English language learners.

After selecting the topic, prepare a PowerPoint presentation (See due date in the *Summary of Assignments* table).

ELL Family/Child Advocacy Plan or Family/Parent Involvement Plan
This is the key assignment of the course. You may select one of the following topics for this assignment:

a) Develop a family/parent involvement plan
b) Develop an advocacy plan for English language learners and their families.

This assignment will be based on the selection of a case scenario. You will describe what you would do to promote family/parent involvement or what would you do as an advocate to solve or help solve the problem in the scenario and then you will present your solutions to the class as a whole (Word document, double-spaced, 12-point size font, 4 pages, and PowerPoint presentation). Instructions will be posted in Blackboard.

Final Exam
This exam contains two parts. Part I includes 20 multiple choice questions. Part II includes an essay question. No books or notes will be allowed during the test.

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 Blackboard. If for some reason you cannot upload an assignment you can send it to me via email messages in Blackboard.

Week 1 – Aug. 29-Sept 2	Background and Interest Survey Due on Sept. 9

Objective:

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 Domain I, 001 E).
1. Introductions
2. Review of Couse Syllabus
3. Assignments and Expectations
4. Review Background and Interests Survey
5. Introduction to English Language Learners
6. View the history of bilingual education in Texas
   https://www.youtube.com/watch?v=AWbN_Y8aa5k
   Assignment: Complete the Background and Interest Survey (due 09/09/16)

Objectives:

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).

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

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

1. Review Baker's Chapter 1, "Bilingualism Definitions and Distinctions"
2. Review Thomas & Collier Chapter 3 "Defining Dual Language Education"
3. There are two Power Point presentations of the chapters for your review.
4. Students working in collaborative teams will answer the following questions:
   - Provide at least one example of language choice in the following settings:
     - school
     - social meetings
     - work
   - In your opinion which language skill is the easiest to learn: listening, reading, speaking, or writing? Why?
   - In your opinion which language skill is the most difficult to learn. Why?
   - The results of the TELPAS test shows that Juan has advanced proficiency level in speaking but intermediate in reading and writing. What could be a possible explanation?
5. Students working in cooperative teams will answer the following questions
   - How the social and cultural processes influence second language acquisition?
   - How can teachers enhance L1 and L2 language development of culturally and linguistically diverse students?
   - Why dual language education can help culturally and diverse students to succeed?
   - How can teachers promote the academic development of ELLs?
   - How can teachers promote the cognitive development of ELLs?
   - What is the difference between one-way and two-way dual language education?
   - What is the difference between a 90:10 and 50:50 bilingual models?
   - What are the non-negotiable components of dual language education?
   - Provide examples of separation of the two languages used in instruction (Thomas & Collier, p. 34)
     - By teacher
     - By time in each language
     - By subject

Week 3, Sept.12-16   **Reflection paper 1**   **Due Oct. 12**

Objective:

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

1. Review Baker's Ch.3: "Endangered Languages: Planning and Revitalization" and Ch. 4: "Languages in Society".
2. Review the PowerPoint presentations about the chapters.
3. Prepare Reflection paper 1 (Due Oct. 12)
4. When preparing your Reflection paper 1, summarize the content of these chapters and think about the implications of language declining. You may also review the Ethnologue website (http://www.ethnologue.com) to find the endangered languages in the region where you live.
5. Students will work in cooperative teams to respond the following questions:
   - Why the number of languages of the world is rapidly declining?
   - Why is language planning needed for language maintenance and revitalization?
   - Why the transmission of a minority language in the family is essential for the preservation of that language?

Week 4, Sept. 19-23   **Reflection paper 2**   **Due Oct. 12**

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

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, 010 A).

1. Review Baker's text Ch. 5, "The Early Development of Bilingualism"
2. Watch the video "Genie Wiley" available at https://www.youtube.com/watch?v=VjZolHCrC8E .
3. Students in small cooperative groups discuss how the social environment can affect language acquisition.
4. Review LPAC, ARD, and Site Based Decision Making Committees
5. Prepare Reflection paper 2 (Due 10/12/16)
6. Students will work in collaborative teams to answer the following questions:
   - What is the difference between language acquisition and language learning?
   - What is the difference between code-switching and code-mixing?
   - Why some culturally and linguistically diverse children act as language brokers?

Objectives:

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

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, 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, 010 C).

Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students (ESL Domain III, 010 D).

1. Review Baker's Ch.6, "The Later Development of Bilingualism"
2. Watch the video "Stephen Krashen on Language Acquisition". Available at
   https://www.youtube.com/watch?v=NiTsduRreug
   > Students work in small cooperative groups to discuss what teachers could do to enhance language acquisition in content areas
3. Discuss the importance of family/community involvement in education of ELL students
4. Discuss effective communication with parents
5. Prepare Reflection paper 3 (Due Oct. 12)
   - Students working in small collaborative teams discuss effective ways to promote parent/family involvement in the education of ELLs
   - Students working in small collaborative teams discuss different experiences of learning a second language. From the experiences of the group, what dimensions seem most important? How did societal pressures, local politics, and school policies affect language learning?

Objectives:

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

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

1. Review Baker's Ch. 7, "Bilingualism and Cognition" and Ch. 8, "Cognitive Theories of Bilingualism and the Curriculum"
2. Review the PowerPoint presentations related to the chapters.
3. Prepare Reflection Paper 4
4. Students working in small cooperative teams will answer the following questions:
    - What does the research say about the relationship between intelligence and bilingualism?
    - How does the author explain bilingualism and communicates sensitivity?
    - What is the relationship between divergent and creative thinking?
    - What is the difference between SUP and CUP?
    - Discuss the levels of the Threshold Theory?
    - What is the difference between BICS and CALP?

Week 7, Oct. 10-14	Midterm Exam	10/14/16

Objective:

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 (Bilingual Domain I, 001 A)

1. Read Thomas & Collier (2012) Ch. 1 "Reasons to Consider Dual Language Programs" and Ch. 2 " Beginnings"
2. Complete Midterm Exam
    Midterm Exam will include Baker's Ch. 1, 3, 4, 5, 6, 7, and 8; Thomas & Collier Ch. 1 & 2, & 4, PowerPoint presentations, and topics discussed in class in Weeks 1 to 6.

Week 8, Oct. 17- 21	Reflection Paper 5 Due Nov. 11

Objective:

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 (Bilingual Domain I, 001 A)

1. Read Ch. 9, "Historical Introduction to Bilingual Education."
    a) Review the History of Bilingual Education in the United States
    b) Review achievement gap issues
    c) Underachievement among bilingual students
2. Review the PowerPoint presentation related to the chapter.
3. Watch the videos that present the history of bilingual education in Texas: "Ten who Dared" http://www.youtube.com/watch?v=n--sV1wZGe4 and "Bilingual Education in Texas," add link https://www.youtube.com/watch?v=AWbN_Y8aa5k

4. Students working in small collaborative teams will analyze and propose solutions to close achievement gaps.
5. Prepare Refection paper 5

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).

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, 001, G, J).

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).

1. Review Baker's Ch. 10, "Types of Bilingual Education" and Ch. 11, "Education for Bilingualism and Biliteracy"
2. Students working in small collaborative teams will answer the following questions:
    a) Which types of bilingual models generate additive bilingualism?
    b) Which types of bilingual programs generate subtractive bilingualism?
    c) What programs are more effective for promoting bilingualism and biliteracy? Why?
    3.   Prepare Reflection paper 6 (Due Nov 11)

Objectives:

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

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, 001 G)

1. Read Baker's text Ch. 12 – "The Effectiveness of Bilingual Education", Thomas & Collier (2012) Ch. 5 "Astounding Effectiveness – The North Carolina Story"
2. Students working in small collaborative teams will answer the following questions:
   - What were the main findings from Thomas and Collier research in North Carolina schools?
   - Why dual language programs are effective to close the achievement gap?
   - What are some ways to support students' primary language in schools?
   - What changes were recommended by Thomas & Collier in future education federal programs?
3. Prepare Refection paper 7 (Due Nov. 11)

Week 11, Nov. 7- 11

Objectives:

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

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, 001 G)
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, 008 D).

1. Read Baker's text Ch. 13 – "Effective Schools and Classrooms for Bilingual Students" and Thomas & Collier (2012) Ch. 6 "More Dual Language Research Findings from Thomas and Collier"
2. Students working in small collaborative teams will answer the following questions:
   - What are the effectiveness factors that are part of any form of education? And which of those are solely concerned with the language part of bilingual education?
   - What are the priorities in producing bilingual children through formal education?
   - What were the main findings from Thomas and Collier research from longitudinal studies in California and Oregon?

Week 12, Nov. 14-18   Research Presentations Due Nov 14

Objectives:

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).

1. Students will present their research about the following topics:
   - One major events in the history of bilingual education in Texas and in the United States
   - Effective programs for English language learners

Objectives:

Knows how to create an 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).

1. Read Baker's 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-seducation
3. Students working in small cooperative groups will answer the following questions:
   - What are some of the barriers for ELL parents and family members for becoming involved in their children's education?
   - What are some strategies that will foster home-school relationships?
   - What are some ways to engage parents in school activities and in their children's education?
   - Whys is it important to have culturally relevant books in the classroom?
   - In your opinion, why it is important to acknowledge the cultural background of the parents and what are three examples to do so.

Nov. 24-25 Happy Thanksgiving!

Week 14, Nov. 28 – Dec. 2   Key Assignment PowerPoint Presentation

Objective:

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

1. Read Thomas & Collier (2012) Ch. 4 "Unique Qualities of Dual Language Education"
2. Students working in small collaborative groups will answer the following questions
   - What group(s) of students dual language programs serve?
   - In your opinion, why finding qualified bilingually-endorsed teachers and staff is often the most challenging task for developing dual language programs?
   - Why would you recommend the implementation of dual language programs in U.S. public schools?
3. Students will present the topic they select for the key assignment:
   - Develop a family/parent involvement plan
   - Develop an advocacy plan for English language learners and their families.

Week 15, Dec. 5-7   Research Presentations

Objectives:

Applies knowledge of effective strategies advocating for educational and social equity for ESL students (ESL Domain III, 010 A).

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, 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, 010 C).

Students will present the topic they select for the key assignment:

- Develop a family/parent involvement plan
- Develop an advocacy plan for English language learners and their families.

Week 16, Dec. 12-14   Final Exam December 12

Final Exam will include Baker's Chapters 9, 10, 11, 12, 13, and 14; Collier & Thomas Chapters

3, 5, & 6, and PowerPoint presentations and topics discussed in class in Weeks 8 to 15.

EXTRA CREDIT POINTS

You can earn 5 extra credit points if:
You attend the TABE (www.tabe.org) or to the TexTESOL (**www.texTESOL.org) conferences**:
5 extra credit points will be assigned to students who attend any of this conferences related to bilingual or ESL education. Proof of attendance will be required.

You can earn 5 extra credit points if:
You attend one of the TExES Review Sessions below on Saturday, November 5th from 9:30 am to 3:30 pm. Bilingual Supplemental review will be at Wooten Hall, room 222
The ESL Supplemental review will be at Wooten Hall, room 122
To sign up, email Ana.Figueras@unt.edu and indicate the session to attend

XIX.   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.

XX.   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 Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

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

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

Teacher Education & Administration

Departmental Policy Statements

Disabilities Accommodation: "The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary

aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

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

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

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

Attendance: See the instructor's attendance policy.

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

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

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

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

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

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

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

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

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

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

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

XXI. BIBLIOGRAPHY

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