# 

**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**EDBE 3600 SYLLABUS**

**SPRING 2024**

1. **COURSE NUMBER AND TITLE**

EDBE 3600 Dual Language Bilingual Education: Programs, Policy, and Practice

1. **INSTRUCTOR**

**Name:** Dr. Elba Barahona

**Office Hours:** Monday from 10 am to 12 pm and Wednesday from 12 to 2 pm in in Matthews Hall 206 S. Also available through appointment in person or Zoom.

**Email:** Elba.Barahona@unt.edu

1. **COURSE PREREQUISITES AND COREQUISITES**

Prerequisite: [EDBE 3060](http://catalog.unt.edu/preview_entity.php?catoid=26&ent_oid=2436&returnto=2773#tt7263)   
  
Corequisite: [EDBE 3650](http://catalog.unt.edu/preview_entity.php?catoid=26&ent_oid=2436&returnto=2773#tt814)   
  
Must be admitted to teacher education program: Must be taken in Block A; Requires field hours at an offsite location; Course taught in Spanish

1. **CATALOGUE DESCRIPTION**

This course examines the rich and complex historical perspectives, inequities at the levels of policy and practice, and types of programs in multilingual education. Specific attention will be placed upon Dual Language Bilingual Education (DLBE) programs due to their rapid growth at the local, state, and national levels, promising academic achievement results, and culturally sustaining pedagogies that are being integrated into these programs.

1. **COURSE GOALS AND MATERIALS**

The content of this course is aimed at these goals:

* Examine historical perspectives of bi/multilingual education in Texas and nationally, and how race has impacted whose bi/multilingualism has been viewed as a problem, resource, or right (racialized bilingualism vs. elite bilingualism).
* Examine and problematize landmark court cases/legislation/policies that have impacted the education of bi/multilingual learners at the state and national levels, including recent legislation where bilingual education was reinstated due to market logics.
* Examine how anti-Blackness, linguistic hegemony, and linguistic imperialism have impacted bi/multilingual students and families, and how this has been resisted through activism and agency at the levels of programs, policy, and practice.
* Gain a deeper understanding of bi/multilingual acquisition and development processes and contexts outside of official school spaces: community, home, cultural/religious affiliations.
* Develop a clear understanding of the history, goals, and research of the different bilingual education programs. Due to the exponential growth of DLBE programs at the local, state, and national levels these programs will be discussed in more depth.
* Gain insight into how to incorporate families’ funds of knowledge into the curriculum and how to partner with these same families in the education of their children.

**REQUIRED TEXTBOOKS**

Guerrero, M. D., Guerrero, M. C., Soltero-González, L., & Escamilla, K. (Eds). (2017). *Abriendo brecha: Antología crítica sobre la educación bilingüe de doble inmersión*. Fuente Press.

\*\*\*Other readings and materials will be uploaded to Canvas

**CENTERING PRACTICES FOR THE COURSE**

This course situates bilingual education and DLBE as a site of sociopolitical and ideological complexities that has race radical roots (Flores, 2016) and is centered on the realities of historically marginalized populations for whom DLBE was originally designed to serve. While the growth of DLBE programs at the national and local levels should be celebrated, gentrification processes are threatening to decenter the original beneficiaries of DLBE programs and cater to white middle-class constituents (Chaparro, 2021; Hamman & Catalano, 2021). We will critically examine these and other pertinent issues at the levels of policy, programs, and practice and guide our inquiry around the following 4 elements of critical consciousness that are crucial when striving for equity and justice-oriented processes in DLBE (Palmer et al., 2019):

* Continuously interrogate dominative systems of power
* Historicize DLBE communities and processes
* Engage in critical listening practices
* Being open to experiencing discomfort

1. **UNT ATTENDANCE EXPECTATIONS**

This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf) will be followed for attendance problems. If necessary, students may miss class with a valid excuse (see [university policy for excused absences](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf)) and not face penalties related to their grade. Students must let the instructor know as soon as possible if they will be missing class. It is the students’ responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor’s discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note: it is the student’s responsibility to drop this course, if necessary.

|  |  |
| --- | --- |
| # of Absences | Total participation points for the class (out of 200 points) |
| 0 –2 | 200 |
| 3 | 140 |
| 4 | 60 |
| 5 or more | You will automatically receive an F for your final grade |

**Late Work**

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

1. **SUMMARY OF COURSE ASSIGNMENTS**

Grading scale for this course:

900-1000=A, 800-899=B, 700-799=C, 600-699=D, below 600=F

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Week** | **Points** |
| Attendance and classroom engagement | Ongoing | 200 |
| Tarea #1 Community interaction with weekly materials | Weekly | 200 |
| Tarea #2 Autobiography of experiences in Bilingual/ESL Education | 6 | 200 |
| Tarea #3 Infographic: Benefits and Inequities of Dual Language Bilingual Education | 9 | 100 |
| Tarea #4 Advocacy Plan for Cultural and Linguistic Pluralism | 12 | 100 |
| Tarea #5 Planning Translanguaging Lessons | 15 | 200 |
| TOTAL |  | 1,000 |

**Description of Assignments**

**Attendance and classroom engagement**

It is expected that you attend the totality of the class sessions in the semester. Furthermore, it is also expected that you will make meaningful intellectual contributions to the class by participating in the activities and discussions.

Absences due to religious observations, military duty, and participation in UNT-sponsored activities will be excused. Other circumstances such as illnesses, accidents, inclement weather, death in the family, or epidemics will be dealt with on a case-by-case basis.

**Tarea #1 Community Interaction with weekly materials**

Community interactions with course materials are multimodal opportunities (includes written work and producing audio/video recordings) that will allow you to interact with the week’s materials (inside and outside of the classroom), your classmates and myself. The community interactions with course materials will have the following format:

* There will be a prompt that will guide the community interaction with course materials. This prompt could take the form of a question, a statement, a quote/some quotes from the materials, etc. This prompt will be included in the materials that will be uploaded to Canvas every Monday.
* As Nieto & Bode (2018) emphasize, critical multicultural education is a “process,” and these experiences should be viewed as such. This means that you should not wait until you have finished reading/watching all materials for that week to contribute to the community interaction. Uncertainty is welcome in these community interactions and the expectation is that we will co-construct knowledge together!
* Specific word limits, etc. will be provided along with the prompt.

**Tarea #2 Autobiography of Experiences in Bilingual/ESL Education**

Write about your K-12 education experiences in Bilingual Education, ESL, and General Education and integrate the following into your writing:

* Was your first/heritage/other language besides English tapped as a tool in your learning experiences? Describe your teachers, specific classes/moments/interactions that stand out, and the general learning environments where your first/heritage/other language was used and/or could have been used in more empowering ways. How did teachers, administrators, and other school personnel (and possibly students not placed in Bilingual/ESL programs) talk about and engage with bilingual students? Try to include specific examples such as “you need to speak English in this class.”
* Describe how the above impacted your learning experiences in K-12 educational spaces, identity development, and overall well being as a student. Were you assigned a specific label (for example ELL, English learner, etc.) by the school and/or teachers and how did this impact you, your identities, and school experiences, if at all?
* Were your parents/caregivers and their knowledges involved in your K-12 schooling? Did administrators, teachers, counselors, and other schooling personnel make attempts to communicate with and/or involve your parents/caregivers in your K-12 learning? Were you ever asked by these same school personnel to serve as a translator between your parents/caregivers and the school?

\*\*\*Evaluation will focus on the depth of your reflections in conjunction with the prompts, not technical precision and following a specific recipe. We will talk in class about the length, format and language of your submission.

\*\*\*Accommodations will be made for students whose K-12 education took place outside of US contexts

**Tarea #3 Benefits and Inequities of Dual Language Bilingual Education (DLBE): An Infographic**

Izquierdo and Mendoza pinpoint data that clearly shows that emergent bilingual students in DLBE programs achieve at higher rates than the same students in monolingual programs (see p. 59 in Abriendo Brecha). Nonetheless, recent studies have revealed that white middle-class native English-speaking students are benefiting more than emergent bilingual students (see Palmer et al., 2019). Hence, there are two different sides of the coin when it comes to DLBE programs. As future bilingual teachers it is crucial that you develop critical consciousness about the current reality of DLBE programs and that you can explain it to DLBE stakeholders. In this assignment you will present these two sides of the coin through an infographic. Your infographic should include the following:

* A title and questions that will guide and orient the readers about the information in your infographic.
* Theoretical perspectives from the course that clearly reveal the benefits and inequities in DLBE programs. You should include all materials (articles, videos, podcasts, etc.) that relate to DLBE programs and any guest speakers we have had around the topic.
* A 3-5 minute audio recording that summarizes the information in your infographic.

**Tarea #4 Advocacy Plan for Cultural and Linguistic Pluralism**

Throughout the trajectory of the semester you will be reading and hearing about the importance of maintaining a classroom environment that respects and fosters cultural and linguistic pluralism. While you may have a clear sense about how to maintain such an environment in your classroom, thinking of ways to expand that same philosophy to the rest of the school will be more complicated and will require identifying issues and offering potential solutions. You will create one page flyer/handout/outline and a two-page narrative describing an advocacy plan that would enhance cultural and linguistic pluralism at your school.

**Tarea #5 Planning Translanguaging Lessons**

In the last part of the semester, you will read about a specific pedagogical approach to teach in DL classrooms: translanguaging. This is also discussed in the companion course, EDBE 3650. For this assignment, I will ask you to create lesson plans where you will intentionally use translanguaging to advance your students knowledge and skills in a content area and Spanish/English language arts.

1. **COURSE SCHEDULE**

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| **Week** | **Readings** | **Key topics/overarching questions** |
| **1** | Introduction to the course |  |
| **2** | “Rising popularity of dual-language education could leave Latinos behind” (Mathewson, 2017)  <https://www.usnews.com/news/national-news/articles/2017-07-31/rising-popularity-of-dual-language-education-could-leave-latinos-behind>  “Anti-blackness in dual-language bilingual education” (Frieson & Presiado, 2020) | What is the current sociopolitical context of DLBE?  Introduction to the 4 elements of critical consciousness |
| **3** | “Abriendo Brecha, capítulo 6” (Alfaro & Bartolomé, 2017);  “Once I’m comfortable, no one can shut me up!” (Adams Corral, 2019) | What does it mean to have ideological clarity as a DLBE teacher?  Linguistic capital |
| **4** | “Abriendo Brecha, capítulo 4” (Izquierdo & Mendoza, 2017) | Different models of DLBE  3 traditional goals of DLBE  Parents and DLBE |
| **5** | “Abriendo Brecha, capítulo 5” (Palmer et al., 2017);  “Nice White Parents, episode 1” (Podcast, 2020);  “Nice white parents and dual language education (Flores, 2020) | Power and privilege in DLBE  Neoliberal ideologies in DLBE Gentrification in DLBE |
| **6** | “Bilingualism, biliteracy, biculturalism, and critical consciousness, for all” (Palmer et al., 2019);  “Qué es deportar?” (Osorio, 2015) | Critical Consciousness in DLBE spaces  Engaging with the 4 elements in practice |
| **7** | “Abriendo Brecha, capítulo 10” (Soltero-González & Butvilofsky, 2017) | Critical biliteracy: topics, texts, and translanguaging (connection to *En Comunidad)* |
| **8** | Oportunidad para recapitular, reflexionar y descansar | |
| **9** | “Do Black Lives Matter in Bilingual Education?” (Flores, 2016)  “Remixin’ and flowin’ in centros: Exploring the biliteracy practices of Black Language speakers in an elementary two-way immersion bilingual program” (Frieson, 2021) | Biliteracy practices of Black Language speakers  Disrupting the Anglo/Latinx binary in DLBE  Raciolinguistics |
| **10** | “The Black and Brown search for agency”: African American and Latinx children’s plight to bilingualism in a two-way dual language program” (Cervantes-Soon et al., 2021) | Possibilities of Black and Brown solidarity in DLBE spaces  Raciolinguistics |
| **11** | “Los programas de lenguaje dual como vía hacia una educación multicultural y plurilingüe” (González-Carriedo, 2019) | Cultural and linguistic pluralism |
| **12** | “Constructivist approaches in a dual-language classroom.” González-Carriedo, R., Bustos, N., & Ordóñez, J. (2016). | Constructivism in DLBE |
| **13** | “Translanguaging?” (García, 2017)  “What is translanguaging?” (García, 2015)  “Understanding translanguaging in US literacy classrooms” (Seltzer & de los Ríos, 2021); | Translanguaging |
| **14** | “Translanguaging and responsive assessment adaptations: Emergent bilingual readers through the lens of possibility” (Ascenzi-Moreno, 2018) | Intersection of translanguaging, formative reading assessments, and accomodations |
| **15** | Lesson plans | Lesson plans where students will intentionally use translanguaging to advance your students knowledge and skills in a content area and Spanish/English language arts |

1. **UNT TEACHER EDUCATION PROGRAM COMMITMENTS**

While teaching has always been a relational and intellectual endeavor, we acknowledge that teaching is also both an ethical and a political act. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural and socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

* Identity. Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
* Inquiry. Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
* Activism. Preparing teachers who create curriculum that responds to children’s and youth’s inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
* Community. Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

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| --- | --- | --- | --- | --- |
| **Commitments->** | **As Teachers** | **To Children and Youth** | **In our Practice** | **To Radically Imagine** |
| **Identity** | **We are** individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching. | **We value**and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces. | **We practice** humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming. | **We imagine**schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities. |
| **Inquiry** | **We are** intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies. | **We value** young people’s knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating | **We practice** curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change. | **We imagine** a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us. |
| **Advocacy &**  **Activism** | **We are** activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination. | **We value**and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment. | **We practice** activism in the curriculum by engaging children and youth in work that contributes to the creation of  more just, more caring, and more peaceful world. | **We imagine** metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit. |
| **Communities** | **We are** members of a multiple communities— connected in ways that make our successes intertwined. | **We value** inclusive learning communities that connect us within and outside of our classrooms. | **We practice** humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short. | **We imagine** schools as sustaining intersecting ways of being, knowing, and languaging. |

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

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

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

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

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

1. **UNT’S STANDARD SYLLABUS STATEMENTS**

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

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

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

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

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

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

1. **EDUCATOR STANDARDS ADDRESSED IN THIS COURSE**

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

**Texas Teaching Standards**

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

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

**Bilingual Education Certification Standards**

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

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

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

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

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

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

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

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

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

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

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

**Domain II — ESL Instruction and Assessment**

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

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

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

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

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

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

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

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

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

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**This syllabus may be modified by the instructor as needed.**