

# DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

**SYLLABUS EDBE 4470 SUMMER 2020**

**Jun 1 to Jul 3**

**(Subject to modification)**

# I. COURSE NUMBER/SECTION: EDBE 4470, Section 001

**COURSE TITLE:** Curriculum and Assessment for Bilingual & ESL Classrooms

**II. INSTRUCTOR:** Elba E. Barahona, PhD

Email address: Elba.Barahona@unt.edu

1. **OFFICE HOURS**: T & W from 2:00 – 5:00 PM. (Also available by appointment).

Zoom.

1. **ZOOM MEETINGS:** June 1, 4, 11, 18 & 25

# V. TEXTS AND RESOURCES

Gottlieb, M. (2016). *Assessing English language learners: Bridges to Educational equity.* Thousand Oaks, CA: Corwin.

Herrera, S. G., Murry, K. G., & Cabral, R. M. (2020). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students.* (Third Edition). *Boston,* MA: Pearson Education.

**Resources:** Texas Education Agency websites, LPAC Framework Manual, TELPAS, STAAR Tests Samples, LAS Links Technical Manual, UNT Online Articles.

TEA ESL Supplemental Preparation Manual <https://tea.texas.gov/sites/default/files/Final%20ESL%20154%20Test%20Prep%20Manual%20-Accessible%209-18-19.pdf>

**Course in Canvas:** Course materials (i.e. PowerPoint slides, syllabus, etc.) will be available. You are expected to check frequently announcements, assignments, and assessments posted on Canvas.

1. **CATALOG COURSE DESCRIPTION:** Examination of the organization of

curriculum for second language learners with special focus on testing and evaluation procedures appropriate for bilingual and ESL classrooms; study of formal and informal assessment of language proficiency for instructional purposes and use of standardized achievement tests. Required for students seeking EC-6 or 4-8 certification with specialization in bilingual or ESL education. Prerequisite(s): EDBE 3470, 3480 and admission to Teacher Education or consent of department. May be taken concurrently with EDBE 4490.

1. **PURPOSE AND RATIONALE:** This course is intended to prepare teacher candidates as effective professionals serving ELL students from early childhood to grade 8. The contents of this course will provide the methodology for assessing ELL students in today’s schools. The overall assessment techniques will help teacher candidates improve their understanding of how to measure academic and language progress. The overall instructional plan is designed to help students develop knowledge, skills, critical thinking, reflection, and self-assessment.

1. **COMPETENCY-BASED COURSE OBJECTIVES:**

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| --- | --- | --- |
| **Domains** | **Competencies** | **Sub-competencies** |
| ESL 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. | A. Understands the nature of language and basic concepts of language systems and uses this understanding to facilitate student learning in the ESL classroom. |
| B. Knows the functions and registers of language in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students’ English language proficiency. |
| C. Understands the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students’ English language proficiency. |
| D. Knows the structure of the English language and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English according with the ELPS. |
| ESL Domain II: ESL Instruction and Assessment | **Competency 004**  The ESL teacher understands how to promote students' communicative language development in English. | D. Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ oral language proficiency in English in accordance with the ELPS. |
| F. Applies knowledge of individual differences to select focused, targeted and systematic second language acquisition instruction to English language learners in grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening and/or speaking in accordance with the ELPS. |
| G. Knows how to provide appropriate feedback in response to students’ developing English-language skills. |
| **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. | A. Knows basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program. |
| B. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations. |
| C. Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results. |
| D. Knows state mandated LEP policies, including the role of the LPAC and procedures for implementing LPAC/ARD recommendations for LEP identification, placement and exit. |
| E. Understands relationships among state mandated standards, instruction, and assessment in the ESL classroom. |
| F. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals. |
| Bilingual Domain I:  Bilingual Education | **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. | B. Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1. |
| G. Knows how to promote students’ biliteracy by using ongoing assessment and monitoring of students’ level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2. |
|  | **Competency 004**  The beginning bilingual education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum. | A. Knows how to assess bilingual students’ development of cognitive-academic language proficiency and content area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas. |

TESOL STANDARDS

STANDARD 4: ASSESSMENT AND EVALUATION

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs’ families.

4a Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.

4b Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.

4c Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.

4d Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.

**NEW EDUCATOR STANDARDS:** The content and objectives of this course are aligned with the INTASC Standards of the Department of Teacher Education, with the state of Texas ESL and Bilingual standards, competencies and sub-competencies, and with Standard 4 Assessment of the professional organization Teachers of English for Speakers of Other Languages (TESOL).

1. **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.

**All assignments and assessments are due on the day designated in the course agenda.** "Late" is not the same as an "extension." Late work will not be accepted. Extensions may be granted, through negotiation and discussion of individual situations, **BEFORE** the work is due. Send me an email or ask for an appointment through Zoom. In the case of illness, an excuse, such as a doctor’s note, will be required for work to be accepted “late” (no more than two days after the due date).

# COURSE POLICIES Attendance and Participation

**Attendance and participation policies**

It is expected that you make meaningful intellectual contributions to the class by sharing ideas with the class, responding to the ideas of others, asking relevant questions, 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 and participation are important components of your grade. You will be assigned 10 points for your contribution to the class.

**Unexcused Absences**

Please contact me if you have one of the following reasons for your absence:

* Illness or injury that is documented by a letter from a physician or health professional.
* Family emergencies (divorce, death of friend or family member) that is documented in writing.
* Officially authorized and sponsored university athletic, music, theater travel that is documented by a letter by the appropriate university official.
* Military duty or Jury Duty. Submit the copy of the official document.
* In the case of a death in the family, obituary evidence will be required.
* If you are required court appearances, you must bring a letter from the clerk of the court.
* 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.
* Other extraneous circumstances such as accidents, inclement weather or epidemics will be dealt with on an individual basis by the instructor.
* Attendance to conferences with prior permission from the instructor.

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**XI. COMMUNICATION**

Please review regularly the following sources of communication:

1. Announcements posted on Canvas
2. Messages sent through Canvas
3. UNT email

**XII. EVALUATION AND GRADING: The evaluation criteria for this course is:**

|  |  |
| --- | --- |
| 900 – 1000= | A |
| 800 – 899= | B |
| 700 – 799 = | C |
| 600 – 699= | D |
| Below 600 = | F |

# XIII. SUMMARY OF REQUIRED ASSIGNMENTS

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points Possible** | **Due Date** |
| Attendance and participation | 100 | Ongoing |
| TEA approved assessments questions | 100 | June 9 |
| Accommodations for English Language Learners | 100 | June 16 |
| Mid-term Exam | 150 | June 22 |
| Demonstration of Authentic Assessments | 150 | June 26 |
| English Bilingual Leaner Assessment Profile  Upload this assignment in Foliotek | 200 | June 30 |
| Final Exam  This exam will be available online from 10:00 AM to 2:00 PM. After you open the exam, you will have 120 minutes to complete it. | 200 | July 3 |
| **Total** | **1000** |  |

**XIV. DESCRIPTION OF COURSE ASSIGNMENTS AND DUE DATES:**

|  |  |
| --- | --- |
| **Dates** | **Classroom Activities and Assignments** |
| **June 1**  **Zoom Meeting** | **Learning Objectives:**  Students will apply knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS. **(ESL, D2, C004, F).**   1. Introduction: Share with the class your name, major, expectations for this course. 2. Review of the Syllabus: expectations, assignments, and assessments 3. Introduction to Curriculum and Assessment for Bilingual & ESL Classroom. 4. Classroom discussion about assessments of English learners   Informal Evaluation:  To know if students met the objective their knowledge will be informally monitored based on the quality of the responses in the discussion. |
| **June 2-3** | **Learning Objectives:**  Students will gain and apply knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused targeted and systematic second language acquisition for ELL students (ESL, D2, C005, F)  Watch the video about Assessment of English Learners at:  <https://www.youtube.com/watch?v=ysDDfG-enCc>  Review **Gottlieb Chapter 1**: Assessment of Language Learners  Review **Herrera Chapter 1**: Classroom Assessment Amidst Cultural and Linguistic Diversity  **Discussion 1 – Introduction (Due: June 5)**  In the discussion forum link, *Introductions*, introduce yourself and briefly describe your interests, current job, experiences with EL students. Post your photo.  **Discussion 2 – Assessment of English Learners (Due: June 5)**  Select one of the following questions and post your answer. Then, briefly comment the answers of at least two classmates.   1. How would you define the term assessment for English learners? 2. According to Dr. Pierce, why language differences make teaching ELs challenging? 3. According to Dr. Pierce, why cultural differences make teaching ELs challenging? 4. According to Dr. Pierce, why previous education experiences make teaching ELs challenging? 5. What is the impact of a strong native language literacy in second language acquisition of literacy in a second language? 6. What are some of the ideas that Dr. Pierce offers to assess ELs? 7. What is necessary to keep in mind for the assessment of ELs? 8. Why is it important for you as a teacher or future teacher to know about how to assess ELs?   **Assessment:** The student will demonstrate their knowledge when responding to questions about assessments for ELs. |
| **June 4-9**  **Zoom Meeting June 4** | **Objectives:**  The purpose of the lesson is to analyze standardized tests commonly used in ESL and bilingual programs in Texas and to know how to interpret their results (**ESL, D2, C007, C).**  **Assessment and Evaluation (TESOL Assessment Standard 4.a):** Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.  Review **Gottlieb Chapter 2**: Assessment of Academic Language Through Standards  Review **Gottlieb Chapter 3:** Assessment of the Language of the Content Areas: The Bridge to Academic Equity  Review standardized tests commonly used in Texas for ESL and bilingual students **including TELPAS, STAAR, and LAS.**  Students will analyze the relationship between the TEKS and questions in standardized assessments.  Student will explain the procedures to ensure the validity and reliability of the LAS test.  Sources:  TEA STAAR Resources  <https://tea.texas.gov/student.assessment/staar/>  TEA TELPAS Resources  <https://tea.texas.gov/student.assessment/ell/telpas/>  **Formal Assessment:**  **TEA Approved Assessment Questions (Due: June 9) Assignment**  **English/Bilingual Learner Assessment Profile (Due June 30)** |
| **June 10-15**  **Zoom Meeting June 11** | **Objective:**  The purpose of the assignment is to practice how to use ongoing assessments to plan and adjust instruction that addresses individual students’ needs and enables ESL students to achieve learning goals **(ESL, D2, C007, F)**    Review **Herrera** **Chapter 7:** *Data-Driven Problem-Solving Processes*  Review **Herrera** **Chapter 8:** *Special Education Issues in the Assessment of CLD Students*  **Assignment: Accommodations and Modifications on Lesson Assignment (Due June 16)**  This assignment includes two parts.  Part I: Article review (5 points)  Willner, L.S. & Mokhtari, K. (2018). Improving meaningful use of accommodations by multilingual learners. *The Reading Teacher*.  Part II: Accommodations provided to ELLs in Texas (5 points)   * Students will review the TEA approved accommodations for English learners in the following website <http://tea.texas.gov/student.assessment/accommodations/> * Students will analyze and explain how they could apply the accessibility features and locally-approved designated support to classroom instruction and assessments of ELLs.   More details about this assignment will be posted on Canvas. |
| **June 16** | **Objective:**  The purpose of the assignment below is to become familiar with the state mandated Limited English Proficiency (LEP) policies, including the role of the LPAC and the ARD committees and the procedures for implementing LPAC/ARD recommendations for LEP student identification, placement and exit (**ESL, D2, C007, D).**  Review and analyze the LPAC and the ARD committees and the procedures for implementing LPAC/ARD recommendations for LEP student identification, placement, and exit.  Sources: Texas Education Code, Chapter 89. Adaptations for Special Populations. Subchapter BB. Commissioner’s Rules Concerning State Plan for Educating English Language Learners: <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>  Language Proficiency Assessment Committee Framework Manual: <http://programs.esc20.net/users/files/LPAC/2016-2017/Framework/01LPAC_Framework_Manual_Accessible_2016-2017.pdf>  **Formal Evaluation**: Midterm Exam (June 18) |
| **June 17-18**  **Zoom Meeting June.18** | **Learning Objectives:**  The ESL teacher understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, and pragmatics) and uses this understanding to facilitate student learning in the ESL classroom (**ESL, D1, C001, A).**  The ESL teacher knows the functions and registers of language in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students’ English language proficiency (**ESL, D1, C001, B).**  Knows the structure of the English language and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English according with the ELPS (**ESL, D1, C001, D).**  Review **Herrera** **Chapter 5:** *Assessment of Language Proficiency*  Review the first part of this chapter:   1. Rationale for assessing primary language proficiency 2. Key elements of language acquisition and proficiency including: Syntax, Phonology, Morphology, Semantics, and Pragmatics   Review the TExES English as a Second Language (ESL) Supplemental Preparation Manual (pages 52-61)   1. Basic concepts of language systems including the definitions, examples, and applications of phonology, semantics, and discourse. 2. Definitions and examples of functions of the language including: frozen/static, formal, consultative, casual, intimate 3. Formal and informal language register 4. Definition, examples, and application of Basic Interpersonal Communication Skills (BICS) 5. Definition, examples, and application of Cognitive Academic Language Proficiency (CALP) 6. Instructional implications of BICS and CALP   **Formal Evaluation**: Final Exam (July 03) |
| **June 19-23** | **Learning Objectives:**  Students will know basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program (**ESL, D2, C007, A**.)  Students apply knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations (**ESL D2, C007, B)** and to know the types of formal and informal literacy assessments in L1 (**Bili, D1, C003, B).**  Students will know how to promote biliteracy by using ongoing assessment and monitoring of students’ level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2 (**Bili, D1, C003, G**.)  Students will know how to assess bilingual students’ development of cognitive-academic language proficiency and content area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas (**Bili, D4, C004, A**.)  .  Review **Herrera Chapter 2:** *Authentic Assessment*  Review **Herrera** **Chapter 5:** *Assessment of Language Proficiency*  Review **Herrera Chapter 6:** *Assessment of Content Area Learning*  Students will demonstrate two authentic assessments, one for content and one for language. Students will prepare a PowerPoint presentation with the description of the essential components of these assessments. The demonstration should include:   1. Introduction 2. Texas Essential Knowledge and Skills (TEKS) for the subject (e.g. Math) 3. English Language Proficiency Standards (ELPS) 4. Content Objective 5. Language Objective 6. Purpose of the Assessment 7. Description of the Assessment 8. Materials 9. Rubric 10. Personal Reflection   Formal Assessment:  Demonstration of Two Authentic Assessments (15 points)  Deadline: June 23 |
| **June 18** | **Midterm Exam: 15 points**  Gottlieb Chapters 1, 2, 3; Herrera Chapters 1, 5, 7, and 8.  TEA approved assessments, LPAC and ARD Committees, accommodations for English learners and topics covered in class from June 4 to June 17 |
| **June 24-30**  **Zoom Meeting June 25** | **Learning Objectives:**    Student will understand relationships among state mandated standards, instruction, and assessment in the ESL classroom (**ESL DII, C007, E)**  Students will understand the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students’ English language proficiency **(ESL DI, C001, C).**  Students will understand the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ oral language proficiency in English in accordance with the ELPS **(ESL DI, C004, D).**.  **TESOL Standard 4.a**. Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.  TESOL Standard 4b Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.  TESOL Standard 4c Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.  TESOL Standard 4d Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.  Review **Gottlieb Chapter 4** *Assessment of Oral Language and Literacy Development: The Bridge to Linguistic Equity.*  Students will select one of the scenarios provided by the instructor and develop an English learner profile that include instruction and assessment decisions and recommendations.  More instructions will be posted on the “Assignments” section in Canvas.  **Formal Assessment: English Bilingual Learner Assessment Profile (Due Date: June 30)** |
| **July 1-2** | **Learning Objectives:**  Knows how to provide appropriate feedback in response to students’ developing English-language skills **(ESL DII, C004, G)**  Review **Gottlieb Chapter 8:** Assessment Results: Feedback, Standards-Referenced Grading, and Reporting: The Bridge to Sustained Educational Equity.  Review the study guide for the final exam.  **Discussion:**  Share with your classmates three important contribution of this course to your future job as an ESL or bilingual teacher.  Informal Evaluation:  To know if students met the objective their knowledge will be informally monitored based on the quality of the responses in the discussion.  Informal Evaluation: Discussion  Formal Evaluation: Final Exam July 3 |
| **Jul 1-2** | Presentations of two authentic assessments |
| **July 3** | **Final exam – All chapters and topics covered in class from June 1 to July 2** |

# XIII. 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 wellbeing. 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.

# XIV. 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 Canvas 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) 5652563 or visit [https://ltc.unt.edu/labs/unt-writing-lab-home.](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-](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf)

[Academic\_Integrity.pdf.](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*: 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.

*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 email 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.

XV. BIBLIOGRAPHY

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