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**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**EDBE 4470 SYLLABUS**

**(Subject to modifications)**

**SPRING 2019**

**(January 15 – May 10)**

**I. COURSE NUMBER/SECTION:** EDBE 4470, Section 003

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

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

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**Communication with the instructor**

The preferred mode of communication with me will be through my UNT email. You can also meet with me during office hours or make an appointment.

**III. OFFICE HOURS**:

Tuesday 2:00 – 5:30 PM.

Thursday 2:00 – 5:00 PM. (Other times by appointment)

OFFICE: Matthews Hall, 206S

**IV. CLASS MEETING TIMES:**

Tuesday and Thursday 11:00 – 12:20 PM, WH 314

**V. TEXTS AND RESOURCES**

**Texts:**

Gottlieb, M. (2016). Second Edition. *Assessing English language learners: Bridges to Educational Equity: Connecting Academic Language Proficiency to Student Achievement.* Thousand Oaks, CA: Corwin.

Herrera, S. G., Murry, K. G., & Cabral, R. M. (2012). Second Edition. *Assessment accommodations for classroom teachers of culturally and linguistically diverse students. Boston,* MA: Pearson Edu cation.

**Resources:**

Texas Education Agency assessment and accountability

<https://tea.texas.gov/Student_Testing_and_Accountability/>

<https://tea.texas.gov/Student_Testing_and_Accountability/Testing/Testing/>

STAAR

<https://tea.texas.gov/student.assessment/staar/>

<https://tea.texas.gov/student.assessment/STAAR_Released_Test_Questions/>

TELPAS

<https://tea.texas.gov/student.assessment/ell/telpas/>

LPAC Manual

<https://projects.esc20.net/upload/page/0205/docs/1LPAC%20Manual.pdf>

LPAC Purpose and Framework

<https://projects.esc20.net/page/lpac.framework>

LPAC Resources

<https://projects.esc20.net/page/lpac_resources>

**Course in Canvas:** Course materials (i.e. PowerPoint slides, syllabus, etc.) will be posted on Canvas. You are expected to check frequently this learning management system to see the announcements, new course content, discussions, and assignments.

**Foliotek:** This course has a key assignment which is the *English Bilingual Learner Assessment Profile*. The assignment must be uploaded in Foliotek at the end of the semester and will be assessed by the instructor. Foliotek is a free software data management system (MMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidence/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The college of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site

<https://www.coe.unt.edu/office-educator-preparation/foliotek>

**VI. 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.

VII. 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.

**VIII. 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 (e.g., social versus academic 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. |
| **Competency 002**  The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisitionand the interrelatedness of L1 and L2 development | A. Knows theories, concepts and research related to L1 and L2 acquisition. |
| B. Uses knowledge of theories, concepts, and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students’ English language development at various stages. |
| C. Knows cognitive processes involved in synthesizing and internalizing language rules for second language acquisition. |
| D. Analyzes the interrelatedness of first and second language acquisition and ways in which L1 may affect development of L2. |
| E. Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology, and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties. |
| 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. |
| E. Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2. |
| 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 005**  The ESL teacher understands how to promote students' literacy development in English. | C. Understands that English is an alphabetic language and applies effective strategies for developing ESL students’ phonological knowledge and skills and sight word vocabularies. |
| D. Knows factors that affect ESL students’ reading comprehension and applies effective strategies for facilitating ESL students’ reading comprehension in English. |
| F. Applies 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 to ELL students. |
| G. Knows personal factors that affect ESL students’ English literacy development and applies effective strategies for addressing those factors. |
| **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

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| --- | --- | --- |
| Domain | Standard |  |
| Domain 4 Assessment | 4.a. Issues of Assessment for English Language Learners  Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations. | 4.a.1. Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately. |
| 4.a.2 Knowledgeable about and able to use a variety of assessment procedures for ELLs. |
| 4.a.3. Demonstrate an understanding of key indicators of good assessment instruments. |
| 4.a.4. Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs. |
| Standard 4.b. Language Proficiency Assessment  Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs. | 4.b.1. Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs. |
| 4.b.2. Understand the appropriate use of norm-referenced assessments with ELLs. |
| 4.b.3. Assess ELLs’ language skills and communicative competence using multiple sources of information. |
| Standard 4.c. Classroom-Based Assessment for ESL  Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom. | 4.c.1. Use performance-based assessment tools and tasks that measure ELLs’ progress. |
| 4.c.2. Understand and use criterion referenced assessments appropriately with ELLs. |
| 4.c.3. Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development. |
| 4.c.4. Prepare ELLs to use self- and peer assessment techniques when appropriate. |
| 4.c.5. Use a variety of rubrics to assess ELLs’ language development in classroom settings. |

**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).

IX. COURSE POLICIES

**Attendance and Participation**

Expectations for attending class are in accordance with the statement on attendance set forth in the University of North Texas Bulletin: Undergraduate Catalog. “Regular and punctual class attendance is expected. Absences may lower the student’s grade where class attendance and class participation are deemed essential by the faculty member.” We will be working as a learning team, so everyone’s input is critical. We need you to be here on time, to contribute to class activities, and to complete assignments on time.

Attendance is an important component of your grade. You will be assigned 10 points for attending and participating in class. The following is the attendance policy for EDBE courses.

**Attendance Policy for EDBE Courses**

**ABSENCES**

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

**TardIES**

If showing up for class more than 10 minutes late or leaving 10 minutes before class ends.

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| 0-2 tardies = no points deducted |
| 3 tardies or leaving early 3 times = 3 unexcused absences = - 3 points |
| More than 3 tardies or more than 3 times leaving early =- 4 points  6 or more tardies or leaving early = 6 unexcused absences and/or ARR Committee Referral |

**Absences or Tardies will be excused:**

|  |  |
| --- | --- |
| **EVENT/REASON FOR ABSENCE/ TARDIES** | **REQUIRED DOCUMENT** |
| Conferences | Certificate of Participation |
| Death of a family member | Obituary |
| Illness | Doctor’s note |
| Accidents, inclement weather, or emergencies | Instructor approval on case by case basis |

**X. Use of Cell Phones and Laptops**

As a courtesy to your instructor and your classmates, you are asked to set your cell phone to *vibrate*, or switch it off. Please, no text messaging. In case of a personal emergency, if you must use your cell phone, you are asked to step out of the classroom. Using laptop computers in the classroom to take notes and for any other use authorized by the instructor are allowed. However, other uses such as instant messaging, game playing, and Internet surfing during class time are prohibited.

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

90 – 100= A

80 – 89= B

70 – 79 = C

60 – 69= D

Below 60 = F

**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.

**Extra Credit Points:**

Five extra credit points will be assigned to students’ overall grade for attending conferences related to ESL or bilingual education.

Five extra credit points will be assigned to the students’ overall grade for attending a **TExES review sessions.**

**Certificate of attendance is required**

**Summary of REQUIRED Assignments and assessments**

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

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| --- | --- | --- |
| **Summary of Assignments and Assessments** | **Points Possible** | **Due Date** |
| Attendance and participation | 10 | Ongoing |
| LPAC and ARD Committee | 5 | February 12 |
| Accommodations for English Learners | 10 | February 26 |
| TEA Approved Assessments for English Learners | 10 | March 19 |
| Mid-term Exam  Gottlieb Chapters 1, 2 & 3; Herrera Chapter 1-2  LPAC, ARD Committees, Texas Approved Assessments for ELs | 15 | March 5 |
| Demonstration of Two Authentic Assessments | 15 | Presentation Day (Mar. 25-28) |
| English Bilingual Learner Assessment Profile (Checkpoint)  Creation of 4 authentic assessments for administration to an ELL student (listening, speaking, reading, and writing). Detailed instructions for this assignment will be posted on Canvas | (See below) | April 2 |
| English Bilingual Learner Assessment Profile (Final Document)  Your final assignment should include complete responses to the questions/statements 1-5 stated in assignment instructions.  Submit a Word document through Canvas and Foliotek  Checkpoint 5 points + final document 15 points = 20 points | 20 | April 26 |
| Final Exam:  Gottlieb Chapters 1-7; Herrera Chapters 1,2,3,5,6  LPAC, ARD Committees, Texas Approved Tests,  Accommodations for ELs | 15 | Tuesday, May 7  10:30 AM -12:30 PM |
| **Total** | **100** |  |

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

**This schedule is subject to minor modifications as the course develops.**

Chapters must be read before class to fully participate in discussions and activities.

All assignments, as applicable, should be WORD documents in Times font size 12

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| --- | --- |
| **Dates** | **Classroom Activities/Assignments/Assessments** |
| **Week 1: January 14-18** | The purpose is to 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 EL students **(ESL, D2, C004, F)**.   1. Introduction: Share with the class your name, major, expectations for this course. 2. Review of the Syllabus: College of Education Policy, assignments, evaluation, and expectations. 3. Review of the EDBE Undergraduate Catalog 4. Introduction to Curriculum and Assessment for Bilingual & ESL Classroom. 5. Watch the webcast: *Assessment of ELL Students:* <http://www.readingrockets.org/webcasts/1003/?trans=yes> 6. After watching the video *Assessment of ELL Students*, students will discuss the following topics: 7. Explain the implications for teaching and learning of students’ differences in language, culture and previous education experiences. 8. Discuss and explain some positive and negative aspects of standardized assessments for ELs 9. How diverse language and culture may influence the results of standardized assessments of ELs? 10. Explain how the following problems related to assessments may affect ELs:     1. Complex language used in assessments     2. Test items presented out of context     3. Cultural bias in reading passages or questions   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. |
| **Week 2: January 21-25** | **Objective:** The purpose is to 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 EL students **(ESL, D2, C004, F)**.   1. Review **Gottlieb Chapter 1**: Assessment of Language Learners 2. Review **Herrera Chapter 1**: Classroom Assessment Amidst Cultural and Linguistic Diversity. 3. Students working in cooperative groups will discuss how individual differences including cultural and language background, academic strengths and learning styles can affect the teaching and learning process in elementary, middle and high school.   Informal Evaluation:  To know if students met the objective their knowledge will be informally assessed based on the quality of the responses in the discussion.  Formal Evaluation:  Midterm Exam (March 05) |
| **Week 3: Jan. 28 – Feb. 2** | **Objective:** The teacher candidate knows state mandated LEP policies, including the role of the LPAC and procedures for implementing LPAC/ARD recommendations for LEP identification, placement and exit. (**ESL, D2, C007, D).**  Review 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>  Evaluation:  **LPAC/ARD Role and Responsibilities, 5 points. Due date Feb.12**  To demonstrate mastery of the objective, students will answer correctly at least 80% of the questions regarding the function and responsibilities of the Language Proficiency Assessment Committee (LPAC) and Admission Review and Dismissal (ARD) Committee |
| **Week 4: Feb. 4 -8** | **Objective:** The purpose is to 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).**  Standard 4.c. Classroom-Based Assessment for ESL  Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom. (TESOL Standard 4.c. Classroom-Based Assessment for ESL)  **Herrera Chapter 2:** *Authentic Assessment*  After reading and analyzing this chapter, students working in cooperative groups will describe and provide examples of the following authentic assessments:   1. Performance-Based Assessments 2. Portfolios 3. Self-Assessments 4. Peer Assessments 5. Interview-Based Assessments 6. Play-Based Assessments 7. Cooperative Group Assessments 8. Dialogue Journals   Informal Evaluation:  To know if students met the objective their knowledge will be informally monitored based on the quality of the responses.  **Formal Assessment:**  **Assignment: Demonstration of Two Authentic Assessments (10 points)**  **Due date: The day of your presentation (Week March 25-28)**  Students demonstrate two authentic assessments to the class (e.g. performance-based). In addition, students will prepare and submit a PowerPoint or Prezi with the following content: presentation explaining two authentic assessments. This Power Point should include:   1. Introduction 2. English Language Proficiency Standards (ELPS) 3. Texas Essential Knowledge and Skills (TEKS) for the subject (e.g. Math) 4. Content Objective 5. Language Objective 6. Purpose of the Assessment 7. Description of the Assessment 8. Conclusions   More details will be posted under the assignment section of Canvas. |
| **Week 5: Feb. 11-15** | **Objective:** Student will understands relationships among state mandated standards, instruction, and assessment in the ESL classroom (**ESL DII, C007, E)** and analyzes the interrelatedness of first and second language acquisition and ways in which L1 may affect development of L2 **(ESl DI, C002, D)**  **Gottlieb Chapter 2:** Assessment of Academic Language Through Standards  Students working in cooperative groups will discuss the following questions/statements:   1. Why state standards are crucial in designing a coordinated assessment system that builds on strong curriculum and instruction for ELs? 2. How teachers serving ELs can integrate language development within the content areas through standards? 3. What are the advantages of linking content standards and language standards? 4. What is the difference between the TEKS, CCRS and ELPS in Texas?   **Herrera Chapter 3:** Response to Intervention, Preinstructional Assessment, and the CLD Student.  Students working in cooperative groups will discuss the following questions/statements:   1. Explain the advantages that RTI models offer to meet the needs of EL students. 2. Explain the power of RTI to improve instruction at the class, school, or district levels. 3. Explain the key aspects of RTI for Tier I (all students), Tier II (some students), and Tier II (few students). 4. Why is important to determine the native language proficiency and English language proficiency of ELs?   **Review the Texas Education Agency Accommodation Resources for English Learners**  <https://tea.texas.gov/accommodations/>   1. Students will select the appropriate accommodations for English learners in several testing situations provided by the instructor. 2. Students will discuss the best possible instructional accommodations for ELs in reading, writing, mathematics, social studies, and science.   **Evaluation:**  Accommodations for English Learners Assignment – 10 points  Due date: Feb. 26  This assignment includes the following parts.  Part I: Read and summarize an article about common accommodations for EL students.  Part II: Read, analyze, and provide examples of the accommodations resources available for EL students in Texas.   1. Review the Texas Education Agency Accommodation Resources website <http://tea.texas.gov/student.assessment/accommodations/>. 2. Part II of the assignment includes the description of the accommodations available for the school year 2018-2019, assessments in which the accommodations may be used, student eligibility criteria, authority for decision, required documentation for ELs, examples, and special instruction and considerations |
| **Week 6 and 7 Feb.18-28** | **Objective:** The purpose is to know standardized tests commonly used in ESL programs in Texas and knows how to interpret their results **(ESL, D2, C007, C)**  Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELs. (TESOL Standard 4.b. Language Proficiency Assessment)  Review standardized tests commonly used in Texas for ESL and bilingual students including **TELPAS, STAAR, Language Assessment Scales (LAS) Links, Woodcock-Muñoz, Idea Proficiency Test (IPT), Tejas LEE (for bilingual) and Stanford English Language Proficiency (SELP) tests.**  **Evaluation:**  **Assignment: TEA Approved Assessments for English Learners, 10 points, due date March 19**  Students will answer questions related to standardized tests commonly used in ESL and Bilingual Programs in Texas. Students will submit the assignment through Canvas.  TEA tests questions that **may include TELPAS, STAAR, Language Assessment Scales (LAS) Links, Woodcock-Muñoz, Idea Proficiency Test (IPT), Tejas LEE (for bilingual) and Stanford English Language Proficiency (SELP) tests.** |
|  | Midterm March 05 |
| **Week 8: Mar. 4-8** | **Objective:** The purpose is to know personal factors that affect ESL students’ English literacy development and applies effective strategies for addressing those factors **(ESL, D2, C005, G)** and to know 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)**  **Gottlieb Chapter 3:** Assessment of Language of the Content Areas  After reading and analyzing Chapter 3, students will work in cooperative groups to discuss and answer the following questions/statements:   1. Explain the difference between the academic language and the concepts in mathematics, science, and social studies. 2. Explain the similarities and differences of the academic language use within and across content areas. 3. Which instructional assessment strategies do you find most helpful in addressing both language and context? 4. How would you consider the dimensions of academic language to design instructional assessments? 5. What are some factors that may affect ESL students’ English literacy development?   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. |
| **Week 9: Mar. 18-21** | **Objective:** The purpose is to 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.  **Gottlieb Chapter 4:** Assessment of Oral Language and Literacy Development  After reading and analyzing Chapter 4, students will work in cooperative groups to discuss and answer the following questions/statements:   1. How might you explain to other teachers and school leaders that assessment of listening, speaking, reading, and writing is of value? 2. What are some examples of instructional assessment activities that integrate language domains? 3. Provide examples of assessments that would yield valuable information about your students by combining two or more language domains. |
| **Week 10: Mar. 25-29** | **Objective:** The purpose is to 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).**  Standard 4.c. Classroom-Based Assessment for ESL  Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom. (TESOL Standard 4.c. Classroom-Based Assessment for ESL)  Students demonstrate two authentic assessments to the class (e.g. performance-based). In addition, students will prepare and submit a PowerPoint or Prezi with the following content:   1. Introduction 2. English Language Proficiency Standards (ELPS) 3. Texas Essential Knowledge and Skills (TEKS) for the subject (e.g. Math) 4. Content Objective 5. Language Objective 6. Purpose of the Assessment 7. Description of the Assessment 8. Conclusions |
| **Week 11: Apr. 1 - 5** | **Objective:** 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 (**ESL, D2, C007, A**.) Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology, and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties **(ESL, D1, C002, E)**  **Herrera** **Chapter 5:** *Assessment of Language Proficiency*.  **Creation of 4 informal classroom assessments: one for each of these: listening speaking, reading, writing.**  Each domain should include:   * Assessment (L, S, R, W) * Rubrics and Analysis (L, S, R, W) * Recommendations (L, S, R, W)   Examples are: checklists, student self-assessments, cloze assessments, retelling assessment, text elaboration, writing samples, reading aloud, etc.  The rubric for this assessment will be posted on Canvas  **Evaluation:** English Bilingual Learner Assessment Profile |
| **Week 12: Apr. 8-12** | **Objective:** Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations **(ESL, D2, C007, B),** 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)** and to know 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. (**Bili, D1, C003, G).**  **Gottlieb Chapter 5:** Assessment as Learning  Students will work with partners to create an example of a student-self assessment using a four-points performance rating scale. Students may develop examples for ELs in the following content areas:   1. Mathematics 2. Science 3. Reading 4. Writing   **Gottlieb Chapter 6:** Assessment for Learning  Using a lesson plan provided by the instructor, students will complete the following tasks:   1. Create a formative assessment 2. Convert content objectives into a checklist of performance criteria 3. Explain the advantages of using formative assessments in classrooms that educate ELs   Informal Evaluation:  To know if students met the objective their knowledge will be informally monitored based on the quality of the responses.  Formal Evaluation: Final Exam |
| **Week 13: Apr.15-19** | **Objective: Objective:** 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 (**ESL, D2, C007, A**.) and to understand relationships among state mandated standards, instruction, and assessment in the ESL classroom (**ESL DII, C007, E)**  **Herrera Chapter 6:** Assessment of Content-Area Learning  After reading and analyzing Chapter 6, students will work with partners to answer the following questions/statements:   1. What is the difference of formative and summative content-area assessments. 2. Provide examples of formative and summative assessments for EL students. 3. Discuss the merits and concerns of using technology-based assessments with EL students.   **Gottlieb Chapter 7:** Assessment of Learning  After reading and analyzing Chapter 7, students will work with partners to answer the following questions/statements:   1. How have EL students, teachers, and administrators been impacted by accountability and high-stakes achievement tests? 2. How could you as a teacher counteract the negative effects of high-stakes achievement tests on ELs? 3. Do you believe that benchmark assessments results provide valuable and timely information to inform instruction?   Informal Evaluation:  To know if students met the objective their knowledge will be informally monitored based on the quality of the responses.  Formal Evaluation: Final Exam |
| **Week 14: Apr. 22-26** | **Objective:**  Student applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations  (**ESL D2, C007, B)**, understands relationships among state mandated standards, instruction, and assessment in the ESL classroom **(ESL D2, C007, E),** and 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 **(BIL D1, C003, B)**  Students will present their English Bilingual Learner Assessment Profile to the class. Please refer to the assignment description and rubric posted on Canvas. The description of this assignment and the rubric can be also found in Foliotek. |
| **Week 15: Apr.29 – May 2** | English Bilingual Learner Assessment Profile submission through Foliotek by midnight April 30 *(0-20 possible points)*  *May 2nd – Last class day* |
| **Week 16: May. 6-10** | **Final exam – Tuesday, May 7**  10:30 AM -12:30 PM  Gottlieb Chapters 1-7; Herrera Chapters 1,2,3,5,6  LPAC, ARD Committees, Texas Approved Tests |

**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 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.

**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 the course 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) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

**Teacher Education & Administration**

***Departmental Policy Statements***

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

*Disabilities Accommodation:* “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

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

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

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

*Attendance:* See the instructor’s attendance policy*.*

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

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

*SPOT:* The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

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

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

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

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

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

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

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

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