

# DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

**SYLLABUS EDBE 4470 SUMMER 2018**

**(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

Office phone: 940-565-4853

Email address: Elba.Barahona@unt.edu

# Communication with the instructor

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

1. **OFFICE HOURS**: M & W from 2:00 – 5:00 PM. (Also available by appointment). Matthews Hall, 206S

1. **CLASS MEETING TIMES:**

Jun 3 to Jul 5 Mo Tu We Th 10:00 to 11:50 a.m. Wooten Hall, Room 117

Friday July 05 from 10:00 – 11:50 a.m.

# 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. (2012). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students. Boston,* MA: Pearson Education.

**Resources:** Texas Education Agency websites, LPAC Manual, TELPAS, STAAR Tests Samples, Tejas Lee (bilingual), LAS, Woodcock Munoz, IPT, Stanford, and other approved tests in Texas.

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

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. |
| **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 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. |

**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, discussions, 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 criteria will be used to determine the attendance grade:

0-1 unexcused absences = 10 points

2 unexcused absences = 7 points

1. unexcused absences = 4 points

4 unexcused absences = 1 point

5 unexcused absences = withdraw from the class and/or ARR Committee Referral

# Tardiness or leaving early

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

0-1 tardies = no points deducted

2 tardies or leaving early 2 times = 2 unexcused absences = -3 points

3 tardies or leaving early 3 times = 3 unexcused absences = -6 points

More than 3 tardies or more than 3 times leaving early = 4 unexcused absences = -9 points and ARR Committee Referral

# Excused Absences

* Illness or injury that is documented by a letter from a physician or health professional.
* "Mental duress" (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 Judy Duty).
* 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.

# Late Work

All assignments 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 see me in my office. 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).

# 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.

**X. 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 |

# XI. SUMMARY OF REQUIRED ASSIGNMENTS

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points Possible** | **Due Date** |
| Attendance and participation | 10 | Ongoing |
| Discussions about Gottlieb and Herrera Texts’ chapters | - |  |
| TEA approved assessments questions | 10 | June 10 |
| Accommodations for English Language Learners | 10 | June 16 |
| Mid-term Exam | 15 | June 18 |
|  |  |  |
| Demonstration of Two Authentic-based assessments | 15 | June 20  June 24 |
| English Bilingual Leaner Assessment Profile Checkpoint  Description of the student background information, assessment issues than may affect the student performance, and the design of four informal classroom assessments for administration to the selected EL student (listening, speaking, reading, and writing). | See below | June 25 |
| Final Exam | 20 | July 3  10:00-12:00 |
| English Bilingual Leaner Assessment Profile  Please refer to the assignment description and rubric posted in Canvas.  Checkpoint 5 points  Assessment profile 15 points  Total 20 points | 20 | July 5 |
| **Total** | **100** |  |

**Extra Credit Points:**

No extra points will be available during summer sessions.

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

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

|  |  |
| --- | --- |
| **Dates** | **Classroom Activities and Assignments** |
| **June 3** | The purpose of this lesson 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 ELL 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 the EDBE Undergraduate Handbook 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. Do you think that students’ differences in language, culture, and previous education experiences my influence in the way that you will teach? 8. Discuss and explain some positive and negative aspects of standardized assessments for ELLs 9. How diverse language and culture may influence the results of standardized assessments of ELLs? 10. Explain how the following problems related to assessments may affect ELLs:     1. The 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. |
| **June 4-5** | **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).**  TESOLStandard 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.  Review standardized tests commonly used in Texas for ESL and bilingual students **including TELPAS, STAAR, and Woodcock-Muñoz.**  Students will analyze the relationship between the TEKS and questions in standardized assessments.  Student working in cooperative groups will explain how to use TELPAS and Woodcock-Muñoz for identification, placement, and reclassification of English learners.  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 10) Assignment**  **English/Bilingual Learner Assessment Profile (Due July 5)** |
| **June 6** | **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)** and to know common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications (**Bili, D1, C003, A).**  **Herrera Chapter 3:** *Response to Intervention, Pre-instructional Assessment, and the CLD student.*  **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 10** | **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 11** | The purpose of this lesson 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 ELL students (ESL, D2, C004, F).  Standard 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.   1. Review **Gottlieb Chapter 1**: Assessment of Language Learners 2. Students working in cooperative groups will read a case scenario and describe assessment issues that may affect the student in each of the scenarios provided by the instructor. These issues may include language proficiency, bias, disabilities, time constraints, location of testing, attitude of the student at the time of the assessments, etc.   Informal Evaluation: Instructor will monitor the small group discussion and evaluate the students’ knowledge based on the quality of their responses.  Formal Evaluation: English/Bilingual Learner Assessment Profile Checkpoint (June 25) |
| **June 12-13** | **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).**  **Herrera Chapter 2:** *Authentic Assessment*  After reviewing 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 and Scaffolded Essays   Students working in self-selected pairs will demonstrate two authentic assessments and prepare a PowerPoint presentation explaining the essential components of their assessments. The presentation 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)  Students will present in one of the following dates  Due date: June 24-25. |
| **June 17** | **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)**  **TESOLStandard 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.  **Gottlieb Chapter 2:** Assessment of Academic Language Through Standards  After reviewing this chapter, students working in cooperative groups will analyze the background information of an EL student and explain instructional interventions, ideas, accommodations, adaptations and activities you would recommend to the student’s teacher to help improve his/her performance in the language domains tested.  Informal Evaluation: Instructor will monitor the small group discussion and evaluate the students’ knowledge based on the quality of their responses.  Formal Evaluation: English/Bilingual Learner Assessment Profile (Due: July 5) |
| **June 18** | **Midterm Exam**  Gottlieb Chapters 1-3; Herrera Chapters 2-3  TEA approved assessments, LPAC and ARD Committees, accommodations for English learners and topics covered in class from June 4 to June 17 *(15 points possible)* |
| **June 19** | **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**.)  Students will select a student from the case scenarios provided by the instructor and develop four language assessments in each one of the following language domains listening speaking, reading, writing. The assignment includes:   1. Student background information 2. Assessment issues that may affect the student that you selected 3. Explain how teacher may use language assessments for identification and placement of English learners 4. TEKS, ELPS, content objective, language objective i 5. Assessment description. 6. Rubrics 7. Analysis 8. Reflection   **Formal Assessment: English Bilingual Learner Assessment Profile (Due Date: July 5)** |
| **June 20** | **Objective:** The purpose of this lesson is to analyze the 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 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.  Formal Evaluation: Final Exam July 3 |
| June 24 | **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*.  After reviewing this chapter, students will know the rationale for assessing primary language proficiency and the relationship between second language acquisition theories and language instruction.  **Formal Assessment:**  **Key Assignment: Creation of 4 informal classroom assessments in each one of the four language domains: listening speaking, reading, writing.**  **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 reviewing Chapter 4, students will work in cooperative groups to discuss and answer the following questions/statements:   1. How might you explain the value of assessment of listening, speaking, reading, and writing? 2. What are some examples of instructional assessment activities that integrate two or more language domains? 3. Provide examples of assessments that would yield valuable information about your students by combining two or more language domains.   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 25** | **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 ELLs 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:Create a formative assessment   1. Convert content objectives into a checklist of performance criteria 2. Explain the advantages of using formative assessments in classrooms that educate ELLs   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 |
| **June 26** | **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)** and to know the 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)**  **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 ELL students. 3. Discuss the merits and concerns of using technology-based assessments with ELL students. |
| **June 26-27** | 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)**  **Group Interviews for Checkpoint**  Students will schedule a 20 minutes interview to review the following elements of the assessment profile:   1. Student background information 2. Four assessments: listening, speaking, reading, and writing that must include    1. TEKS, ELPS, content objective, language objective    2. Assessment description    3. Rubrics    4. Accommodations    5. Reflection |
| **Jul 1-2** | Presentations of two authentic assessments |
| **July 3** | **Final exam – All chapters and topics covered in class from June 3 to July 2** |
| **July 4** | Happy July 4!! |
| **July 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**.)  Students will select a student from the case scenarios provided by the instructor and develop four language assessments in each one of the following language domains listening speaking, reading, writing. The assignment includes:   1. Student background information 2. Assessment issues that may affect the student that you selected 3. Explain how teacher may use language assessments for identification and placement of English learners 4. TEKS, ELPS, content objective, language objective i 5. Assessment description. 6. Rubrics 7. Analysis 8. Reflection   Formal Evaluation: Assignment submitted to Canvas and Foliotek |

# 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.**