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**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**EDBE 4470 SYLLABUS**

**(Subject to modifications)**

**SPRING 2020**

**I. COURSE NUMBER/SECTION:** EDBE 4470/Sections 001 and 002

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

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

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**Communication with the instructor**

You may send a message any time through Canvas or my UNT email. You can also meet with me during office hours or make an appointment.

**III. OFFICE HOURS**:

Tuesday & Thursday 2:00 to 5:00 PM. (Other times by appointment)

OFFICE: Matthews Hall, 206S

**IV. CLASS MEETING TIMES:**

Section 001 Wednesday 5:30 to 8:20 P.M., Matthews 112

Section 002 Tuesday and Thursday 11:00 – 12:20 P.M., Matthews 113

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

**Resources:** Texas Education Agency website, LPAC Manual, TELPAS, STAAR Tests Samples, and LAS

LPAC Purpose and Framework

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

LPAC Resources

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

LPAC Purpose and Framework Manual

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

TELPAS Resources

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

LAS Links

<https://dese.mo.gov/sites/default/files/asmt-tac-ell-las-links-tech-manual.pdf>

**Course in Canvas:** Course materials (i.e. PowerPoint slides, syllabus, etc.) will be available in Canvas. You are expected to check this system frequently regarding announcements, course content, discussions, and assignments.

Foliotek e-Portfolio

Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/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://coe.unt.edu/educator-preparation-office/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

STANDARD 4: ASSESSMENT AND EVALUATION

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

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

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

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

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

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

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

**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 |
| TEA Approved Assessments for English Learners | 10 | Feb.16 |
| LPAC and ARD Committee | 5 | Feb.23 |
| Accommodations for English Language Learners | 10 | Mar.22 |
| Mid-term Exam  Gottlieb Chapters 1  Herrera Chapter 1, 2, 3, and 5.  LPAC, ARD Committees, TELPAS, STAAR, LAS  Identification and Placement of English Learners | 15 | Mar.3 |
| Demonstration of Two Authentic Assessments | 10 | April 14-16 |
| Key Assignment (Checkpoint) | 5 | April 5 |
| Key Assignment (Final Document)  Your final assignment should include complete responses to the questions/statements 1-5 stated in assignment instructions.  Upload a Word document in Foliotek  Checkpoint 5 points  Final document 15 points  **TOTAL 20 points** | 15 | April 26 |
| Final Exam:  Gottlieb Chapters 1-6; Herrera Chapters 1,2,3,5,6,7  LPAC, ARD Committees, TELPAS, STAAR, LAS Accommodations for English Learners, assignments, articles and material reviewed in class. | 20 | Tuesday, May 5 |
| **Total** | **100** |  |

**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; three days late = 30% reduction). **No assignments will be accepted if submitted after three days of the due date.** If you become sick, the instructor will excuse your absence if you provide a doctor’s note; this document will be required before I accept an assignment. Other circumstances such as a death in the family, accidents, inclement weather, or emergencies will be examined on an individual basis. Communicate with your instructor about your specific situation.

**Makeup work** will be allowed only for students who have excused absences.

**Extra Credit Points:**

Extra credit points will be assigned to students’ overall grade for attending conferences related to ESL or bilingual education or TExES review sessions**.**

**Certificate of attendance is required.**

**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: Jan. 13-19** | 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 ELL students **(ESL, D2, C004, F)**.   1. Introduction: Share with the class your name, major, and 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. Students will 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 work in cooperative groups to analyze and answer the following questions/statements: 7. Explain the implications for teaching and learning of students’ differences in language, culture, and previous educational experiences. 8. Discuss and explain some positive and negative features 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**:  Cooperative group discussion  **Formal Evaluation:**  Midterm Exam |
| **Week 2 Jun. 20-26** | **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:**  Cooperative group discussion  **Formal Evaluation:**  Midterm Exam (March 3) |
| **Week 3:**  **Jan.27-Feb.2** | **Objective:** Candidates know standardized tests commonly used in ESL programs in Texas and understand how to interpret their results **(ESL, D2, C007, C)**  **Objective:** Candidates demonstrate understanding of how English Language proficiency assessment results are used for identification, placement, and reclassification.  (TESOL Standard 4.d.)   1. Review and analyze standardized tests commonly used in Texas for ESL and bilingual students including **TELPAS, STAAR, and Language Assessment Scales (LAS)** 2. **Review the Texas Education Agency website and describe how English language proficiency assessments results are used for identification, placement, and reclassification of English learners.**   **Formal Evaluation:**  **Assignment: TEA Approved Assessments for English Learners, 10 points, due date Feb.16**  Students will answer questions related to standardized tests commonly used in ESL and Bilingual Programs in Texas.  TEA tests questions that **may include TELPAS, STAAR, and Language Assessment Scales (LAS) Links.**  **Submit this assignment through Canvas** |
| **Week 4:**  **Feb. 3-9** | **Objective:** Candidates know standardized tests commonly used in ESL programs in Texas and understand how to interpret their results **(ESL, D2, C007, C)**  **Objective:** Candidates demonstrate understanding of how English Language proficiency assessment results are used for identification, placement, and reclassification.  (TESOL Standard 4.d.)   1. This week students working in partners will explore the Language Assessment Scales (LAS) 2. Student will describe the similarities and differences between the LAS and TELPAS 3. Students will explain how school districts in the State of Texas use **the English language proficiency assessments results for the identification and reclassification of English learners.** 4. Students will review the LPAC Framework and describe the process for identification and placement of English learners in bilingual and ESL programs in Texas.   **Formal Evaluation:**  **Assignment: TEA Approved Assessments for English Learners, 10 points, due date Feb.16** |
| **Week 5: Feb.10-16** | **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>  **Formal Evaluation:**  **LPAC/ARD Role and Responsibilities, 5 points. Due date Feb.23**  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 6: Feb.17-23** | **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).**  Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.  (TESOL Assessment Standard 4.a. Assessment and Evaluation)  **Herrera Chapter 2:** Authentic Assessment  **LAS Links Technical Manual** Validity and Reliability  **TELPAS Coordinator Manual** Validity and Reliability  **Authentic Assessments**  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:**  Cooperative group discussion.  **Formal Evaluation:**  **Assignment: Demonstration of Two Authentic Assessments (10 points)**  **Due date: April 14-16**  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  **Validity and Reliability**  After reviewing the concepts of validity and reliability in Chapter 2, students will  Review the LAS Links Technical Manual and TELPAS Coordinator Manual and discuss the procedures to establish validity, reliability in these assessments.  **Informal Evaluation**: Observations of students’ discussions in cooperative groups.  **Formal Evaluation**: Key assignment, questions 1d and 1e.  Midterm Exam: March 3 |
| **Week 7: Feb. 24- March 1st** | **Objectives**  Knows personal factors that affect ESL students’ English literacy development and applies effective strategies for addressing those factors **(ESL, D2, C005, G)**  Candidates demonstrate knowledge of state approved administrative considerations, accessibility features, and accommodations appropriate for English learners for standardized assessments. **(TESOL Assessment Standard 4.c.)**   1. **Review Herrera Chapter 3: Preinstructional Assessment: Re-Envisioning What Is Possible** 2. **Herrera Chapter 7: Data Driven Problem Solving Process** 3. **Article Discussion**   Willner, L.S. & Mokhtari, K. (2018). Improving meaningful use of accommodations by multilingual learners. *The Reading Teacher*.   1. Students will visit the following TEA accommodations resources and analyze the accessibility features and designated support that teachers are using in classrooms that serve English learners:   <https://tea.texas.gov/accommodations/>  **Formal Evaluation:**  **Accommodations for English Language Learners Assignment – 10 points**  **Due date: March 22**  This assignment includes the following parts.  Part I: Read and summarize an article about common accommodations for EL.  Part II: Read, analyze, and provide examples of the accommodations resources available for EL in Texas.  <http://tea.texas.gov/student.assessment/accommodations/>.  **Key assignment, questions 3a and 3b.** |
| **Week 8: March 2-8** | **Objectives:** Candidate analyzes the interrelatedness of first and second language acquisition and ways in which L1 may affect development of L2 **(ESL DI, C002, D)** 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 **(ESL D1, C001 B)**. 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, DII, C007, A**). Understands relationships among state mandated standards, instruction, and assessment in the ESL classroom (**ESL DII, C007, E)**  **Gottlieb Chapter 2:** Assessment of Academic Language Through Standards  **Gottlieb Chapter 3:** Assessment of the Language of the Content Areas  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?   **Informal Evaluation:** Observations of cooperative group discussions  **Formal Evaluation:** Final Exam, May 5. |
| **Week 9:**  **Mar. 9-15** | Spring Break (no classes) |
| **Week 10: Mar.16-22** | **Objectives:**  The beginning ESL teacher understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom **(ESL, DI, C001, A)**.  Demonstrates knowledge of major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students’ language development needs in L1 and L2. (**ESL D1, C002, B)**  Knows the structure of the English language (e.g., word formation, grammar, vocabulary and syntax) 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 in accordance with the English Language Proficiency Standards (ELPS). **(ESL, DI, C001, D)**.  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.**  **Review the study materials prepared by Region 10 and available at the College of Education Educator preparation office website:**  <https://coe.unt.edu/educator-preparation-office/texes>  Students will be organized in Jigsaw cooperative groups. The members of the expert groups will work together to learn the key elements of language systems. Then, they will return to their “jigsaw” groups to share their learning. Topics may include:  Syntax  Morphology  Phonology  Semantics  Pragmatics  **Informal Evaluation:** Observations of “Jigsaw” groups.  **Formal Evaluation: Final Exam** |
| **Week 11: Mar. 23-29** | **Objective**: Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessment scaffolded for both language and content assessment. Candidates determine language and content learning goals, based on assessment data **(TESOL Assessment Standard 4.b.)** Knows how to provide appropriate feedback in response to students’ developing English-language skills.**(ESL, DII, C004, G)**  **Herrera Chapter 6: Assessment of Content-Area Learning**  After reading and analyzing Chapter 6, students will work in cooperative team to discuss the answer to the following questions/statements.   1. What is the difference of formative and summative assessments? 2. Provide examples of formative and summative assessments for EL students in the grades and content areas that you plan to teach. 3. What considerations should teachers bear in mind when interpreting the results of formal formative assessments? 4. Describe effective ways to provide feedback to students in response to their developing language skills.   **Informal Evaluation:** Observations of students’ discussions.  **Formal Evaluation:** Final Exam, May 5.  **Key Assignment, questions 2.a. and 2.b.** |
| **Week 12:**  **Mar.30-April 5** | **Objective:** The purpose is to understand the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students’ English language proficiency **(ESL, DI, C001, C).** 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 **(ESL DII, C004, D.).** Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2. **(ESL DII, C004, E.)**  **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.   **Formal Evaluation: Final Exam, May 5.** |
| **Week 13: April 6-12** | **Objective:** Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations **(ESL, D2, C007, B).**  Knows 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)**  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. (**Bil, 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 work in cooperative teams to complete the following tasks:   1. Create a formative assessment 2. Create a rubric aligned with the content and language objectives 3. Share your assessment and rubric with the class   **Informal Evaluation**: Classroom observations of students’ work.  **Formal Evaluation**: Final Exam |
| **Week 14: Apr.13-19** | **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).**  **Assignment: Demonstration of two Authentic Assessments (10 points)**  **Due date: April 14.**  Students will demonstrate two authentic assessments (e.g., performance-based assessment, play-based assessment). Student my use a PowerPoint or Prezi for this presentation. The presentation 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. Rubric 9. Conclusions 10. References   **Formal Evaluation**:  Student’s presentation. The instructor will provide a rubric with the grading  criteria for this assignment. |
| **Week 15:**  **Apr.20-26** | **Objectives:** Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students’ language development in L1 and L2. (**ESL DI, C002, A)**  Demonstrates knowledge of stages of first- and second-language development and theories/models of first- and second-language development (e.g., behaviorist, cognitive) and understands the instructional implications of these stages and theories/models. (**ESL D1, C002, C)**  **Review the study materials prepared by Region 10 and available at the College of Education Educator preparation office website:**  <https://coe.unt.edu/educator-preparation-office/texes>  Students will work with partners to analyze the following information   1. Describe the features of first and second language acquisition 2. Describe the stages of second language acquisition 3. Explain how teachers can provide instruction and create activities that promote language acquisition.   **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  **Key Assignment**  **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),** 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 provide appropriate instruction in a manner that is linguistically accommodated (communicated, sequenced, scaffolded) to the students’ levels of English language proficiency to ensure that the student learns the knowledge and skills across all content areas in both L1 and L2. **(Bil. DI, C4, A)**  Deadline to upload the Key Assignment in Foliotek: April 26 |
| **Week 16: Apr.27-May 3** | **Objectives:** Understands that English is an alphabetic language and applies effective strategies for developing ESL students’ phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words). (**ESL DII, C005, C)**  Knows factors that affect ESL students’ reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students’ reading comprehension in English. (**ESL DII, C005, D)**  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 instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading, and/or writing in accordance with the ELPS. (**ESL DII, C005, F)**  **Review the study materials prepared by Region 10 and available at the College of Education Educator preparation office website:**  <https://coe.unt.edu/educator-preparation-office/texes>  Students will work with partners to analyze the following information   1. Explain strategies to develop ESL students’ phonological knowledge and skills 2. Describe the alphabetic principle 3. Explain how teachers plan and deliver instruction and assessments that fulfill the cultural and linguistic differences of English learner students.   **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 |
| **Final Exam** | **Section 001 – Tuesday, May 5, from 5:30 to 7:30 PM**  **Section 002 – Tuesday, May 5, from 10:30 AM to 12:30 PM** |

**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.

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

*Grading and Grade Reporting:* Grading rubrics for all assignments can be found on the 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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