



TEACHER EDUCATION AND ADMINISTRATION

SYLLABUS

(Subject to Modification)

I. **COURSE NUMBER/SECTION:** EDBE 4470 Section ____
COURSE TITLE: Curriculum and Assessment for
Bilingual & ESL Classrooms

II. **INSTRUCTOR:** _____
OFFICE: _____
OFFICE PHONE: _____
EMAIL ADDRESS: _____
OFFICE HOURS: _____

(Other times by appointment)

III. **CLASS MEETINGS:** Days _____ Times: _____
Location: _____

IV. **TEXTS:**

Herrera, S. G., Murry, K. G., & Cabral, R. M. (2007). *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students*. Boston: Pearson Education.

Brantley, D. K. (2007). *Instructional assessment of English language learners in the K-8 classroom*. Boston: Allyn and Bacon.

Resources: Texas Education Agency websites, LPAC Manual, STARR Test Samples, TELPAS, and List of Approved Tests in Texas.

TK20

This course requires the case study to be uploaded the week before final exams and assessed by the instructor in the UNT TK20 Assessment System. This will require a one-time purchase of TK20. Student subscriptions will be effective for seven years from the date of purchase. Please go to the following web link for directions on how to purchase Tk20, <http://www.coe.unt.edu/tk20>. Announcements regarding training on use of the TK20 system will also be posted on this webpage.

V. 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 generalist 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.

VI. COURSE OBJECTIVES: *The student will:*

1. Understand basic concepts, issues, and practices related to test design, development, and interpretation (ESL VI- 6.1k, TESOL 4.a, INTASC 8).
2. Understand types of assessment used in the ESL classroom (ESL VI – 6.2k, INTASC 8).
3. Understand standardized tests commonly used in ESL programs in Texas (ESL VI – 6.3k, TESOL 4),
4. Understand state-mandated LEP identification procedures and placement and exit criteria, including the role of LPAC (ESL VI – 6.4k).
5. Understand relationships among state-mandated standards, instruction, and assessment in the ESL classroom (ESL VI – 6.5k, TESOL 4, INTASC 8).
6. Understand state educator certification standards in reading/language arts appropriate for the teacher's level of certification and distinctive elements in the application of the standards for English and the primary language (Bilingual IV- 4.1k).
7. Use a variety of literacy assessments to plan and implement literacy instruction in the primary language (Bilingual 4.3s).
8. Assess and monitor learners' level of proficiency in oral and written language and reading in L1 and L2 to plan appropriate literacy instruction (Bilingual 5.3s).
9. Develop the ability to utilize alternative assessment measures, including portfolios and dialogue journals.
10. Assess an English Language learner to learn to make instructional decisions for placement.

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 standards, and with the National Teachers of English for Speakers of Other Languages (TESOL) standards.

INTASC STANDARD

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

TESOL Standard 4 Assessment

Candidates understand issues of assessment and use of standards-based measures with ESOL students.

STATE Standards**State ESL Standard VI**

The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

State Bilingual Standard IV

The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

VII. EVALUATION CRITERIA

This course will use the following grading scale:

| | |
|-----------|---|
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |
| Below 60% | F |

VIII. REQUIRED ASSIGNMENTS

| Assignments |
|--|
| Attendance |
| Create and submit summary about the administration and scoring of the LAS, Woodcock Munoz, and TELPAS tests |
| Create and submit 4 informal classroom alternative assessments for administration to an ELL student |
| Case Study Please refer to the assignment description and rubric. The rubric on TK20 is based on 100 points. Results will be divided by 100 and multiplied by 35 to obtain the percentage for this assignment |
| Final Exam |

Case Study Key Assignment Description will be provided by the instructor.

It is also available in TK20 along with the rubric.

Identifying your ELL student

You will need to locate your own student early in the semester to be able to practice administering and scoring semi formal and informal assessments. Possible sources include; public schools, private schools, preschools, day care centers, churches, friends, or neighbors. When you identify your ELL student, he/she should not be a child currently being evaluated for special education services.

Ethical and Legal Considerations

It will be helpful to have written consent from the parent or legal guardian for their child to be assessed. Results obtained are to be held confidential and are not to be discussed or shared with anyone. Please limit identifying information to student's first name and initial of last name when discussing your case in class. Do not reveal information that would make the student readily identifiable to any class member or the instructor. You are only assessing for practice purposes, assessment results will not be considered reliable or valid.

Obtaining Woodcock Munoz Test Materials for Classroom Practice

Test kits are available on loan for instructors from the Bilingual/ESL Teacher certification program located in Mathews Hall, room 206 G in Denton.

IX. ATTENDANCE AND PARTICIPATION

Turning in Assignments

All students are required to turn in assignments on the due dates as established in this syllabus. Assignments will be turned in the assignments tool of Blackboard before midnight (if Blackboard will be used).

Expectations for Assignments

- Transmit only WORD documents in the assignments tool of Blackboard (if Blackboard is used).
- If you experience difficulties uploading or downloading files, please contact the UNT Help Desk at 940-565-2324 or send an e-mail to vista@unt.edu. It may be possible that you will need to download the appropriate version of Java or have your browser status checked.
- Assignments that present evidence of material read;
- Assignments that present evidence that the assignment is addressed in a well-organized and coherent manner;
- Evidence of reflective thought;
- Clarity of expression;
- Creativity and initiative;
- Use of appropriate written Standard English grammar and punctuation; (if help is needed with writing skills, please go to UNT's writing laboratory to receive assistance before turning in a written assignment)

Late Work

In case of illness, an excuse will be required for work to be accepted late (no more than a week). In case of a death in the family, obituary evidence will be

required. Other extraneous circumstances such as accidents, inclement weather or epidemics will be dealt with on a case by case basis.

Attendance

Attendance and class participation in class are expected and will be considered in assigning the final course grade. If you know in advance that you will be absent, please send your instructor an e-mail before the absence. In general, three absences are acceptable in a long semester course. Any absence after 3 will be deducted one percent from the attendance percentage points.

Professionalism and leadership

As a profession, teachers call on practitioners to meet high ethical standards, to find constructive ways to deal with problems and to offer appropriate support with colleagues. Leadership means being a member of the team who accepts responsibility without being bossy and helps colleagues without doing their work for them.

Students are expected to show professionalism and respect for classmates and instructors by: not chewing gum while presenting in front of peers, not reading from cell phones, not texting in class, not using ipods in class.

Dealing with concerns

If you have issues about the instructor, make an appointment with the instructor or visit him/her during office hours to discuss and resolve your concerns. If you have issues related to classmates, talk to the classmate involved first to resolve the issues. If needed, then go to the instructor for final resolution.

X. CONCEPTUAL FRAMEWORK: The Educator as Agent of Engaged Learning Improving the quality of education in Texas schools and elsewhere is the goal of program for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced program 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 that advance active, meaningful, and continuous learning.

Seeing the engage 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* refers 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.

PURPOSE AND RATIONALE: The current reality in public schools includes many linguistically diverse students who desire to live and learn successfully in the United States. Classroom teachers must be ready, willing, and able to meet the needs of these students in their instructional programs. Central to this mission is the development of language competency and literacy skills that are expected in contemporary society. Linguistically diverse learners present a wonderful opportunity for teachers to apply sound theory and exciting instructional applications that enrich their classrooms on many levels. This course will enable students to increase their awareness and understanding of linguistically diverse learners, the language processes they experience, and assessment and instructional practices to incorporate that facilitate the progress

of this special population. The course emphasizes assessment of language and literacy competencies, but also current assessment controversies related to culturally and linguistically diverse populations.

USE OF TECHNOLOGY: Current media resources related to language and literacy abound. Some of these resources enhance a teacher's ability to provide appropriate curriculum and assessment for linguistically diverse students. As a component of this course, students are expected to become aware of technological resources and to grow in their knowledge and application of these tools as a part of their professional competencies. Students should demonstrate skills in accessing information resources and incorporating these into assignments and the preparation of instructional activities. In addition, students must begin to familiarize themselves with available software and be able to critically evaluate its role and effectiveness for successful language development and literacy instruction.

FOCUS ON DIVERSITY: Acknowledging the pluralism extant in our society, this course focuses on assessment and instruction for diverse school populations. Students in the class are expected to be sensitive to and responsible for the needs of children in their assessment procedures, instructional planning, materials selection, and proposed activities. In addition, students are expected to broaden their knowledge base of multicultural issues, including: language differences; assessment biases; learning styles; economic disparities; and cultural variations, and to evidence growing insight into these perspectives in their assignments as they prepare to work with English language learners.

XI. ACADEMIC HONESTY

The University of North Texas holds high expectations of its faculty, staff, and students. The Code of Student Conduct and Discipline is stipulated in the University of North Texas Bulletin: Undergraduate Catalog. Cheating, plagiarism, collusion, and falsification constitute academic dishonesty. Academic dishonesty will result in a mark of 0 for the test or assignment. A second offense will result in an assignment of F for the course.

XII. UNIVERSITY POLICY STATEMENTS

All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>.

The University of North Texas does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities. Copies of the College of

Education ADA Compliance Statement are available in the Dean's Office, Matthews Hall 214.

The University of North Texas College of Education provides support for students who have disabilities as provided for in federal law. To exercise this provision, students should contact the department liaison, and inform the course instructor early in the semester of any accommodation that may be necessary.

The student is expected to take responsibility for his/her learning. However, as facilitators of that process and as professional educators, the faculty is available to help students succeed. Please let me know what I can do in order to optimize your learning experience.

The Student Evaluation of Teaching Effectiveness (SETE)

Is a requirement for all organized classes at UNT. This short 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 SETE to be an important part of your participation in this class. The administration of the SETE, will remain open through the week of finals.

XIII. BIBLIOGRAPHY

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Curtain, H., & Dahleberg, C. A. (2004). Languages and children: Making the match. 3rd ed.). New York: Pearson Education.

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Zainuddin, H., Yahya, N., Morales-Jones, C. A., & Ariza, E. N. (2002). Fundamentals of teaching English to speakers of other languages in k-12 mainstream classrooms. Dubuque, IA: Kendall/Hunt.