 **DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**SYLLABUS (Generic)**

**I. COURSE NUMBER/SECTION:** EDBE 4470 Section \_\_\_\_

**COURSE TITLE:** Curriculum and Assessment of Content and Language for Bilingual and ESL Classrooms

**II. INSTRUCTOR:**

**OFFICE LOCATION:**

**PHONE NUMBERS**

**EMAIL ADDRESS:**

**OFFICE HOURS:**

**III. CLASS MEETINGS:**

**IV. TEXTS:**

* Brantley, D.K. (2007). *Instructional Assessment of English Language Learners in the K-8 Classroom.* Boston: Allyn and Bacon.

* Herrera, S. G., Murry, K. G., & Cabral, R. M. (2007). *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students.* Boston: Pearson Education.
* **Resources:** Texas Education Agency website (Texas Education Knowledge and Skills TEKS and English Language Proficiency Standards - ELPS), LPAC Manual, STAAR Test Samples, TELPAS, and List of Approved Tests in Texas.

* **Tk20:** This course requires the Case Study key assignment 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>.

**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.

**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 of the course is designed to help students develop knowledge, skills of critical thinking, reflection, and self-assessment.

**VI. COMPETENCY BASED LEARNING OBJECTIVES:**

**The beginning ESL or bilingual teacher will be able to:**

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.

**VI. STANDARDS AND COMPETENCIES**

**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.

**TESOL Standard 4 Assessment**

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

**STATE Standards**

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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. | 1. 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. |

**VII. Attendance and Participation**

Attendance and participation in each class are expected. In case of a death in the family, obituary evidence is required. In case of illness a doctor’s note will be required. Other extraneous circumstances such as accidents, inclement weather, emergencies, or epidemics will be dealt with on a case by case basis.

The following calculations will be used to determine the attendance grade:

**0-1 absence = 10 points**

**2 absences = 8 points**

**3 absences = 6 points**

**4 absences = 4 points**

**5 absences = 2 points**

**6 absences = 0 points**

**7 absences must drop the class**

**USE OF LAPTOPS AND CELL PHONES**

Set your cell phone to vibrate or turn it off. No texting in class. In case of an emergency that you have to use your cell phone please step-out of the classroom. Use of laptops in class will be strictly related to the course contents.

**VIII. Assignments**

All students are required to turn in assignments on the deadlines established in the syllabus. Use only Tk20 for the Case Study submission. Students are expected to read the assigned texts chapters ahead of time and bring the texts to each class.

**Late Work**

Late work will be reduced by one grade. After one week past the due date, late work will not be accepted.

**IX. 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

**X. REQUIRED ASSIGNMENTS**

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| **Due** | **Assignments** | **Percentage** |
| **Weeks 1 to 16** | Attendance and Participation | 10% |
| **Week 1** | Introductions, review course syllabus including student expectations, policies, competencies and sub-competencies related to this course (refer to pages 3 to 5) and  Watch the webcast: *Assessment of ELL Students:* <http://www.readingrockets.org/webcasts/1003/?trans=yes> |  |
| **Week 2** | Read and discuss the concepts in **Herrera Chapter 1** and **Brantley Chapter 1**  Chapters’ Response Log  Deadline to apply for placement at a school if needed | ------ |
| **Week 3** | Review the purpose of the *Tejas Lee* and the *Texas English*  *Language Proficiency Assessment System (TELPAS).*  Develop and submit in Blackboard (Bb) a **synthesis** about the administration and scoring of the Tejas Lee and TELPAS  **Assessment:** Tests Summary | 8% |
| **Week 4** | Read and discuss the concepts in **Brantley Chapter 2**  and **Herrera Chapter 2**  Chapters’ Response log  Self-Assessment | ------ |
| **Week 5** | Review the STAAR tests  Develop and submit in Bb a summary about the purpose of the  STAAR tests.  **Assessment:** Test Summary | 8% |
| **Week 6** | Read and be ready to discuss the concepts in **Brantley Chapter 3** and **Herrera Chapter 3**  Chapters’ Response Log  Group Assignment: Scenario for problem solving | ------ |
| **Week 7** | Review and discuss LPAC and ARD Committee Responsibilities  Respond to the questions to demonstrate understanding of LPAC and ARD committees  **Assessment:** Mid-term Quiz | 8% |
| **Week 8** | Read and discuss the concepts in **Brantley Chapter 4** and **Herrera Chapter 5**  Chapters’ Response Log | ------- |
| **Week 9** | Review the language proficiency screening **tests: Woodcock Muñoz, LAS, and IPT**  **Assessment:** Summary of Tests | 8% |
| **Week 10** | Read and discuss the concepts in **Brantley Chapter 6** and **Herrera Chapter 6**  Chapters’ Response Log  **Assessment:** Quiz | 8% |
| **Week 11** | Read and discuss the concepts in **Brantley Chapter 7** and **Herrera Chapter 8**  Chapters’ response log  Your ELL student must have already been identified by this week | ------ |
| **Week 12** | Read and discuss the concepts in **Brantley Chapter 8** and **Brantley Chapter 9**  Chapters’ Response log  Practice developing informal assessments | ------ |
| **Week 13** | Read and discuss the concepts in **Brantley Chapter 10** and **Brantley Chapter 11**  Review case study assignment requirements and rubric in TK20  Chapters’ Response Log  Development of four informal assessments for administration to an ELL student as part of the case study. One assessment for each of these: listening, speaking, reading, and writing (use English language arts TEKS (for students seeking ESL education certification or Spanish TEKS (for students seeking bilingual education certification). | ------ |
| **Week 14** | Review and discuss the Learning Disabilities Checklist.  Individually administer the informal assessments to an ELL student. Discuss what procedures you used to administer the assessments, how you interpreted the results, and what instructional recommendations you generated. | ----- |
| **Week 15** | Develop and submit the Case Study in Tk20, <http://www.coe.unt.edu/tk20> **(samples will be provided by the instructor)**  The value is 100 points in TK20, the result will be converted to a percentage up to 30%.  Develop study guide and review for final exam | 30% |
| **Week 16** | Final Exam Date will be based on the University calendar | 20% |
| **Total** |  | **100**% |

**Extra Credit: Five extra credit points will be assigned to students’ overall grade for attending an in-state conference related to ESL or bilingual education this fall such as TABE (tabe.org) or TexTESOLV (Textesolv.org).**

**XI. COURSE OUTLINE AND ASSIGNMENT DEADLINES**

**The assignments are aligned to the ESL and Bilingual education State Teacher Preparation Standards; D means domain, C means competency, and a letter after a C means sub-competency, e.g. ESL, D2, C007, A.**

**Case Study Course Key Assignment**

The description of the case study assignment and the rubric can be found in TK20.

Students are required to identify an ELL student between grades EC and 6 or 4-8 to administer four informal assessments (not to observe him/her) in order to develop a case study. This should be done as early as possible in order to determine grade, proficiency level, and age and to have his/her parents sign a consent form to administer the assessments. ELL students can be identified in churches, private schools, and neighborhoods. If this is difficult you can apply for placement at a school through the Office of Clinical Practice to have access to an ELL student. Please refer to the instructions below about how to apply:

1. The application form can be downloaded from and submitted at: <http://www.coe.unt.edu/clinical-practice-office/application-forms>. The Office of Clinical Experiences will not accept late applications. Thedeadlines are indicated in the webpage. Students doing their PDS 1 should only submit one application for all school placements.

2. Students will complete a Criminal Background Check form for each school district in which they are requesting placement.  This form needs to be turned in to the Office of Clinical Experiences.

3. Students will be in informed by the Office of Clinical Experiences via Eagle Connect email about placement at a school.

**IMPORTANT NOTE:** UNT discourages students from going on their own to a public school to request access to a student or to request placement for access to a student. School districts require criminal background checks before anyone outside of the school can communicate with their students.

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| **d** **Week # 1** |

**Objective:** The purpose of the assignment below is to know the basic concepts, issues and practices related to test design and to know the development and interpretation to select, adapt, and develop assessments for different purposes in Bilingual/ESL programs **(ESL, D2, C007, A).**

1. Attendance check
2. Introductions - Introduce yourself and briefly describe your academic goals, your interests, and if you are familiar with teaching ELL students;
3. Review the syllabus, as well as student expectations and policies;
4. Watch the 44.43 minute webcast about the Assessment of ELL Students at: [http://www.readingrockets.org/webcasts/1003/?trans=yes](http://www.readingrockets.org/webcasts/1003/?trans=yes%20)
5. Based on the webcast answer these questions:
6. What are the three challenges for assessing ELL students?
7. What is disaggregation of data?
8. How should reading be assessed?
9. What kinds of classroom assessments and strategies can be used?
10. What are the basic concepts related to test design?
11. How can a teacher assess ELL students with disabilities?
12. What is necessary to keep in mind for the assessment of ELL students?

**Assessment:** Students’ knowledge about the basic concepts, issues and practices related to test design, development and interpretation of assessments for ELL students, and students’ understanding of the State Educator Standards and the basic concepts of assessment of ELL students. The student will be informally assessed based on their responses to the questions and their participation.

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| **d** **Week # 2** |

**Objective:** The purpose of the assignment below 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. Attendance Check
2. Read and discuss **Herrera Chapter 1**: Classroom Assessment Amidst Cultural and Linguistic Diversity and **Brantley Chapter 1**: English Language Learners in Today’s K-8 Classroom.
3. Develop a log of chapter responses to the questions below. These will be discussed in class.

**Brantley Chapter 1**

1. Why are child’s culture and background experiences critical to literacy learning?
2. How can we create a welcoming classroom culture?
3. How can teachers become cultural mediators?

**Herrera Chapter 1**

1. What are some changes that have occurred in Pre-k - 12 classroom demographics in the US?
2. What has changed about the readiness of classroom teachers for student diversity?
3. What has evolved about appropriate assessment practices for CLD students?

**Assessment:** Students’ knowledge gained related to individual differences and linguistic acquisition among ELL students will be informally assessed in class based on the response log and participation in class.

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| **d** **Week # 3 The tests’ summary is due on \_\_\_ and it has a grade value of 8%** |

**Objective:** The purpose of the assignment below is to know standardized tests commonly used in ESL and bilingual programs in Texas and to know how to interpret their results (**ESL, D2, C007, C).**

* + 1. Attendance check
    2. Review samples of the *Tejas Lee* and of the *Texas English Language Proficiency Assessment System (TELPAS).*
    3. Interpret the writing performance of a student using a sample from TELPAS and a sample from Tejas Lee.
    4. Develop a summary of the *Tejas Lee* and of the *Texas English Language Proficiency Assessment System (TELPAS)* using the questions below as a guide:

1. What is the purpose and description of the test?
2. What skills are measured?
3. What grade levels does the test measure?
4. What are the scores required to determine each proficiency level?

Some of the information can be found at:

**Tejas Lee**: <http://www.tejaslee.org/default.html>

**TELPAS**: <http://www.tea.state.tx.us/student.assessment/ell/telpas>

5**.** Turn in your summary in Blackboard. Minimum 2 pages in WORD, double-spaced, and 12 points font size.

**Assessment:** Student’s knowledge about commonly used test will be assessed based on the responses to the questions. The responses will be assessed using the checklist.

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| **d** **Week # 4** |

**Objective:** The purpose of the assignment below is to know theories, concepts and research related to L1 and L2 acquisition (**ESL, D2**, **C007, B)** and to apply knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations (**ESL D1, C002, A).**

1. Attendance Check
2. Read and be ready to discuss the concepts in **Brantley Chapter 2:** Understanding the *Principles of Second Language**Acquisition*and **Herrera Chapter 2:** *Authentic Assessment*
3. Respond to the items below:

**Brantley Chapter 2**

a) Choose a theory about language acquisition from Stephen Krashen’s research and explain why you believe it helps develop language.

**Herrera Chapter 2**

b) Create two authentic assessments for CLD students (reading, writing, listening, or speaking).

c) Describe at least four types of authentic assessments and explain how you would use them.

d) Explain validity and reliability and why both are of particular concern to classroom teachers of CLD students in the context of assessment.

4. Write a self-assessment about what you have learned so far related to theories, concepts and research related to L1 and L2 acquisition, formal and informal assessments used in the ESL classroom, and the characteristics, uses and limitations of the assessments.

**Assessment:** Students will self-assess to make sure that they met the objective.

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| **d** **Week # 5 STAAR Tests Summary is due on \_\_\_ and it has a grade value of 8%** |

**Objective:** The purpose of the assignment below is to become familiar with standardized tests commonly used in Texas and to know how to interpret their results (**ESL, D2, C007, C).**

1. Attendance Check
2. Review information about House Bill 5 and STAAR tests at <http://www4.esc13.net/cc/house-bill-5> and at <http://www.tea.state.tx.us/index.aspx?id=2147495410&menu_id=660&menu_id2=795&cid=2147483660>
3. After the review briefly summarize your understanding about the tests and their policies. Use the questions below as a guide:

a) Purpose and description of the tests,

b) What skills are measured?,

c) What grade levels do the tests measure?

d) What are the scores or designations for each proficiency level?

4. Turn in your summary in Blackboard, minimum 3 pages in WORD, double spaces, 12 point font size.

**Assessment:** Student’s knowledge about STARR as a commonly used test will be assessed with a checklist based on the responses to the questions.

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| **Week # 6** |

**Objective:** The purpose of the assignment below is to use the 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 (**ESL, D1, C002, B).**

1. Attendance Check
2. Read and be ready to discuss the concepts in **Brantley Chapter 3:** *Instructional and Theoretical Foundations of Assessmen*t and **Herrera Chapter 3:** *Response to Intervention, Pre-instructional Assessment, and the CLD student.* Use the questions below to develop a Chapters’ Response Log:
   * + 1. How would you describe the difference between Assessment, Evaluation and Testing?
       2. How would you describe the difference between Standardized Test, Norm Referenced Test and Criterion-referenced Test?.
       3. Why, what, how, and when to use alternative assessments for CLD students?
3. In groups of 4 solve two problem scenarios related to selecting appropriate assessments, methods, and strategies for promoting students’ English language development at various stages.

**Assessment:** Students’ will demonstrate their understanding of theories, concepts, and research related to L1 and L2 acquisition, and knowledge of response to intervention, pre-instructional assessment, and the CLD student by responding to questions and by problem solving in groups.

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| **Week # 7 The LPAC and ARD Quiz will be on \_\_\_\_ and it has a grade value of 8%** |

**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).**

1. Attendance Check
2. Review the **LPAC** Decision Making Resources Training PowerPoint at <http://www.tea.state.tx.us/student.assessment/ell/lpac/>
3. In the same website read the information related to the ELL Assessment Documentation Forms,
4. Review the contents of the web link below about ARD, <http://www.tea.state.tx.us/index3.aspx?id=3314&menu_id=793>
5. Respond to the following questions to prepare for the quiz:
6. What is the role of LPAC?
7. What is the role of ARD?
8. Who can participate in the committees?
9. What kinds of testing accommodations can be used for ELL students?
10. How are ELL students identified, placed, and exited from language programs?
11. Take mid-term quiz

**Assessment:** Students’ knowledge of state mandated LEP policies will be assessed with a quiz of 16 questions.

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| **Week # 8** |

**Objective:** The purpose of the assignment below is to understand the nature of language and basic concepts of language systems (e.g., phonology, morphology syntax, lexicon, semantics, disclosure, and pragmatics) and how to use this understanding to facilitate students’ learning in the ESL classroom **(ESL, D1, C001, A)** and to become familiar with the types of formal and informal literacy assessments in L1 (**Bil,** **D1, C003, B).**

1. Attendance Check
2. Read and discuss **Brantley Chapter 4**: *Oral Language and Vocabulary Assessment and Developmen*t, and **Herrera** **Chapter 5:** *Assessment of Language Proficiency*.
3. Prepare a chapters’ response log using the questions below:

**Brantley Chapter 4**

a) What are some strategies for promoting English language listening and oral vocabulary development?

b) Define the stages of the language process.

c) What is the best way to teach reading in a second language?

d) What is the difference between primary and second language acquisition?

e) What are some strategies for developing concepts of print, phonemic awareness, and the Alphabetic Principle?

**Herrera** **Chapter 5**

Please answer three questions from pages 180-181.

**Assessment:** Students’ understanding of the nature of language and basic concepts of language systems, how to use this understanding to facilitate students’ learning in the ESL classroom, and types of formal and informal literacy assessments will be informally assessed based on responses to the questions and their participation in class.

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| **Week # 9 The tests’ summary is due on \_\_\_\_and it has a grade value of 8%** |

**Objective:** The purpose of the assignment below is to know standardized tests commonly used in ESL programs in Texas and knows how to interpret their results **(ESL, D2, C007, C)**

1. Attendance check
2. In pairs, review the Texas **approved** screening **tests: Woodcock Muñoz, LAS, and the IDEA (IPT) to determine ELL students English and/or Spanish language proficiency levels and to identify them for placement in language services.** <http://www.riverpub.com/products/wmls/index.html> (Woodcock Muñoz tests),

<http://www.ctb.com/ctb.com/control/productFamilyViewAction?productFamilyId=454&p=products> (LAS Tests),

<http://www.ballard-tighe.com/products/la/iptFamilyTests.asp> (IPT tests). **Additional information about these tests can be found in the Herrera text.**

1. **After the review answer the following questions:**
2. Purpose and description of the test,
3. What skills are measured?,
4. What grade levels does the test measure?
5. What are the scores or designations to determine each proficiency level?
6. Turn in your summary in Blackboard, minimum three pages in WORD, double spaced, 12 point font size.

**Assessment:** Student’s knowledge about commonly used screening tests will be assessed with a rubric based on their responses to the questions.

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| **Week # 10 The Quiz will be on \_\_\_\_\_and it has a grade value of 8%** |

**Objective** The purpose of the assignment below is to know the structure of the English language, the patterns, 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) and** knows types of formal and informal literacy assessments in L1 **(Bil,** **D1, C003, B)**.

1. Attendance check
2. Review and discuss **Brantley Chapter 6:** *Assessment and Development of Concepts of Print, Phonemic Awareness, and the Alphabetic Principle*. **Herrera Chapter 6:** *Assessment of Content Area Learning,*
3. Review the ELPS and the language proficiency indicators in the TEA website,
4. Take quiz about**the Stages of Language Development (Brantley Chapter 6)** and about formative and summative content-area assessment **(Herrera Chapter 6).**

**Assessment:** The students’ understanding of the structure of the English language, the patterns, conventions, knowledge of the instructional assessments used in the classroom, and the structure of the English language based on ELPS will be assessed with a quiz of 16 questions.

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| **Week # 11** |

**Objective:** The purpose of the assignment below is to apply knowledge of effective strategies for helping ESL students transfer literacy skills from L1 to L2 (**ESL, D2, C004, E) and to k**nows how to help students transfer literacy competency from L1 to L2 by using students’ prior knowledge in L1 to facilitate the acquisition of L2 literacy (**Bil, D1, C003, E).**

1. Attendance check
2. Read and discuss **Brantley Chapter 7:** *Assessment and Development of Word Identification, Comprehension and Reading Fluency* and **Herrera Chapter 8:** *Post-instructional Assessment*.
3. Read the article, “The cross-linguistic transfer of early literacy skills: the role of initial L1 and L2 skills and language of instruction.” <http://www.ncbi.nlm.nih.gov/pubmed/17625051>
4. Using the following questions develop a chapters’ response log:
5. Based on the article, what is the role of L1 and L2?
6. How can teachers help their students transfer skills from L1 to L2?
7. What is informal formative assessment?
8. What and how can the stages of second language acquisition be described?
9. What is an example of an accommodated assessment?
10. What kind of information can be gathered about a student in regards to background, reading, and language knowledge?
11. What is teacher driven post-instructional assessment?
12. How can parents contribute to a student’s language development process?

**Assessment:** Students’ understanding about how to assist students in the transfer of literacy skills from L1 to L2 by using students’ prior knowledge in L1 to facilitate the acquisition of L2 will be assessed based on their chapters’ response log and their participation.

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| **Week # 12** |

**Objectives** The purpose of the assignment below is to understand the basic concepts, issues, and practices related to test design, development, and interpretation and uses this knowledge to develop assessments (**ESL, D2, C007, A)** and to know the types of formal and informal literacy assessments in L1 (**Bili, D1, C003, B).**

1. Attendance Check
2. Review and discuss **Brantley Chapter 8:** *Assessment of Development of Written Language and Spelling*, and **Brantley Chapter 9:** *Assessment in the Content Areas.*
3. Use the following questions to develop a Chapters’ Response Log:
   1. What are some strategies to build written language development?
   2. How can you provide relevant assessment-based classroom instruction?
   3. What is a case study?
4. **Practice developing informal assessments (reading, writing, listening, speaking).**

**Assessment:** Students’ understanding of the basic concepts, issues, and practices related to test design, development, and interpretation will be assessed based on their response log and participation. Additionally, students will be assessed based on their practice of developing informal assessments.

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| **d** **Week # 13** |

**Objective:** The purpose of the assignment below 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).**

1. **Attendance check**
2. Review and discuss **Brantley Chapter 10:** *Putting the Pieces Together* and **Brantley Chapter 11**: *Instructional Assessment in Practice: A Case Study*.
3. Describe expectations for the development of the case study (instructor will provide samples). Review the assignment description and rubric in TK20.
4. Use the questions below to develop a Chapters’ response log:
5. What is a case study?
6. What can be used to develop a picture of the whole student?
7. How can strengths and needs be identified?
8. What are examples of appropriate assessment based instructional goals?
9. Develop four informal assessments for administration to an ELL student as part of the case study. One assessment for each of these: listening, speaking, reading, and writing (use English language arts TEKS (for students seeking ESL education certification or Spanish TEKS (for students seeking bilingual education certification). Instruction will provide samples.

**Assessment: Students’ ability to develop informal assessments based on selected ELL student’s grade and language proficiency levels and age.**

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| **d** **Week #14** |

Objective: The purpose of the assignment below 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. Attendance check
2. Review and discuss the *Learning Disabilities Checklist*
3. Administer the assessments to your ELL student.
4. Discuss in class what procedures you used for the administration and what your results were.

**Assessment:** Students will demonstrate their knowledge about how to recognize ELL students with disabilities using the Learning Disabilities Checklist.

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| Week # 15 The Case Study is due in TK20 on \_\_\_\_and it has a 30% value |

1. Attendance Check
2. Develop and submit the Case Study in TK20 based on these components:

* ELL student background information,
* Administration of 4 informal assessments,
* Scoring, reporting, and interpretation of results, and
* Assessment based instructional recommendations.

1. Develop a study guide to review for the final exam.

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| **d** **Week # 16 Final exam is due on \_\_\_ and it has a 20% value (UNT’s calendar)**  **(us** |

**XII. Department of Teacher Education and Administration 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.”

*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 academic integrity: <http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.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 [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu).

*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.

*SETE:* The Student Evaluation of Teaching Effectiveness (SETE) 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 SETE 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.

*TK20*: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding TK20 will also be posted on this website.

*Comprehensive Arts Program Policy.* The Elementary Education program area supports a comprehensive arts program to assist pre-service and in-service 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 pre-service and in-service 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 registration, go to: <http://www.coe.unt.edu/texes-advising-office/texes-practice-exam-registration>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or 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.

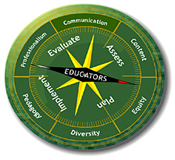
*“Ready to Test” Criteria for Teacher Certification Candidates*. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student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

*Six Student Success Messages.* The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Participate; (2) Find support; (3) Take control; (4) Be prepared; (5) Get involved; and (6) Be persistent. 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.

**XIII DEVELOPMENTAL/CONCEPTUAL FRAMEWORK AND STANDARDS**

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 center practice. “Engaged learning” signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classroom 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 is 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. Each program of educator preparation at UNT is described with key concepts 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.

1. **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.
2. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
3. Engaged professional learning refers to the educator's commitment to ethical practice and to continued learning and professional development

**XIV. UNIVERSITY POLICY STATEMENTS**

**Academic Integrity**

Students are encouraged to become familiar with UNT’s policy on academic integrity: <http://www.unt/policy/UNT_Policy/volume3/18_1_16.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 an F in the course, probation, suspension, or expulsion from the University. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

**AMERICANS WITH DISABILITIES ACT (ADA) POLICY**

*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. UNT 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 that you have a disability requiring accommodation, please contact the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class to obtain authorized documentation.

**THE STUDENT EVALUATION OF TEACHING EFFECTIVENESS (SETE)**

The SETE 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 SETE to be an important part of your participation in this class.

**NOTICE FOR F-1 STUDENTS AND ONLINE COURSES**

To read INS regulations for F-1 students taking online courses, please go to <http://www.immigration.gov/graphics/services/visas.htm> and select the link to “8 CFR 214.2(f)” in the table next to “F-1.” Paragraph (f)(6)(i)(G). A final rule with clarifications on the restriction can be found in a pdf file located at: <http://www.immigration.gov/graphics/lawsregs/fr121102.pdf>. Within this document, refer to Section IX on page 9 with the subject header “Online and Distance Education Courses.” To comply with immigration regulations, an F-1 holder within the U. S. may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following: (1) Submit a written request to the instructor for on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office at 940-565-2195 or email [international@unt.edu](mailto:international@unt.edu) to get clarification before the one week deadline.

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