I. The course is an overview of curriculum alignment in the bilingual classroom. An analysis of language assessment instruments, teaching strategies, and the pedagogical implications associated with the education of culturally and linguistically diverse students in bilingual and English as a second language programs.

II. RATIONALE

BIEM 5346 is one of four Master’s level courses required for the ESL endorsement. The course provides the opportunity for future bilingual and ESL teachers to become familiar with assessment instruments used in second language classrooms. Students are also able to explore pertinent research issues associated with bilingual and ESL classrooms and relate them to assessment practices and classroom teaching.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies covered in this course include the following:

**Learner Centered Instruction**: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

**Equity in Excellence for All Learners**: The teacher responds appropriately to diverse groups of learners. The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

**Learner-Centered Knowledge**: The teacher possesses and draws on a rich knowledge of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students. I

**Learner-Centered Communication**: The teacher acts as an advocate for all students and the school. the teacher demonstrates effective professional and interpersonal communication skills.
IV. TExES COMPETENCIES:

The TExES program competencies (Field 154 English as a Second Language (ESL) Test Framework) covered in this course include the following: (See attached Competencies)

DOMAIN I-LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION

Competency 001

The ESL/content teacher understands fundamental language concepts and the structure and conventions of the English language.

The beginning ESL/content 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/content classroom.

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.

Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students' English language proficiency.

Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction in English.

Competency 002

The ESL/content teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

The ESL/content teacher: Knows theories, concepts, and research related to L1 and L2 acquisition. 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.

Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.

Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.
Knows common difficulties (e.g., idiomatic expressions; L 1 interference in syntax, phonology, and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.

DOMAIN II- ESL INSTRUCTION AND ASSESSMENT

Competency 003

The ESL/content teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

The ESL/content teacher:

Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address the TEKS (i.e., listening, speaking, reading, writing, viewing/representing).

Knows effective instructional methods and techniques for the ESL/content classroom, and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.

Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction, engaging students in critical thinking, and fostering students' communicative competence.

Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.

Applies effective teaching strategies for a variety of ESL/content environments and situations.

Competency 004

The ESL/content teacher understands how to promote students' communicative language development in English.

The ESL/content teacher:

Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL/content, and knows how to design and implement appropriate instruction to address TEKS related to the listening and speaking strands.

Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.

Applies knowledge of practices, resources, and materials that are effective in promoting students' communicative competence in English.
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.

Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.

Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate communicative language development.

Knows how to provide appropriate feedback in response to students' developing English language skills.

Competency 005

The ESL/content teacher understands how to promote students' literacy development in English.

The ESL/content teacher:

Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.

Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' literacy in English.

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).

Knows factors that affect ESL/content students' reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL/content students' reading comprehension in English.

Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 to L2.

Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' literacy development.

Knows personal factors that affect ESL/content students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.
Competency 006

The ESL/content teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum.

The ESL/content teacher: I

Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction; engaging students in critical thinking; and developing students' cognitive-academic language proficiency.

Knows instructional delivery practices that are effective in facilitating ESL students' comprehension in content-area classes (e.g., pre-teaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using hands-on and other experiential learning strategies; using realia, media, and other visual supports to introduce and/or reinforce concepts).

Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' cognitive-academic language development and content-area learning.

Knows personal factors that affect ESL students' content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

Competency 007

The ESL/content teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

The ESL/content teacher:

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 (e.g., diagnosis, program evaluation, proficiency). I

Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses, and limitations.

Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.

Knows state-mandated LEP policies, including the role of the LPAC, and procedures for implementing LPAC recommendations for LEP identification, placement, and exit.
Understands relationships among state-mandated standards, instruction, and assessment in the ESL/content classroom.

Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

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DOMAIN III-FOUNDATIONS OF ESL EDUCATION, CULTURAL AWARENESS AND FAMILY AND COMMUNITY INVOLVEMENT:

Competency 008

The ESL/content teacher understands the foundations of ESL education and of ESL programs.

The ESL/content teacher:

Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.

Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their benefits, and research findings on their effectiveness.

Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.

Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

Competency 009

The ESL/content teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.

The ESL/content teacher:

Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, socio-cultural factors, home environment, attitude, exceptionalities).

Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and facilitates students' learning and language acquisition.

Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.
Demonstrates sensitivity to students’ diverse cultural and socio-economic backgrounds and shows respect for language differences.

Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

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**Competency 010**

The ESL/content teacher knows how to serve, as an advocate for ESL student and facilitate family and community involvement in their education.

The ESL/content teacher:

Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and ARD meetings, serving on school improvement committees, serving as a resource for teachers).

Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children's education and school activities.

Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.

Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.

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**V. COURSE OBJECTIVES AND OUTCOMES**

This course is designed to enable students to:

VI. COURSE TOPICS

The major topics to be considered in this course are the following:

- National and state court cases, laws, procedures and processes for teaching English learners
- Firsts and second language acquisition
- Factors that affect second language learning
- Assessment instruments used in bilingual and ESL classrooms
- Assessing the bilingual child
- State mandated assessment procedures in bilingual and ESL classrooms
- Instructional design/effective programs in bilingual and ESL classrooms
- Thematic instruction in bilingual and ESL classrooms
- Listening, speaking, reading and writing skills development based on assessment
- Designing a literacy rich environment. Assessing listening, speaking, reading and writing in bilingual and ESL classrooms
- Alternative assessment procedures
- Effective practices for bilingual/ESL students
- Strategies for teaching English learners

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

1. Student Information and Introduction Form
   Complete the Student Information Form and the Introduction Form. Post the Introduction Form on the Discussion Forum, and the Student Information Form send via Blackboard to Dr. Lucido. (20 pts. possible)

2. Syllabus Quiz
   Complete the course Syllabus Quiz (see Assessments) by 12:00 midnight on Wednesday. Sept. 3rd (10 points. possible)

3. Textbook Chapter Reflections: Reading and Writing
   Chapter Reflections: from Teaching English Language Learners by Theresa Walter –(Chapters 1,2,3,4, & 5). Write 10 concepts that you learned from reading each chapter. Reflect on the concepts that you have listed, and write a one to two paragraph reflection at the end of listing the concepts on the implications of these concepts to teaching English learners at your grade level. (10 pts. each chapter=50 pts. possible) Put in the Journal section of Blackboard. Chapters 1, 2, 3 must be posted by Sept. 10th at midnight. Chapters 4&5 must posted by Sept. 19th at midnight.

   Chapter Reflections: from Authentic Assessment for English Language Learners: Practical Approaches for Teachers (Chapters 1, 2, 3, 4, 5, 6, 7) Write 10 concepts that you learned from
reading each chapter. Reflect on the concepts that you have listed, and write a one to two paragraph reflection at the end of listing the concepts on the implications of these concepts to teaching English learners at your grade level. (10 pts. each chapter=70 pts. possible) Put in the Journal section of Blackboard.

Chapters 1,2,3 should be submitted by Sept. 30th; Chapters 4,5,6 should be submitted by October 8; and Chapters 6 & 7 submitted by October 15th.

**Bilingual/ESL Assessment Field Work**

Make time to spend 4 hours for observation at the ECDC if you are not in a classroom yourself. All students will be required to do 4 hours of field work at the Early Childhood Development Center or conducting/observing testing at your work site if you are in a school. Students will be required to sign in at the front desk. If you are employed in a secondary setting you can do observations and assist in ESL classrooms. After your 4 hours of field work are completed, you will fill out the field experience reflection sheet, and submit on the Blackboard Blog by October 14th at midnight. You will need to make two comments on two classmates’ postings. (Possible 60 pts.-40 pts. for posting your experience and 10 points each for the comments on two classmates’ postings.)

**Language Tests**

You will be required to make a presentation on one of the language tests that is authorized by the Texas Education Agency. Go to the TEA website TEA.state.tx.us. Choose one of the tests from the list provided. You can click on Curriculum and Instruction, then click on Bilingual Education/ESL, and there is a list of approved agency tests for assessing language proficiency on English learners. On a VOICED powerpoint presentation, You will give a description of the tests. What are language elements that are tested? What is the reliability of the test? What is the validity of the test? How is the test administered and to whom? How are the test results reported? What are the norms used for the scoring of the test? You will describe the test and your findings to the class through your posting your presentation on the discussion section. There will be a class section on YouTube for posting your presentation. (Possible 100 pts.-rubric is attached)

**VIII. EVALUATION AND GRADE ASSIGNMENT**

The methods of evaluation and the criteria for grade assignment are: The final grade will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mid Term and Final</td>
<td>200 pts.</td>
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<tr>
<td>Chapter Reflections: Chapters 1,2,3,4,5, in Teaching ELL’s-Walter</td>
<td>50 pts. (10 pts.)</td>
</tr>
<tr>
<td>Chapters 1,2,3,4,5,6,7 in Authentic Assessment for English Language Learners.</td>
<td>70 pts. (10 pts.)</td>
</tr>
<tr>
<td>Explanation/Presentation and review of one language test</td>
<td>50pts.</td>
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<tr>
<td>Field Experience/Observation of ESL/Bilingual Classroom/Testing</td>
<td>60 pts.</td>
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</table>
Best Practice Reflection 50 pts.
Participation/class readings/Powerpoints and comments* 100 pts.
Summary of Journal Articles Provided by Professor (10 pts. Each) 50 pts.

*(The 100 pts. For participation come from the following: Iris Module Activities-10 pts., Comments on 3 language tests=20 pts.; Comments On 3 Best Practice 10 pts., Comments on Academic Language Video 10 pts., Comments on Lesson videos=20 pts., GIST on Webcast on Assessment 10 points; Research Article journal posting 10 points, TEA best practices reflection.

630 pts.-700 pts. = A
560 pts.-629 pts. = B
490 pts.-559 pts. = C
420 pts.-489 pts. = D
Below 439=F

All work turned in for grading must be typed.

Student’s class products that involve plagiarism will be ground for dismissal from the course.

If you need extra time for an assignment for a serious reason, please notify me out of common courtesy prior to the assignment being due. Points will be deducted, but you will be allowed to make up the work or test missed.

Tentative Course Schedule

(Week 1) August 27-Sept. 3 Course expectations; Overview of Bilingual and ESL and Second Language Acquisition. Read Chapter 1 in TELL. Write Reflections in Journal Select one test to report on. View IRIS module at http://iris.peabody.vanderbilt.edu. Look at the activities associated with the module on Teaching English Language Learners-Effective Practices; Read Research Article sent to you by the professor. Write 10 ideas/concepts that you think are important for teachers and administrators to know and understand in order to ensure success for English learners. Post in your journal section of bb9 by Sept. 3. Review vocabulary for second language education.

(Week 2) Sept. 4-Sept. 10 Prepare for Assessment Presentation, Go to the TEA website at tea.state.tx.us, From the list provided on the PDF, please select one of the tests to do your powerpoint presentation; please submit to me for approval, the name of the test, and when you will post the presentation between Go to the cal.org (Center for Applied Linguistics) and read the articles on Brain Research: Implications for Second Language
Learners, Alternative Assessment and Second Language Study, and Assessment Literacy for Language Educators. List 8-10 ideas/concepts that you thought were important. [http://www.cal.org/resources-center/briefs-digests/digests](http://www.cal.org/resources-center/briefs-digests/digests); Read Chapter 2 & 3 in TELL Book- Reflections in Journal; Go to the Colorin.Colorado.org. website

**(Week 3)**

Sept. 10 to Sept. 17
Overview of Assessment and Review Texas Assessments for Bilingual and ESL; Begin Presentations on TEA Approved Tests, Post by Sept. 17; Read three other presentations and comment on what you learned about that particular assessment by Sept. 19; Read Chapters 4&5 in TELL, Write in Journal. Go to the Office for Second Language Achievement website, [ell@tamucc.edu](mailto:ell@tamucc.edu). Go to [http://www.colorin.colorado.org](http://www.colorin.colorado.org). Go to webcasts on the left hand side of the page, and listen to the webcast on Assessment of English Learners. Fill out the GIST form attached with information you thought was important. Look at the Resources for teachers and click on the Best Practices for English language Learners document, or the Promising Practices for Secondary English Language Learners document. You will select two of the practices to share with classmates during a chat on Sept. 29th from 4:00 p.m. to 6:00 p.m.

**(Week 4)**

Sept 18 to Sept 24
Finish Presentations on TEA Approved Tests, Mid –Term Test on Sept. 25
Continue Texas Assessment for Bilingual and ESL, Read Chapters 1&2 in AA, Write in Reflection Journal. Authentic Assessments; Go to the Colorin.Colorado website and view 3 classroom videos by October 8 and identify 5 best practices that you observed the teacher implementing in their classrooms. Common Core videos.

**(Week 5)**

Sept. 25-Oct. 1 Writing Assessment, Read Chapter 3&4 in AA., Write in Reflection Journal. Post the two best practices you selected from the [ell@tamucc.edu](mailto:ell@tamucc.edu). Explain the strategy and how you might use it in your classroom and view 3 additional postings on the discussion tab. Go to the TEA website, click on Curriculum on the left hand side and then click on bilingual/ESL watch the videos on best practices. Write a one page reflection and post in your journal section.

**(Week 6)**

Oct. 2-Oct. 8
Read Chapters 5&6 in AA. Write Reflection in Journal.

**(Week 7)**

Oct 9-Oct. 15-You will receive the Final Exam on March 12th, Final Exam Due on October 14 by midnight.

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**X. Textbooks Required for Course:**

XI. Bibliography

The knowledge bases that support course content and procedures include:


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals.
and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Statement of Civility: Texas A&M University- Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. http://sga.tamucc.edu/elections.htm

Academic Honesty: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) http://www.tamucc.edu/catalog/catalog07/graduate/general/gen_policies.html

XIII. Americans with Disabilities Act (ADA) Compliance: Texas A&M University–Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in Driftwood 101) at 825.5816. http://disabilityservices.tamucc.edu/quick.html

Rubric for Assessment Presentation

Name:_______________________________ Date:______________________

RUBRIC FOR ASSESSMENT PRESENTATION

1. EXPLAINED TEST CONTENT ________ (15 PTS.)
2. EXPLAINED USE OF TEST ________ (10 PTS.)
3. MODELED TEST DIRECTIONS ________ (10 PTS.)
4. EXPLAINED TEST VALIDITY ________ (5 PTS.)
5. APPEARED INFORMED ON TEST ________ (10 PTS)

TOTAL ________ (50 PTS)