I Course Description

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 STANDARDS FOR TEACHERS

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

<table>
<thead>
<tr>
<th>Domain 1 – Instructional Planning and Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today’s learners.</td>
</tr>
</tbody>
</table>

**Standard 1.1:** Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

**Standard 1.2:** Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

**Standard 1.3:** Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

**Standard 1.4:** Teachers communicate clearly and accurately and engage students in a manner that encourages students’ persistence and best efforts.

**Standard 1.5:** Teachers incorporate complex, higher order thinking, leading class discussions and activities that provide opportunities for deeper learning.
**Standard 1.6:** Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

<table>
<thead>
<tr>
<th>Domain 2 – Knowledge of Student and Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational and developmental backgrounds and focusing on each student’s needs.</td>
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</tbody>
</table>

**Standard 2.1:** Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all learners in their pursuit of academic and social-emotional success.

**Standard 2.2:** Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

**Standard 2.3:** Teachers facilitate each student’s learning by employing evidence-based practices and concepts related to learning and social-emotional development.

<table>
<thead>
<tr>
<th>Domain 3 – Content Knowledge and Expertise</th>
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</thead>
<tbody>
<tr>
<td>Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lesson plans and their ability to match objectives and activities to relevant state standards.</td>
</tr>
</tbody>
</table>

**Standard 3.1:** Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

**Standard 3.2:** Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

**Standard 3.3:** Teachers demonstrate content specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

<table>
<thead>
<tr>
<th>Domain 4 – Learning Environment</th>
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<tbody>
<tr>
<td>Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximize student learning.</td>
</tr>
</tbody>
</table>

**Standard 4.1:** Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds.

**Standard 4.2:** Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

**Standard 4.3:** Teachers establish and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

**Standard 4.4:** Teachers lead and maintain classrooms where students are actively engaged in learning as
indicated by their level of motivation and on-task behavior.

Domain 5 – Data Driven Practice

Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 5.1: Teachers implement both formal and informal methods of measuring student progress.

Standard 5.2: Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

Standard 5.3: Teachers regularly collect, review, and analyze data to monitor student progress.

Standard 5.4: Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

Domain 6 – Professional Practices & Responsibilities

Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Standard 6.1: Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

Standard 6.3 Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

Standard 6.4 Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

IV. TEExES COMPETENCIES:

The TEExES 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; L1 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., development, 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:
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).

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.

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, and 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, and 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.
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.

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 the Answers to the Student Interview Questions.
   Complete the INTERVIEW Form.

2. Syllabus Quiz
   Complete the course Syllabus Quiz (see Assessments) by 12:00. (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 ON THE CORRECT TAB.

   Chapter Reflections: from Formative Assessment for English Learners (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)

Rubric for Chapter Summaries.
Below 7 concepts per chapter = 5 pts. out of 10
7 well explained concepts/ideas per Chapter=6 pts. out of 10
8 well explained concepts/ideas per chapter=7 pts. out of 10
9 well explained concepts/ideas per chapter=8 pts. out of 10
10 well explained/ideas concepts per chapter=9pts. out of 10
10 well explained concepts/ideas per chapter plus reflection= Full credit=10 pts.

Language Tests
You will be required to develop 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 power point 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 posting your presentation on the discussion section. (Possible 50 pts.-rubric is attached)
Rubric for Assessment Presentation

Name: ___________________________ Date: ______________________

1. EXPLAINED TEST CONTENT _______ (10 PTS.)
2. EXPLAINED USE OF TEST _______ (10 PTS.)
3. MODELED TEST DIRECTIONS _______ (10 PTS.)
4. EXPLAINED TEST VALIDITY _______ (5 PTS.)
5. PRESENTATION DESIGN/APPEARANCE _______ (5 PTS.)
6. APPEARED INFORMED ON TEST _______ (10 PTS)

TOTAL _______ (50 PTS) + View 3 colleagues’ presentations for a total of 30 points = 80 points for the assignment.

RESEARCH ON BILINGUALISM, BILINGUAL EDUCATION, OR ENGLISH AS A SECOND LANGUAGE. SELECT ONE OF THE FOLLOWING TOPICS: BILINGUALISM, BILINGUAL EDUCATION OR ENGLISH AS A SECOND LANGUAGE, AND FIND TWO RESEARCH STUDIES OF SOME ASPECT OF THE TOPIC, SUCH AS THE BENEFITS OF BILINGUALISM, PROGRAMS IN BILINGUAL EDUCATION AND BENEFITS OF EACH, DIFFERENT TYPES OF ESL PROGRAMS AND THEIR BENEFIT. SOMETHING THAT YOU ARE WANTING MORE RESEARCH DATA ABOUT. YOU SHOULD SUBMIT YOUR TOPIC FOR APPROVAL BY DR. LUCIDO BY JULY 20TH. WRITE A SHORT RESEARCH/REFLECTION PAPER ON WHAT RESEARCH FINDS ABOUT YOUR THE TOPIC. NOT MORE THAN 5 PAGES WITH A LEAST 3 CITATIONS.

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:

- Mid Term and Final: 200 pts.
- Reflections: Chapters 1,2,3,4,5, in Teaching ELL’s-Walter (10 pts. Each): 50 pts.
- Chapters 1,2,3,4,5, in Formative Language Assessment for English Learners: 50 pts.
- Explanation/Presentation and review of one language test & and comment on three of your classmates: 80 pts.
- Research Paper on Bilingualism, Bil. ED. or ESL ED: 40 pts.
- TEA Website Videos Summaries: 40 pts.
- IRIS Module: 20 pts.
- ELPS (English language Proficiency Standards) Powerpoint summary: 30 pts.
- Participation (keeps up with work, comments on classmates posts respectfully): 40 pts.
- Class readings/Videos/Powerpoints and comments* See below TOTAL EQUALS 100 pts.

TOTAL: 700 pts.
*(The 100 pts. For participation come from the following:)

  Comments on Social Language vs. Academic Language-Reading 10 pts.,
Anticipation Guide and Sequence Form & Comments-10 pts.EACH;
WORKSHEET on TEA WEBSITE-BILINGUAL AND ESL LAW=10 pts.,
GIST on Webcast on ELL Assessment 20 points by Valdez at Colorin Colorado website;
The Way we Teach English Webcast on Alternative Assessment 20 pts.;
Powerpoint on Math, Science, or Social Studies from ell.tamucc.edu (pick one) write summary- 10 pts.;
Sheltered Instruction (SIOP) 8  VIDEOS ON PEARSON website 10pts.;
Instructional Options for English Learners (10 pts.)

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.

Course Schedule

Unit 1- Overview of Bilingual/ESL
July 5-9

This is your list of assignments for you to check off.

1. Read Chapters 1 and 2 in TELL (Teaching English Language Learners). Write 10 concepts or ideas that you learned from the article and write a short personal reflection (two to three short paragraphs on your learning) post in appropriate journal section of BB9 by July 9th.

2. View IRIS module
at [http://iris.peabody.vanderbilt.edu/iris_resource_locator/?term=diversity](http://iris.peabody.vanderbilt.edu/iris_resource_locator/?term=diversity) When you reach the IRIS website then click on module and then proceed to click the English Language Learner module on Teaching English Language Learners Effective Practices, submit completed activities and the assessment section of the module on bb9 journal section. not all parts of the module have an activity. Post in your journal section by July 10th.

3. Read the attached article, [Teaching English Language Learners-What the Research Does and Does Not Say.pdf](attachment:Teaching English Language Learners-What the Research Does and Does Not Say.pdf) List 10 ideas/concepts that you learned from the article plus write a short personal reflection of what your personal thoughts are on the content of the article. Post in the journal section of BB9. Due July 11th.
4. Read the handout on Instructional Options for ELLs attached here Instructional Options ELs2(2).pdf and summarize the article in one page. Submit in the appropriate journal section by July 8th.

5. Prepare for Assessment Presentation. From the list of approved assessments attached here 15-16TEA List of Approved Tests for ELLs.pdf select one of the assessments that you would like to present for your voiced power point presentation; please submit the name of the test to me for approval by July 12th through BB9 messages. See the rubric for requirements for presentation.

6. Go to this website http://www.cal.org and read the article entitled Alternate Assessment and Second Language Study and Assessment literacy for Language Educators. List 10 ideas/concepts that you thought were important from each article and post in your journal section of bb9. When you get to the website Center for Applied Linguistics, look at the Resources section at the top of the page, click on it and then on the left hand side click on digests to access the lists of articles which are listed alphabetically. Look for the articles required. Due July 12st.

UNIT 2 Second Language Acquisition
July 10-16

This is your list of assignments for you to check off. See below.

1. Prepare for Assessment Presentation. From the Texas List of Approved Tests.pdf provided on the PDF, please select one of the tests to develop your power point presentation; please submit to me for approval, the name of the test, and then you will post the presentation on the discussion forum by July 17th. On your voiced presentation you should: 1. give a description of the test. 2. Explain what are the language skills tested? 3. What is the reliability of the test? 4. What is the validity of the test? 5. How was it normed, and in what areas of the country? 6. How is the test administered and to whom (grade levels)? 7. How are the test results reported to the school districts? 8. How do school districts use the test? Your powerpoint should not be less than 5 slides or more than 10 slides with the narration. See rubric for required guidelines.

2. Read Chapters 3 & 4 in TELL Book- Write 10 ideas or concepts you learned and write a short two to three paragraph reflection in the appropriate journal section in BB9 by July 18th.

3. View Dr. Lucido's narrated power point presentation on Second Language Acquisition, Second Language Acquisition.ppt and list 15 concepts or ideas that you learned in your journal due July 15th.

4. Read the handout on Considerations in Assessment of English learners and list 5 important ideas/considerations that you will try to implement in your classroom and teaching post on the discussion board and view the posts of two of your colleagues due July 16th. Considerations in the Assessment of English Language Learners(2).pdf
5. RESEARCH ON BILINGUALISM, BILINGUAL EDUCATION, OR ENGLISH AS A SECOND LANGUAGE. SELECT ONE OF THE FOLLOWING TOPICS: BILINGUALISM, BILINGUAL EDUCATION OR ENGLISH AS A SECOND LANGUAGE, AND FIND TWO RESEARCH STUDIES OF SOME ASPECT OF THE TOPIC, SUCH AS THE BENEFITS OF BILINGUALISM, PROGRAMS IN BILINGUAL EDUCATION AND BENEFITS OF EACH, DIFFERENT TYPES OF ESL PROGRAMS AND THEIR BENEFIT. SOMETHING THAT YOU ARE WANTING MORE RESEARCH DATA ABOUT. YOU SHOULD SUBMIT YOUR TOPIC FOR APPROVAL BY DR. LUCIDO BY JULY 20th. WRITE A SHORT RESEARCH/REFLECTION PAPER ON WHAT RESEARCH FINDS ABOUT YOUR THE TOPIC YOU SELECTED. NOT MORE THAN 5 PAGES WITH A LEAST 3 CITATIONS AND SUBMIT TO DR. LUCIDO ON BB9 MESSAGES BY AUG.3RD.

6. View the resource articles and related links here http://www.everythingsl.net/inservices/_long Does Take Learn English_55843.php and write a short paragraph on the important of academic language vs. social language for ELLs, and submit here, and include how long does it take to learn both social and academic language. Post in the designated journal tab.

UNIT 3 Overview of Assessment in Bilingual/ESL Procedures

July 17-23

1. Read Chapters 5 in TELL (Teaching English Language Learners) and Chapter 1 in the FA Book (Formative Language Assessment for English Learners). The FA book is available in the bookstore. Put the 10 important concepts and your reflection as in Units 1, 2, and 3 in your journal on the designated tab.

2. Go to http://www.colorin.colorado.org. (you will have to copy this link and post it on your browser, it won't work directly) Go to the colorin.colorado.org website and at the top of the website page, click on to videos, scroll to webcasts, click on webcasts and listen to the webcast on Assessment of English Learners by Dr. Lorraine Valdez. Fill out the GIST form attached with information you thought was important. Attach the form and submit to me on the journal tab.GIST(1).pdf

3. Watch the YOUTube view on how a student is admitted into the bilingual/ESL program. Become very familiar with the process. Fill out the attached review questionnaire to keep for the mid-term. Process for putting a child in a Bilingual or ESL Program in Texas.docx Also view the exit criteria set by the Texas Education Agency in order for a student to be able to exit the bilingual or ESL program.

4. View the video Shaping the Way We Teach English: Module 10 Alternative Assessment. Write a two-page narrative highlighting 6 strategies used as alternative assessments and post in your journal in the appropriate section. Due July 24 (Scroll down to last activity

5. There is a WebEX for a review for the Mid-term exam posted below, competencies for the mid-term will be sent to you through the BB9 announcements.
6. Mid-Term Test on July 21st from 7:00 p.m. to 10:00 p.m. or as arranged with instructor.

UNIT 4 Bilingual and ESL Programs in Texas

July 24-29

1. Read Chapter 2 and 3 in FA (Formative Assessment for English language learners) and post your 10 concepts and reflections for each chapter separately in Journal. Due July 29th

2. Go to the Texas Education website. http://tea.texas.gov. Click on the curriculum materials section at the top of the website. Then click on the bilingual/ESL section under the special programs heading and scroll and click on the Texas Administrative Code listing to answer the attached questions. Texas Administrative Code.docx and post on the designated tab in the journal section. Due July 28th

3. Go to the TEA website, http://elltx.org/videos.html. You will have to copy and paste the website address to your browser. Click on the videos on best practices in cognitive tab watch one video, on the academic tab, watch one video, and on the linguistic tab, watch one video. Write a one to two page reflection on the best practices you observed from watching the 3 videos and post in your journal section. Due July 30.

4. View the English Language Proficiency Standards Power point and the ELPS Descriptions noted in the assignment section. Write a two page summary of the ELPS, and post in your journal section by July 31st. Navigating ELPS TETN 2_06_09.doc Review the different levels of language proficiency that is part of the evaluation system of the TELPAS (Texas English Language Proficiency Assessment System) ELPS Proficiency Descriptors(2).pdf

5. Go to the Office of Second Language Achievement website, ell@tamucc.edu. Look at the Resources for teachers section on the left side of the page, and click on the Best Practices for English Language Learners document, or the Promising Practices for Secondary English Learners document which ever one will be more appropriate for your grade level or the grade level you want to teach. You are to select three of the practices that you think you will try to implement in your classroom to help ELL students master the content in your classroom. Describe the practice and explain how you will use it in your classroom. Note some specific content, such as in my math class, i could use some graphic organizers to explain the similarities and difference in whole numbers and fractions. Post in the blog section by July 28 and then comment on two of your colleagues' posts by August 1-5.

UNIT 5 TEACHING CONTENT TO ELL AND AUTHENTIC ASSESSMENT FOR CONTENT
August 1-5

1. Read Chapter 4 and 5 in the FA (Formative Assessment) book and post your 8-10 concepts separately for each chapter and reflection in the journal due August 5th.
2. Watch the videos on Deeper Learning for English learners, write a one page reflection on the concepts provided and what are the implications and expectations for you as a teacher of English learners, and post on the discussion board and make comments on two of your classmates' postings by August 2nd.

3. Watch ONE of the three TEA (Texas Education Agency Web Portal) videos (Math, Science, or Social Studies) on this link http://elltx.org/videos.html. Write a one page summary of the best practices that were modeled in the videos post in the discussion section. Due August 3.

4. Read the document posted on Krashen's Five Hypothesis and comment on the importance of these his theories in the discussion section by August 3.

5. Go to the Pearson website and view the 8 sections of the SIOP lesson http://siop.pearson.com/about-siop/. List the parts of the SIOP lesson and describe what the teacher does in each section. You will submit with your final exam.

6. Remember to submit your Research Paper by August 3rd on the Journal tab in the appropriate tab.

7. I will send you the final exam on August 3 and you will work on it and submit to me by August 5th.

July 30th.

X. Textbooks Required for Course:


XI. Bibliography

The knowledge bases that supports 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 Rule 13.02.99.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#i

Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that
provides comprehensive civil rights protection for persons with disabilities. 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 an accommodation, please call or visit Disability Services at
(361) 825-5816 in Corpus Christi Hall 116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in
the classroom or on campus, please contact the Disability Services office for assistance at
(361) 825-5816.

Statement of Academic Continuity*
In the event of an unforeseen adverse event, such as a major hurricane and classes could not
be held on the campus of Texas A&M University–Corpus Christi; this course would continue
through the use of Blackboard and/or email. In addition, the syllabus and class activities may
be modified to allow continuation of the course. Ideally, University facilities (i.e., emails,
web sites, and Blackboard) will be operational within two days of the closing of the physical
campus. However, students need to make certain that the course instructor has a primary and
a secondary means of contacting each student.