BIEM 4344 EDUCATIONAL PSYCHOLOGY & THE BILINGUAL CHILD

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I. COURSE DESCRIPTION

Studies of the principles of educational psychology as applied to bilingual children.

II. RATIONALE

BIEM 4344 is a required course for the Bilingual Education Supplemental certificate.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS:

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

(1) Standard 1--Instructional Planning and Delivery. 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.

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

- Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
- Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
- Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

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

- Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
- Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
- Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
1.3 Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

- Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
- Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
- Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

1.4 Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts

- Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
- Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
- Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
- Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

- Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
- Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

1.6 Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

- Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
- Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
- **Teachers adjust content delivery in response to student progress** through the use of developmentally appropriate strategies that maximize student engagement.
(2) Standard 2--Knowledge of Students and Student Learning. 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.

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

- Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
- Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
- Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

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

- Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
- Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
- Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

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

- Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
- Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

- Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through
the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

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.

- Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

- Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

- Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

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.

- Teachers organize curriculum to facilitate student understanding of the subject matter.
- Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
- Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

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.

- Teachers teach both the key content knowledge and the key skills of the discipline.
- Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

Standard 4--Learning Environment. 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 maximizes student learning.
4.1 Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

- Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
- Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
- Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

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

- Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
- Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

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

- Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
- Teachers maintain a strong culture of individual and group accountability for class expectations.
- Teachers cultivate student ownership in developing classroom culture and norms.

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.

- Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- Teachers maximize instructional time, including managing transitions.
- Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
- Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 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.

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

- Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
- Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

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.

- Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
- Teachers involve all students in self-assessment, goal setting, and monitoring progress.
- Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

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

- Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
- Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

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

- Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
- Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and 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.
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

- Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

6.2 Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

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

- Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

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

- Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
- Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
- Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate

IV. STUDENT LEARNING OUTCOMES

Students in the Bilingual Education Supplemental certificate program will:

- demonstrate a depth of knowledge of bilingual education;
  (BIEM 4344, BIEM 4345, BIEM 4349, BIEM 4355, BIEM 4356, BIEM 4357 and BIEM 4360 are linked to this student learning outcome.)
- demonstrate a depth of speaking ability in Spanish;
  (BIEM 4355 and BIEM 4356 are linked to this student learning outcome.)
- effectively apply the competencies of a bilingual education teacher in their student teaching experience.
  (BIEM 4344, BIEM 4345, BIEM 4349, BIEM 4355, BIEM 4356, BIEM 4357 and BIEM 4360 are linked to this student learning outcome.)
V. **TExES COMPETENCIES**

The Bilingual Education Supplemental Field 164 TExES program competencies covered in this course follow.

**DOMAIN I - BILINGUAL EDUCATION**

**Competency 001**

The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

The beginning bilingual education teacher:

- Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.

- Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.

- Knows how to create an effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students’ diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, . . .).

- Knows how to create a learning environment that addresses bilingual students’ affective, linguistic, and cognitive needs (e.g., by emphasizing the benefits of bilingualism and biculturalism, . . .).

**Competency 002**

The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students’ language proficiency in their first language (L1) and second language (L2).

The beginning bilingual education teacher:

- Understands cognitive, linguistic, social, and affective factors affecting
second-language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/community environment, literacy background) and uses this knowledge to promote students’ development in L2.

VI. COURSE OBJECTIVES AND OUTCOMES

This course is designed to provide students with knowledge about: (1) what we know about young English language learners, (2) basic aspects associated with culture, (3) values and traits that are predominant in American society, (4) profiles of diverse immigrant students, describing their backgrounds and family experiences, (5) key factors that often shape the educational needs of immigrant students in U.S. schools, (6) factors influencing the assessment of English language learners, (7) variable stages of uprooting that children (and others) may be going through in their efforts to adjust to and thrive in a new culture, (8) the relation between culture and learning style, (9) ethnic, racial and minority group identification, (10) a continuum of social relationships among human groups, (11) the literacy gap and closing the gap in language, (12) a summary of explanations that have been offered to explain the differential success of minority language students, and (13) school-community field research.

The Bilingual Education Supplemental Field 164 TExES program objectives for this course follow: (1) understand the foundations of bilingual education and the concepts of bilingualism and biculturalism in order to create an effective learning environment for students in the bilingual education program (V. 001) and (2) understand processes of [bilingual] acquisition and development in order to promote students’ language proficiency in their L1 and L2 (V. 002).

VII. COURSE TOPICS

The major topics to be considered are the following:

- What we know about young English language learners
- Basic aspects associated with culture
- Values and traits that are predominant in American society
- Profiles of diverse immigrant students
- Key factors shaping the educational needs of immigrant students in U.S. schools
- Factors influencing the assessment of English language learners
- Variable stages of uprooting that children (and others) may be going through in their efforts to adjust to and thrive in a new culture
- Relation between culture and learning style
- Ethnic, racial and minority group identification
- Continuum of social relationships among human groups
- Literacy gap and closing the literacy gap in language
Summary of explanations that have been offered to explain the differential success of minority language students
Social Studies and the bilingual child
Culturally diverse school communities

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

The methods and activities for instruction include the following:

- Lecture/discussion approach
- Readings study questions
- In-class DVDs
- Group presentations

IX. EVALUATION AND GRADE ASSIGNMENT

The final grade will be based on the following:

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Test I</td>
<td>35%</td>
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<tr>
<td>Test II</td>
<td>35%</td>
</tr>
<tr>
<td>Stand and Deliver Assignment</td>
<td>10%</td>
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<tr>
<td>Community Analysis Field Study</td>
<td>20%</td>
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The letter grade equivalent for the cumulative percentage points earned follows:

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

X. COURSE SCHEDULE AND POLICIES

The weekly schedule for this course follows.

Aug. 30: Provide a synopsis of the course and discuss student expectations
Lecture on what we know about young English language learners

García & Frede - Overview and introduction, pp. 1-2; What we know about young English language learners . . ., pp. 184-191
Sept.  6:  Lecture on basic aspects associated with culture (definition of culture, three criteria for a culture, seven elements to a culture of a given people, three provisions of culture) and discuss the culture application activity
Gollnick & Chinn - Culture, pp. 4-6; Cultural identity, pp. 8-9

Culture application activity

Sept.  13:  Finish the previous objective and lecture on values and traits that are predominant in American society
Gollnick & Chinn - The dominant culture, pp. 6-7; Pluralism in society, pp. 9-12

Discuss profiles of diverse immigrant students, describing their backgrounds and family experiences, and lecture on key factors that often shape the educational needs of immigrant students in U.S. schools
Walqui - Who are our students?, pp. 7-18

Sept.  20:  Finish the previous objective and lecture on factors influencing the assessment of English language learners
Educational Testing Service - Factors influencing the assessment of English language learners, pp. 6-8
“East of Salinas: A story of immigration, childhood, and circumstance” (53 minutes)

Review for Test I

Sept.  27:  Test I

Explain Stand and Deliver assignment (Due on October 26th)
Scarcella - Understanding the success and failure of language minority students, pp. 3-22

Oct.  4:  Revisit Stand and Deliver assignment, including clarifying Scarcella’s summary of explanations that have been offered to explain the differential success of minority language students

Discuss variable stages of uprooting that children (and others) may be going through in their efforts to adjust to and thrive in a new culture
Igoa - The phenomenon of uprooting, pp. 115-132

Oct. 11: Lecture on the relation between culture and learning style
        Bennett - Learning styles, pp. 299-302; 312-313

        Lecture on ethnic, racial and minority group identification
        Gollnick & Chinn - Ethnicity . . Race, pp. 33-37

Oct. 18: Finish the previous objective and discuss a continuum of social
        relationships among human groups
        Dworkin & Dworkin - Minority group defined, pp. 17-21
        Bennett - What is prejudice?, pp. 82-84; What is racism?, p. 84
        LC212.523.R53 P482 “A class divided” (60 minutes)

Oct. 25: Lecture on the literacy gap and closing the gap in language
        Gunning - The literacy gap, pp. 1-5; Building language, pp. 35-41; 53-56

        Review for Test II

        Stand and Deliver discussion

        Explain Community Analysis Field Study (Due on December 8th)

Nov. 1: Test II

        Revisit Community Analysis Field Study

Nov. 8: Community Analysis Field Study

Nov. 15: Community Analysis Field Study

Nov. 22: Thanksgiving Holidays

Nov. 29: Community Analysis Field Study

Dec. 6: Community Analysis Field Study – Group Presentations

Class attendance is essential due to the nature of this course. Make-up exams require professor approval.

XI. TEXTBOOK
BIEM 4344 course pack is required for the course.

XII. COURSE POLICIES

Academic Integrity/Plagiarism
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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **November 9, 2018** is the last day to drop a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred Method for Scholarly Citations
The 6th edition of the *Publication manual of the American Psychological Association* is the preferred method for citations within papers.

Classroom/Professional Behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward University faculty and staff members. Specific rules and information are available in the *TAMU-CC student handbook* and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

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 website at http://advising.tamucc.edu/grade_appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***
The *Americans with Disabilities Act* 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, Room 116. See website http://disabilityservices.tamucc.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact Disability Services for assistance at (361) 825-5816.

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

*Required by SACS*