University of Texas at Arlington

Department of Curriculum & Instruction

## Bilingual Education/ESL Program (BEEP)

**BEEP 3381 Language Minority Students: Development and Assessment**

Fall 2014

**Instructor** Myrna Blanchard, M.Ed.

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**Faculty Profile and Website:** <http://www.uta.edu/coed/bilingual/>

[www.uta.edu/mentis](http://www.uta.edu/mentis)

**Office Hours**  by appointment only

**Section Information** BEEP 3381.003

**Day and Time** Wednesday, 4:30-7:20

**Class Location University Hall, 10**

**Description of Course Content**

This course addresses issues of child development with emphasis on the psychological, cultural, and social background of language minority children. The fundamental and process of first and second language acquisition will be discussed. The Assessment of language minority children will also be addressed including factors such as cultural bias in assessment, procedures for assessing eligibility for special language programs, and general literacy assessment with language minority students.

**Course Objectives:**

Teacher candidate will master the following objectives:

1. Analyze the historical development and court case that provided the foundation for the education for language minority students in Texas and in the Nation.
2. Apply theories or first and second language acquisition to the teaching of English as a Second Language (ESL)
3. Apply knowledge of current learning theories and strategies, including learning styles and language transfer to the teaching of linguistic minority students.
4. Describe and analyze the relationship between language and culture and its relationship to the teaching of languages.
5. Demonstrate and apply knowledge of the Bilingual and ESL EC-6 Generalist examinations.

***Textbook(s) and Materials:***

Lessow-Hurley, J. The foundations of dual language instruction (6th Ed.). Boston, Pearson

(2009): *Empowering to Succeed!* *Flip Into Success: ELPS at a Glance.* Dallas: El Saber Enterprises (year)

***Student Evaluation***

Grades will be assigned based on the traditional 100-point scale: 100-90 A; 89-80 B; 79-70 C; 69-60 D; and 59 and below F. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

1. **Attendance and Participation** ………………………**..**……………………**.. 15%**
2. **Quizzes**……………………………...……………**..**………………………**. 20%**
3. **Field-based component**…………………………………………………… **15%**
4. **Midterm** …………………………………...………………………………**. 20%**
5. **Final** ……………………………………………..………………………… **30%**
6. **Attendance:** Students are required to read materials assigned prior to class. They are also required to participate in class discussions to demonstrate a basic understanding of the content read. They are also expected to arrive on time to class and leave upon dismissal. Students arriving late must see the instructor at the end of class to be sure that they are counted present. The grade for attendance will be established based on the sign-in sheet. Leaving before dismissal will constitute an absence.

**Grading for attendance will be assigned as follows:**

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| Absences | Grade |
| 0 | 100 |
| 1 | 95 |
| 2 | 80 |
| 3 | 60 |
| 4 or more | 0 |

**Note: Students who fail to sign the attendance will be counted absent. There is no appeal.**

1. Quizzes—At least 4 multiple-choice quizzes will be given in this course. Some of the quizzes will be **unannounced**. Unannounced quizzes will be given at the beginning or during the last 20 minutes of class to assess mastery of the content presented. There are no make-up for unannounced quizzes.
2. **Midterm**—the midterm uses amultiple-choice format covering the content discussed in class and reading assignments.
3. **Reflections of Field Component**—junior students are required to document 20 hours in the field for the fall and 40 hours for the spring semester. For this course, as part of the 20 hours, students will document ten hours—in two separate reports of five hours each—working with English learners in an approved school. The Office of Field Services will identify the school district and the site for your placement. The field component of the course requires students to observe, support teachers, and interact with English learners in bilingual or ESL settings. Students will document 10 hours of classroom observation related to the following topics:

* Identification of language proficiency exams used to determine placement in the bilingual or ESL classroom
* Observe before-During-After reading strategies
* Identify stages of language proficiency based on the TELPAS examination
* Observe English instruction where the ELPS is implemented.
* Other topic(s) with prior approval from the professor.

Students will submit the documentation to Blackboard on the due date identified in the syllabus, following the format listed below:

1. Identify your work with your name and the title of the assignment.
2. The body of the assignment should indicate the date of the observation, the location, the name of the School Supervisor, and an analysis of the observation. Identify the topics of each of the days of observation. Describe and define each of the activities and concepts listed above. Example:

Day 1 September 2, 2014:

**Topic**: Identification of stages of language proficiency based on TELPAS. (Describe TELPAS and define the stages of language proficiency. Add other information to clarify.

1. **Final test**—the final test is a **comprehensive** multiple-choice exam covering the content discussed in class and in the reading assigned.

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| **Other Course Requirements:** |
| **The use of electronics in class (i.e. IPad, telephones and computers) is prohibited, unless it is required to participate in class activities, or to support documented special needs. If students need to make emergency phone calls during class, they should step outside the classroom to do so, or wait until an official break is offered.** |

**Teacher standards for Bilingual and ESL TExES**

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| ***Bilingual* Standards** | **ESL Standards** | **Comp.** **TExES Bilingual** | **Comp.** **TExES ESL** |
| ***Standard II.***The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism. | **Standard II.** The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment. | **Competency 001**—Foundations of Bilingual Education. 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. | **Competency 008**  The ESL teacher understands the foundations of ESL education and types of ESL programs. |
| ***Standard III.***The bilingual education teacher knows the process of first- and second-language acquisition and development. | **Standard III**. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students’ language development in English. | **Competency 002** –Acquisition of First and Second Language. 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). | **Competency 002**  The ESL teacher understands the processes of first-language (L1) and second language  (L2) acquisition and the interrelatedness of L1 and L2 development. |
| ***Standard IV.***The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language. | **Standard VI**. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction. | **Competency 003**—Development and Assessment of Bi-literacy. The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of bi-literacy. | **Competency 007**  The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction. |

**Tentative Lecture/topic Schedule**

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| Date | Activities and Assignments |
| August 27, 2014 | 1. Syllabus / Expectations 2. General Course Overview 3. Personal Dispositions   Strategy- Talk, Read, Talk, Write & Cooperative Group Sharing |
| September 3, 2014  Day 2 | * ELPS (presentation)—Myrna Castillo * Room: University Hall 108   **Assignment**: Read Chapter 1 |
| September 10, 2014  Day 3 | 1. TExES 2. BESO information—TABE 3. Texas Standards for bilingual and ESL education 4. Competencies for bilingual and ESL Language as a subsystem   **Assignment**: Read Chapter 3 & Study the following websites and come prepared to discuss the content:  <http://texes.ets.org/texes/prepMaterials/>  <http://www.uta.edu/coehp/tk20>  **Instructional Resources: PP 1. 2014 Intro** |
| September 17, 2014  Day 4 | 1. Language varieties   **Assignment**: Read Chapter 9  **Instructional Resources: PP 2. 2014 Structure of language** |
| September 24, 2014  Day 5 | 1. Historical and Legal Foundations of Bilingual and ESL Education 2. Policy and Programs 3. Historical Background 4. Court Cases 5. Assessment entry/exit   **Assignment:** Read Chapter 4  **Instructional Resources: PP 3. 2014 Found Bilingual ESL** |
| October 1, 2014  Day 6 | 1. Acquisition vs Learning 2. First language 3. Second language   Strategy- Inside/outside circle  **Assignment:**  Read Chapters 6 and 7  **Instructional Resources: PP 4. 2014 L1 L2 Acquisition** |
| October 8, 2014    Day 7 | 1. BICS and CALP—ESL methods 2. Language transfer 3. Context embedded and context reduced instruction 4. Language separation or translations   **Assignment:** Read Chapters 8 and 10   * **Submit First Reflection**—**school observations**—**days 1-5**   **Instructional Resources: PP 5. 2014 Language Instruction** |
| October 15, 2014  Day 8 | Guadalupe Alba RTI and Special Ed training  University Hall 108   * **Midterm Examination**—**On line** |
| October 15-18 | TABE in McAllen, Texas |
| October 22, 2014    Day 9 | Language Acquisition   1. School achievement   **Assignment**: Read Chapter 11 |
| October 29, 2014  Day 10 | 1. Assessment of ELs 2. Cultural components   **Assignment:**  Read Chapter 5  **Instructional Resources: PP 2014 Dev and Assessment** |
| November 5, 2014  Day 11 | 1. Dual language program models 2. ESL program models |
| November 12, 2014    Day 12 | Presentation of school experience--students   * **Submit Second Reflection**—**school observations**—**days 5-10** |
| November 19, 2014    Day 13 | Presentation of school experience--students |
| November 26, 2014    Day 14 | **Thanksgiving Holiday**   * **Timesheet due**—**Documenting 20 hours/10 hours for this course** |
| December 3, 2014  Day 15 | **Review of key concepts** |
| December 10, 2014  Day 16 | * **Final Test** |

**Biographical Sketch of the Instructor**

**Myrna Blanchard** is an Adjunct Professor at the University of Texas at Arlington and Texas Wesleyan University. Currently, Mrs. Blanchard also spends her time working as an independent consultant and Regional Manager for PoserKids Yoga. She holds degrees from the University of Texas at Arlington and Texas Wesleyan University and is currently completing a doctoral program at the University of North Texas. She serves on several advisory boards and committees in her community. She serves as the current President of the Bilingual/ESL Education Association of the Metroplex.

Mrs. Blanchard taught bilingual, ESL and regular education classes at the elementary level in both public and private schools. After receiving her Master of Education degree, with an emphasis in bilingual/ESL, she directed her district’s bilingual/ESL program in grades PK-12 for seven years.

**The University of Texas at Arlington College of Education**

**Mission, Core Values and Professional Dispositions**

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and to be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units’ collaboratively developed shared vision is based on these CORE VALUES, dispositions and commitments to:

• Excellence • Diversity

• Learner-centered environment • Technology

• Research-based • Field Experiences

• Collaboration • Life-long Learning

Each candidate in the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with   
candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

• Meets stated expectations of student performance.

• Keeps timelines and arrives on time for class and other activities.

• Produces significant artifacts of practitioner evidence.

• Possesses a willingness to set goals.

• Attends all classes/trainings and practicum experiences.

• Completes activities as assigned.

• Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

• Uses appropriate and professional language and conduct.

• Supports a "high quality” learning environment.

• Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

• Has an awareness of and willingness to accept research-based concepts.

• Identifies important trends in education.

• Demonstrates interests in learning new ideas and strategies.

• Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

• Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.

• Works effectively with others.

• Assists others in the university classroom or practicum setting.

• Demonstrates openness to accepting assistance from others.

• Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

• Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

• Uses and applies existing technologies sufficiently in work.

• Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

• Demonstrates significant learning improvement over time.

• Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

**TK20 Statement**

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system’s website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

***Electronic Communication:***

UTA e-mail is considered the official means of communication between the university and students. Utilize your UTA e-mail for all communications. You are advised to regularly check your UTA email. You will be held responsible if you do not receive information because you did not check your UTA email or Blackboard.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit [Study the location of nearest exit.]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

**Student Feedback Survey:**  At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

***Policies regarding assignments:***

All work for this course is to be edited and executed with care and professionalism. **Handwritten documents will not be accepted except for those you will be producing in class.** Always make sure to keep a copy of documents submitted to your professor.

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| * Complete all assignments by the due date listed on the syllabus or announced in class. Late work will not be accepted.   Please type all assignments, unless otherwise specified. The student's name should be on every page of every assignment submitted. It is also generally recommended that students keep copies of work turned in. The instructor reserves the right to return for re-submission any work that is not neatly, legibly, and professionally submitted. In addition, **assignments containing multiple spelling, usage, and/or mechanics errors will be returned for revision**. All written assignments must be done in **APA Format**.   * Submission: **CockeMaryReflection1** * It is important to protect the confidentiality of the students you will supervise, assist, tutor, and/or teach in the field. For this reason, it is important to change the name of a student during discussion and/or a written assignment. * Should our classroom meeting site become unavailable for any reason, another location will be provided in order to take exams or make presentations that might have been interrupted. * Medical Reimbursement:University students will be responsible for their own transportation, meals, and health care while participating in the field-based program. University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, internship, and residency. The university will not reimburse the student for any expenses related to injuries or illness. * Grade Grievance: The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal channels are to express your concerns in writing first to the course instructor, then to the appropriate department chair or program director, then to the academic dean, and then to the Provost. * As a courtesy to your instructor and your classmates, please keep the use of any electronic devices such as cell phones and pagers to a minimum (i.e., **for emergency situations**). * The instructor reserves the right to make changes to the syllabus, as deemed necessary. Students will be notified of any and all changes. |

**AVID**

* AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.
* The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of teacher candidates through consistent support and professional development for faculty and staff.
* At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.

**Resources**

1. U.S. Department of Education
   1. No Child Left Behind Legislation - <http://www.tea.state.tx.us/nclb/>
2. The Texas Education Agency and Special Legislation - <http://www.tea.state.tx.us/>
   1. Legal and administrative rules
3. Special Populations in Texas - <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>
   1. Special Education
   2. The Bilingual Education
   3. Compensatory Education
   4. Gifted and Talented
4. Migrant Education - <http://www.tea.state.tx.us/index4.aspx?id=4700>
5. Federal Accountability System <http://www.tea.state.tx.us/curriculum/index.html>
6. TEA Curriculum and Assessment
7. TELPAS (Texas English Language Proficiency Assessment System—see TEA website

**General References**

**Program Web Site:** <http://www.uta.edu/coed/bilingual/>

This is a page where we have gathered many commonly used resources needed by students in online courses:

<http://www.uta.edu/library/services/distance.php>

The following is a list of commonly used library resources:

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www-test.uta.edu/library/help/subject-librarians.php>

Database List <http://www-test.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php> --APA guidelines

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask a Librarian <http://ask.uta.edu>

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/policyissues>.

If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne Beckett, at [sbeckett@uta.edu](mailto:sbeckett@uta.edu) or at 817.272.0923 or Andy Herzog [amherzog@uta.edu](mailto:amherzog@uta.edu)

**Web Sites**

1. Texas Education Agency  [http://www.tea.state.tx.us/](http://www.tea.state.tx.us/juris.tec.html)
2. Critical Intercultural Studies - Chat group <http://stephweb.com/cgi-bin/cgiwrap/step/chat-html.pl>
3. ESL Bulletin <http://www.hi.net.or.jp/~hyukita>
4. ESL lesson Plans and Resources <http://www.csun.edu/~hcedu013/eslplans.html>