

Department of Curriculum & Instruction

College of Education
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**BEEP 4385: Sheltered English Instruction
 Spring 2016**

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<u>Section Information</u>	BEEP 4385.001
<u>Day and Time</u>	Tuesday—11:00 am-1:50 pm
<u>Class Location</u>	Check MyMav for the most up-to-date information

Course Description:

Analysis of the linguistic, cognitive, academic and cultural considerations required to provide meaningful and developmentally appropriate content area instruction to English language learners (ELLs) in PK-6. Prerequisite: BEEP 3381

Course Objectives:

At the end of this course students will master the following objectives:

1. Identify linguistic, cognitive, academic and cultural factors that may impact English language learners' learning of academic content in the classroom.
2. Explore second language learning and teaching and the role that the teacher, the students and the families play in the second language learning/teaching process.
3. Apply theories of first and second language acquisition to the teaching of ESL students in PK-6 classrooms.

4. Apply knowledge of current learning theories and strategies, including learning styles and language transfer, to the teaching of linguistic minority students.
5. Demonstrate and apply knowledge of the ESL TExES examination competencies.
6. Demonstrate a thorough understanding of sheltered instruction models and strategies to improve English language learners' success in the PK-6 classroom.

Textbook(s) and Materials:

Required Textbook:

1. Herrera, S. G. & Murry K. G. (2011). *Mastering ESL and bilingual methods* (2nd ed.). Allyn & Bacon, Boston.

Recommended book:

Rosado, L. (2010). *PRAXIS II: English to Speakers of Other Languages (360) w/Audio CDs (REA)—The Best Teachers' Test Prep for the PRAXIS* Piscataway, NJ: Research and Education Association.

Student Evaluation

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. Quizzes.....	30%
2. Final Examination.....	35%
3. Attendance	10%
4. Integrated Thematic Unit.....	25%
Total 100 percent	

Description of Course Requirements

1. **Quizzes**
Students will answer multiple-choice questions covering the content covered and written materials assigned.
2. **Final Examination:** A comprehensive multiple-choice final test will cover all the topics covered in class.
3. **Attendance and Participation**

Your active participation in this class is *expected*. To prepare for class make sure you complete all the assigned readings per week and you come with questions to class. The questions may be based on facts or on practice/implementation. Note that your lack of preparation for class will significantly affect your classroom participation and your overall grade. Please consult the calendar for the weekly assigned readings and assignments.

In addition to providing comments and making questions during class, either verbally or on ‘the parking lot’ (to be explained in class), you will be assessed for your understanding of weekly content covered by creating an ‘exit ticket.’ The ‘exit ticket’ is a strategy in which you will synthesize one or two major ideas covered during a given week and produce a ‘product.’ For this class, your ‘exit ticket’ will be to write a ‘tweet’ – a message in 140 characters or less. Your tweet will have the hashtag #beep4385 as part of the message. If you are not familiar with Twitter, you are encouraged to visit the link below. You will have time to submit your weekly ‘exit ticket’ until 11:59 PM of the day we meet in class. At the end of the semester you will also be required to submit a document with a copy of all your ‘Exit Tickets.’ This document will be submitted through Blackboard. Check the course schedule for the due date.

NOTE: The Twitter account you will be using in this course is for academic and professional purposes only. Therefore, you will most likely need to create a new account if you are using Twitter already. The new Twitter account must include your name and last name – you are discouraged from using ‘creative’ ones such as ‘Ilovemydoggy’ or ‘thisgirllovesshoes.’

Go to <https://twitter.com/signup> and sign up.

Need help? Get the 101 on using Twitter at <http://support.twitter.com/groups/31-twitter-basics/topics/104-welcome-to-twitter-support/articles/215585-twitter-101-how-should-i-get-started-using-twitter>

4. Integrated Thematic Unit

A. Planning Strategies: Teacher candidates will be organized in triads based on the following instructional settings:

1. **Self-contained classroom instructional programs:** (one teacher teaching all core content areas):

The group will be comprised of three teacher candidates assigned to teach the same grade level.

2. **Departmentalized instructional programs:** (various teachers teaching various core content areas): The group will be comprised of three teacher candidates assigned to teach three separate content areas—math, science, social studies. assigned to the same grade level, and begin planning the thematic unit.

B. Teacher candidates will develop a five-day integrated thematic unit. The unit must have content and language objectives. The content objectives must follow the Texas Essential Knowledge and Skills (TEKS) for grades EC-6, and the language objective must follow the English Language Proficiency Standards (ELPS) mandated by the State. Students are

required to use the official lesson plan format adopted by the Bilingual/ESL Education Program.

C. Plan the implementation of at least three learning centers to implement the thematic unit.

D. The final assignment **MUST** be submitted using the format and sequence presented below, including the use of the letters to identify the component.

Component of the Integrated Thematic Unit

1. Name of the candidates, name of the school and grade assigned
2. **Title** of the thematic unit
3. **Introduction:** Provide an overview of the unit, including the **topics** to be covered, and the content (TEKS) and language standards (ELPS) that will be addressed throughout the unit.
4. **Learning Centers:** Description, materials and activities for the learning centers.
 - A. Components of the learning center (Use a 90-minute format for the class and the incorporation of the center activities)
 - 1) Description of the learning center and connection with the TEKS or ELPS standards
 - 2) Instructions for the students to use the center.
 - 3) Describe the rotation from whole class instruction to the centers, within as 90 minutes sequence.
5. **Lesson for Each Day—Develop a full lesson plan using the official lesson plan format**
 - A. **Day one:** Present an overview of the unit to promote interest in the students.
 - B. **Day two:** Mathematics emphasis lesson
 - C. **Day three:** Science emphasis lesson
 - D. **Day four:** Social studies emphasis lesson
 - E. **Day five:** Unit closing—Present a lesson plan closing the unit, and administer the unit assessment.
6. **Summative Assessment:** Develop the unit assessment covering all the TEKS of the unit. Identify the expected answer in each question. The number of items per class objective will determine the number of items required, but you must use at least three questions for each objective.
 - A. **Table of Specifications:** Using the unit assessment, develop a table of specifications to link the content area test items with specific content objectives. Follow the format used in the table below. Please, do NOT deviate from this format. Be sure each of the objectives are assessed appropriately.

Table of Specifications

Objectives for each day of the week	Test Items covering each Objectives	Answer to the Question
Objective Day: 1 Example: The learner will describe the key symbols of the state of Texas	Questions 1, 2, 3	1. A; 2. B; C. D
Objective Day 2	Questions 4, 5, 6, 7, 8	4. A; 5. C; 6. A; 7. B; 8. D
Objective Day 3	Question 9, 10, 11, 12, 13	9. A; 10. B; 11. D; 12. D; 13. B
Objective Day 4		
Objective Day 5—Final day		

All work for this course is to be edited and executed with care and professionalism. You must keep evidence of all documents submitted electronically.

Submission of Assignments: Students are required to submit all documentation through Blackboard. **The thematic unit will also be uploaded to TK-20** The electronic file must be identified with the last name of the student and the title of the assignment. Example: CollinsThematicUnit. *The actual document also has to be identified with the name and course number. Documents that do not comply with instructions can be subjected to grade reduction.*

Grading Scale: The Bilingual/ESL Program uses the following grading scale:

A = 90 – 100 B = 80 – 89 C = 70- 79 D = 60- 69 F = Below 59

ESL Standards Covered in this Course

This course is organized around seven (7) modules. Student will read the materials, participate in class discussion, and then will take the examination to determine if they have mastered the standards for each module. If a student scores lower than 80% in any of the examinations, he/she must review the content to identify areas of needs. Most of the standards addressed in the modules will be re-assessed in the final examination.

Course Schedule*

Date/ Module	Standards	Key Concepts	Assignments
Week 1 Module 1 The Child Jan. 19	Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.	Growth of the ELs population in the Nation Cultural and linguistic diversity in the state and the Nation. Socio-cultural process and the process of cultural adaptation Stages of cultural adjustment	Read Chapter 1 Multidimensional Foundations of Methods for CLD Students
Week 2 Module 1 The Child Jan. 26			Read Rosado, L. & Ligon, C. (1997). The acculturation process of Latino children in the U.S. society. <i>Teacher Education and Practice</i> , 13 (1), 31-51. Quiz on Chapter I and article, The acculturation of Latinos through BB.
Week 3 Module 2 Feb. 2	Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.	<ol style="list-style-type: none"> 1. The cognitive dimension of instruction for ELs 2. Context embedded—reduced; cognitive demanding-undemanding 3. Bilingual Education and ESL instruction 4. Additive v. subtractive bilingualism 5. Key court cases in bilingual/ESL education 6. The separate and common underlying proficiency model—SUP and CUP models 7. Program models for bilingual and ESL education <ol style="list-style-type: none"> A. Transitional bilingual education (TBE) B. Developmental bilingual education C. Newcomer Programs D. English as a second language (ESL) E. English as a foreign language 	Text Chapter 2 Cognitive and Academic Dimensions of Methods for CLD Students
Week 4 Module 2 Feb. 9			Text Chapter 4: Changing Perspectives in Platform Development for Instructional Methods Quiz on Chapters 2 and 4 through BB

Date/ Module	Standards	Key Concepts	Assignments
Week 5 Module 3: The Language Component Feb. 16	Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language. ESL Teachers of Students in Grades EC–12 1.1 The beginning ESL teacher knows and understands: 1.1k the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon); 1.2k functions of language and registers of language (e.g., social versus academic language) in English; 1.3k the relationships among listening, speaking, reading, and writing; 1.4k the structure of the English language and conventions of written and spoken English; and 1.5k patterns of written and oral discourse.	1. Linguistic dimensions 2. Formal and informal language (BICS and CALP) 3. Language and a subsystem: Language Components A. Phonology, morphology, pragmatics, semantics, syntax, and graphophonics 4. Phonemes, morphemes, allophones, allomorphs... 5. Derivation and inflectional morphemes 6. Bound and free morphemes 7. Transitive and intransitive verbs 8. Basic sentence patterns in English 9. Connotation and denotation 10. Articulatory phonetics 11. Place and manner of articulation of English sounds 12. Oral and nasal sounds 13. Voiceless and voiced sounds 14. The vowel system	Chapter 2: Linguistic Theory Read: Rosado, L. (2010). <i>PRAXIS II: English to Speakers of Other Languages (360) w/Audio CDs (REA)—The Best Teachers' Test Prep for the PRAXIS</i> Piscataway, NJ: Research and Education Association. (Resource provided on BB)
Week 6 Module 3: The Language Component Feb. 23 HYBRID/ GROUP WEEK			HYBRID/GROUP WEEK – See Discussion Board Quiz on Linguistic Theory through BB
Week 7 Module 4: L1 & L2 Acquisition	Standard III. The ESL teacher understands the processes of first-	1. Theories of first and second language acquisition 2. The acquisition of BICS and	Text Chapter 3: Linguistic Dimension of Methods for CLD Students

Date/ Module	Standards	Key Concepts	Assignments
Mar. 1 Week 8 Module 4: L1 & L2 Acquisition Mar. 8	<p>and second-language acquisition and uses this knowledge to promote students' language development in English.</p> <p>The beginning ESL teacher knows and understands:</p> <p>3.1k theories, concepts, and research related to first-language (L1) development;</p> <p>3.2k theories, concepts, and research related to second-language (L2) development;</p> <p>3.3k the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2;</p> <p>3.4k the role of the linguistic environment and conversational support in second-language acquisition; and</p> <p>3.5k common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for</p>	<p>CALP-formal and informal language</p> <p>3. Stages of L2—Krashen's Theory of Second Language Acquisition</p> <p>4. Understanding the concept of print</p> <p>5. Characteristics of L2 learners</p>	<p>Read Chapter 2 (pp. 50-59) from Rosado, L. (2010). <i>PRAXIS II: English to Speakers of Other Languages (360) w/Audio CDs (REA)—The Best Teachers' Test Prep for the PRAXIS</i> Piscataway, NJ: Research and Education Association.</p> <p>Quiz on Chapter 3 and Rosado's Chapter 2</p>

Date/ Module	Standards	Key Concepts	Assignments
	overcoming these difficulties.		
Week 9 Mar. 15	Spring Break		
Week 10 Module: Planning Instruction Mar. 22	Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.	<ol style="list-style-type: none"> 1. Accommodations Spiral 2. Curriculum Issues—Texas Essential Knowledge and Skills 3. The cycle of teaching and learning 4. Approach, method, strategy and technique 5. Cognitive, grammatical and communicative approaches 6. ESL methods <ol style="list-style-type: none"> A. Grammar-Translation Method B. Direct Method C. Audio-lingual Method D. Silent Way E. Natural Method F. Suggestopedia G. Total Physical Response 	Read Chapter 6 Planning and Grounding Instructional Methodology
Week 11 Module: Planning Instruction Mar. 29	<p>The beginning ESL teacher knows and understands:</p> <p>4.1k applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL;</p> <p>4.2k factors and procedures in planning ESL instruction, including consideration of students' developmental characteristics and their individual needs;</p> <p>4.3k a variety of</p>		<p>Read Chapter 3 of Rosado, L. (2010). <i>PRAXIS II: English to Speakers of Other Languages (360) w/Audio CDs (REA)—The Best Teachers' Test Prep for the PRAXIS</i> Piscataway, NJ: Research and Education Association.</p> <p>Quiz on Chapters 6 of textbook and 3 of Rosado through BB</p>

Date/ Module	Standards	Key Concepts	Assignments
	methods and techniques appropriate for instruction in the ESL classroom; 4.4k strategies for fostering ESL students' communicative competence;		
Week 12 Module: Integrated Content- Based Method Apr. 5	Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction. The beginning ESL teacher knows and understands: 4.5k instructional practices, resources, and materials for content-based ESL instruction; 4.6k the use of technological tools and resources to facilitate and enhance ESL instruction; and 4.7 k classroom management strategies for a variety of ESL	1. Integrated Content-based Method—Thematic instruction A. Benefits for students B. Language across the curriculum C. Implementation of thematic units	Read Chapter 7 Integrated Content-based Method of Instruction
Week 13 Module: Integrated Content- Based Method Apr. 12 HYBRID/ GROUP WEEK			HYBRID/GROUP WEEK – See Discussion Board Quiz on Chapter 7 through BB Thematic Unit is due

Date/ Module	Standards	Key Concepts	Assignments
	environment and situations		
Week 14 Apr. 19	Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction. The beginning ESL teacher knows and understands: 4.5k instructional practices, resources, and materials for content-based ESL instruction; 4.6k the use of technological tools and resources to facilitate and enhance ESL instruction; and 4.7 k classroom management strategies for a variety of ESL environment and situations	1. Sheltered Instruction Method 2. Planning instruction using SIOP Method 3. Strategies use in SIOP 4. The CALLA Method 5. The SDAIE Method	Read Chapter 8 The Sheltered Method of Instruction
Week 15 Apr. 26			Read Chapter 9 The CALLA Method of Instruction Quiz on Chapters 8 and 9
Week 16 May 3	Course Wrap-Up / FINAL WEEK		

- Professor reserves the right to make changes to the schedule. Students will be informed of all changes.

Rubrics and Documents for the Course

Rubric for the Integrated Thematic Unit

ELEMENT	3 Excellent	2 Good	1 Needs improvement
Introduction of the Unit	Identified appropriate TEKS around which to develop the thematic unit	Partially identified the TEKS around which to develop a thematic unit	Did not identify the TEKS around which to develop the thematic unit
Content Objectives	Used content objectives clear, measurable and derived from TEKS	Used content objectives partially clear , partially measurable, and with some connections to TEKS	Used content objectives that are not clear, nor measurable , and with limited connections to TEKS
Language objectives and ELPS	Used measurable language objectives clearly derived from ELPS	Used partially measurable language objectives, partially connected to the ELPS	Used non measurable language objectives, with a vague connection with the ELPS.
Introduction the Thematic Unit	Developed an interesting introductory lesson plan to provide an overview of the topics to be covered in the thematic unit.	Developed an introductory lesson plan that partially introduces the topic or provides a preview of what I to be learned in the unit	Developed an introductory lesson plan with minimal relationship to the rest of the unit

Sequence of lesson plans and activities	Developed lesson plans thematically interconnected, built on prior knowledge, and following an appropriate sequence.	Developed lesson plans that lack logical connections, partially taking into account prior knowledge, and exhibiting some degree of logical sequencing.	Developed lesson plans that are not thematically organized, did not take into prior knowledge, and did not present a logical progression.
Closing lesson	Summarized unit content presented, and assessed children's mastery of unit's content objectives.	Partially summarized unit content, and assessed children's mastery of content objectives.	Did not present a unit overview and did not fully assessed unit content mastery.
Assessment of student's learning	Developed a unit assessment covering all unit objectives, with a fully developed table of specifications	Developed some form of assessment, with a partially developed table of specifications	Did not develop an assessment activity, nor presented a table of specifications
Instructional Resources Thematic Unit	Included a list of all resources used in the unit, using the APA style	Included a partial list of resources used in the unit, using some form of the APA style	Did not include a list of the resources used in the unit, nor used the APA style

LESSON PLAN FORMAT—ENGLISH

I. BACKGROUND INFORMATION

Candidate _____ *UTA Field Supervisor* _____ Date _____

Cooperating Teacher _____ School _____

School District _____ Grade _____ Subject _____

Approximate Length of Lesson _____ Beginning: _____ Ending: _____

II. GOALS AND OBJECTIVES

1. TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

2. CONTENT OBJECTIVE(S)

3. ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)

4. LANGUAGE OBJECTIVES (FROM ELPS)

5. MATERIALS—RESOURCES (3 TO 5)

6. TECHNOLOGY

7. KEY VOCABULARY (5 OR MORE)

8. PRE-ASSESSMENT RELATED TO TEKS

III. INSTRUCTIONAL DELIVERY**1. Introduction to the topic****A. Anticipatory Set (Focus):**

2. Development of the Topic (Short and Precise)**1. Teaching input:**

2. Modeling:

3. Guided Practice

4. Checking for Understanding

5. Re-teaching

6. Modifications (linguistic and content-based)

7. Extensions

IV. ASSESSMENT

V. SUMMARY KEY CONTENT

1. Closure:

VI. REFERENCES USED FOR THE LESSON (Use the APA format)

EC-6 ESL-BILINGUAL LESSON—DESCRIPTION OF REQUIRED COMPONENTS

I. Background Information

1. Candidate's Name
2. UTA Supervisor (UTA supervisor)
3. Date
4. Cooperating Teacher
5. School
6. District
7. Grade
8. Subject
9. Topic for the lesson
10. Approximate Length of Lesson _____ Beginning: _____ Ending _____

II. Goals and Objectives

1. TEKS:
Write out the specific TEKS
2. Content Objective
This should be state behaviorally (condition, skill (from the TEKS), action verb, & criteria)
3. ELPS:
Write out the specific ELPS
4. Language Objective
From the ELPS
5. Materials
6. Technology
7. **Key Vocabulary:**
The new vocabulary the students will encounter during the lesson. To be presented within the context of the lesson. (Minimum of five).
8. **Pre-Assessment related to TEKS and Objectives**
Collection of data to determine what students already know related to the TEKS and Objectives. Activating prior knowledge

III. Instructional Procedures

This section must include the instructional procedures. Below is an example of what this would look like for a Direct Instruction Lesson. You can reorder the components for an Indirect Lesson or include the components of a 5E Lesson Plan.

1. Introduction of the Topic

- A. Anticipatory Set (Focus) - Sometimes this is called the “hook” or “mind capture” and is used to grab the student’s attention. Describe exactly what you are going to do or say to the students to relate to them the objectives of the lesson and put them in a receptive frame of mind.
- B. Purpose of Introduction is to:
 - To focus the student’s attention on the lesson
 - To create an organizing the framework for the ideas, principles, or information that is to follow (sometimes called “advance organizers”)
 - To extend the understanding and the application of abstract ideas through the use of examples or analogies)
 - To refer to prior learning

2. Development of the Topic (Short and precise)

- A. Teaching: Input – The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, exploration, experimentation, discussion, etc.
- B. Teaching: Modeling – Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work, The critical aspects are explained through labeling, categorizing, comparing, etc. (AKA “I do it”)
- C. Guided Practice – This is an opportunity for each student to demonstrate their understanding of the new learning by working through an activity or exercise under the teacher’s direct supervision and with the teacher’s support (scaffold). The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed. (AKA “We do it”)
- D. Checking for Understanding– This is a determination of whether students have “got it” before proceeding. It is essential that students practice doing it right so the teacher must know that students understand before proceeding to Independent Practice. If there is any doubt that the class has not understood, the concept/skill should be re-taught before Independent Practice begins.
- E. Re-Teaching
 - How will you teach these objectives again in a different way for:
 - Students who did not meet them in the lesson? All students as a review?
- F. Modifications
 - What modifications would you make for students with special needs/IEP?
 - What language modification would you do for beginners, intermediate, advanced English learners (ELs)
- G. Extensions
 - How might you extend this lesson for children of more advanced abilities?

IV. Assessment

- A. Independent Practice – Once pupils have mastered the content or skill, it is time to provide for reinforcement for practice. It may be homework, or individual work in class. It is the opportunity for students to apply what they have learned. (“You can do it”)
- B. What did the students do during this lesson to let you know they had met the objectives stated above?
- C. What were the behaviorally/observable ways that the students met the objectives for this lesson?

V. Summary for the Students of What Has Been Learned

- Closure - made up of actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Closure is used to help students bring things together in their own minds, to make sense out of what has just been taught. “Any questions? No. OK, let’s move on” **is not closure**. Closure is used to:
 - To cue students to the facts that they have arrived at an important point in the lesson or the end of a lesson
 - To help organize student learning
 - To help form a coherent picture, to consolidate eliminate confusion and frustration, etc.
 - To reinforce the major points to be learned...to help establish a network of thought relationships that provide a number of possibilities for cues for retrieval.
 - To review and clarify the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student’s conceptual framework.

VI. References

Be sure to include an APA 6th ed. reference for all sources of information used in planning this lesson – including the TEKS and ELPS standards.

Policies and Procedures

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels: Core Values, Effective teaching, Active learning, Quality research, and Meaningful service

TK-20

The College of Education 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.

Class Attendance

Attendance in this class is mandatory. Students are expected to arrive **on time** to class. A sign-in sheet will be used every time we meet. Students arriving late must see the instructor at the **end of class** to be sure that they are counted present. Only one health-, work-, or religious-related absence will be permitted. Should you need to arrive late or leave early on a given date, make sure you inform the professor before the class meets. Arriving late or leaving early without prior permission will count as an absence.

Adds and Drops - Adds and drops may be made during late registration on the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar.

- A student may not add a course after the end of late registration.
- No grade is given if a student drops a course before the Census Date of that semester.
- A student may drop a course with a grade of W during the first six weeks of class.
- From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.
- A student may not drop a course after the 12th week of class.
- The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.
- Students wanting to drop all courses for which they are enrolled must withdraw from the University.

Email Communications

UTA e-mail is considered the official means of communication between the university and students, effective August 22, 2005. 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.

American with Disabilities Act (ADA):

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for

verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Student Support Services:

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Academic Honesty:

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

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 you keep a copy of documents submitted to your professor.

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.**

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 has been provided in order to take exams or make presentations that might have been interrupted.

Course Alignment with Learning-Centered Proficiencies for Texas Educators

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

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

Equity in Excellence for All Learners: The teacher responds appropriately to diverse groups of learners.

Learner-Centered Communication: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

Learner-Centered Professional Development: The teacher, as a reflective practitioner dedicated to all students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

Criminal record check:

When a UTA student begins to work in a school for any reason, he/she will need to complete a Criminal Record Check (CRC) form. The CRC form should be completed during the first week of classes. These forms will be returned to the Field Experience Office and routed to the personnel office for the school district. The school district will process the criminal record check and then notify students of any CRC that does not clear. In the case that a student is notified by the school district that his/her CRC does not clear, he/she must report immediately to the Field Experience Office and withdraw from internship, residency, and any class requiring field work components. Because of the possibility that CRCs that do not clear may not be reported to students until after census date, students bear the responsibility of any loss of fees due to subsequent withdrawal from the teacher education program.

Bomb Threats:

If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

References:

Texas Education Agency <http://www.tea.state.tx.us/index.aspx>

State Board for Educator Certification

http://www.tea.state.tx.us/index2.aspx?id=5830&menu_id=865&menu_id2=794

TEA Bilingual Education/ESL

http://www.tea.state.tx.us/index2.aspx?id=4098&menu_id=720

TEA Special Education <http://www.tea.state.tx.us/index2.aspx?id=2147491399>

Texas Essential Knowledge and Skills

<http://www.tea.state.tx.us/index2.aspx?id=6148>

English Language Proficiency Standards (ELPS)

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

Public Education Information Management Systems (PEIMS)

<http://www.tea.state.tx.us/index4.aspx?id=3012>

Rosado, L. (2010). *PRAXIS II: English to Speakers of Other Languages (360) w/Audio CDs (REA)—The Best Teachers' Test Prep for the PRAXIS* Piscataway, NJ: Research and Education Association.

Rosado, L. & Ligon, C. (1997). The acculturation process of Latino children in the U.S. society. *Teacher Education and Practice*, 13 (1), 31-51.