**University of Texas at Arlington**

Department of Curriculum & Instruction

## *Bilingual Education/ESL Program (BEEP)*

**BEEP 4305 Biliteracy Development in Dual Language Programs**

Fall, 2016

**Instructor** Lidia E. Morris

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**Section Information:** BEEP 4305.001

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

**Class Location:** Science Hall 331

# Description of Course Content:

This course will provide an analysis of the grammatical and orthographic components of the Spanish language needed to become effective dual language teachers. An analysis of the content, format and techniques to master the Bilingual Target Language Proficiency Test (BTLPT) will take place.

**Student Learning Outcomes:**

Given the appropriate guidance students will:

1. Analyze the components of the Bilingual Target Language Proficiency Test—Spanish;
2. Review basic Spanish grammar rules as it is presented in the TEKS;
3. Analyze the structure of English and Spanish emphasizing cross-linguistic transfer to promote bi-literacy.

# Textbook(s) and Materials:

Morris, L. & Rosado, L. (2013). El desarrollo de español para maestros en programas de educación bilingüe. Arlington, Texas. L. M. Consultant. ISBN 978-0-9800028-0-5

Awarded First Place at the 2014 International Latino Book Award- under Best Reference Book

**Description of Assignments:**

**Descriptions of major assignments and examinations**

1. Quizzes will follow a multiple-choice format, and they assess the knowledge of the Spanish grammar and orthography (spelling and punctuation) knowledge needed to become an effective dual language teacher.
2. The BTLPT oral and written performance will be rated by the professor based on a holistic scoring process developed by the Center for Bilingual Education. The oral component of the assignment will be graded base on the following proficiency levels:
   1. beginner, (1) intermediate, (2) Advanced, and (3) Advanced High
3. Oral Spanish Sample (Video cast)

Students will develop **two** video cast in which they will demonstrate their oral proficiency in Spanish.

**Video cast 1**: Questions and answers

**Video cast 2**: Provide an opinion.

Candidates will upload the files to the UT Arlington assessment program—TK-20. Content of the Video cast will be evaluated using the same criteria as the oral component of the BTLPT. Instructions to complete each of the assessment components are presented below, followed by the rubric to rate the speech samples.

1. Three Spanish written assignments are required for the BTLPT component: (1). Letter, memo or email; (2) a lesson plan; and (3) an essay based on a prompt.

**Grade assignment based on Proficiency levels**.

|  |  |  |
| --- | --- | --- |
| **Proficiency Levels** | **Descriptor** | **Grade Assignment** |
| 3 | Advanced High | 100-93 |
| 2 | Advanced | 92-85 |
| -2 | Almost Advanced | 84-77 |
| 1 | Intermediate | 76-70 |
| 0 | Beginner | 69-40 |

**Instructions for the Oral Spanish Sample (Podcast)**

**Oral Part I: Questions and answers**

Estimated time for this activity: Seven minutes

**Instructions**:

This section of the test requires candidates to answer **two questions** related to topics and situations in a typical bilingual classroom. If the candidate is not familiar with the topic, he/she might need to improvise. However, candidates must make an effort to address the question in a logical, convincing and systematic fashion.

1. Candidate has 60 seconds to prepare their answer and 60 seconds to deliver it.
2. For quality purposes, the verbal output of the video should be recorded in a noise-free environment.
3. Answer two of the following questions following this process:
4. **Preparation for the Video cast**: Study the questions and select two of them. Take an average of 1 minute to prepare the answers. **You may use notes, but you may not read a statement to address these questions.**
5. **During the video**: Indicate your name and the type of assignment

I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I will be addressing section I of the Oral component of this assignment—**Questions and answers**.

1. Read the question and proceed to answer it.
2. Once you have answered the questions in part I, proceed to part II of the assignment, following the same procedure.

**Sample Questions**

|  |  |
| --- | --- |
| **Question 1** | Describa los elementos que le motivaron a querer ser un/a maestro/a de educación bilingüe. |
| **Question 2** | ¿Qué tipo de modificaciones recomendaría usted para que un estudiante con una aptitud lingüística en inglés a nivel intermedio pueda completar una prueba de matemáticas en inglés? |
| **Question 3** | Describa las similitudes y diferencias entre los comités que regulan la admisión y reclasificación de estudiantes bilingües (LPAC) y estudiantes en el programa de educación especial (ARD) |

**Oral Part II: Support a situation or provide an opinion**

Estimated time for this activity: Seven minutes

**Instructions:**

This section of the test requires candidates to address **one topic/question.**

1. Study the questions and select the one that you want to address.
2. For quality purposes, the verbal output of the video should be recorded in a noise free environment.
3. Address one of the topics/questions provided.
4. Create a link to view video in You Tube
5. Follow this process:
6. **Preparation for the video**: Study the questions and select one of them. Take an average of two minutes to prepare the answers. You may use notes, but you may not read a statement to address these questions.
7. **During the video**: Indicate your name and the type of assignment

I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I will be addressing section II of the Oral component of this assignment— **Support a situation or an opinion.**

1. Read the question selected and proceed to answer it—you have two minutes to complete the answer.

**Sample Questions**

|  |  |
| --- | --- |
| **Question 1** | Usted es parte de un comité que identificará el programa educativo más apropiado para los estudiantes que están aprendiendo inglés como segundo idioma en el distrito escolar XX. Algunos de los modelos que se están evaluando son: la educación bilingüe de transición, educación dual y el programa de inmersión estructurada en el inglés. Seleccione uno de estos modelos y prepare una presentación oral para expresar su opinión. |
| **Question 2** | En base a las pruebas de aptitud lingüística, un grupo de estudiantes califica para el programa de educación bilingüe. Sin embargo, sus padres han rechazado la admisión a este programa. El director de la escuela ha convocado una reunión con estos padres y le pide que usted haga una pequeña presentación para convencer a los padres para que permitan que sus hijos ingresen en el programa de educación bilingüe. |

**Scoring Rubric for Oral Expression—Questions and Answers, Oral Presentation, and Situation/Opinion**

|  |  |  |  |
| --- | --- | --- | --- |
| Rating | Task Completion | Topic Development | Language use |
| 3 Excellent | **Fully** addresses and completes the task. | Directly relates to the topic; well-developed treatment of the topic.  All or almost all supporting details or examples are appropriate and effective  All or almost all content is accurate. | Demonstrate mid-high or high degree of control of a variety of structures; a very few grammatical errors occur with no evident pattern.  Varied vocabulary appropriate for the content used with precision  High level of fluency  Very good pronunciation  Well-organized, generally coherent response.  Register is appropriate (accurate social and/or cultural references included) |
| 2 Good | Addresses and completes the task. | Relates to the topic  Most supporting details or examples are well defined  Most content is accurate with occasional inaccurate information. | Demonstrate moderate degree of control or a variety of structures; some grammatical errors occur.  Appropriate vocabulary with occasional errors such as making up words or code-switching.  Moderate level of fluency with occasional hesitance; some successful self-correction.  Good pronunciation  Organized responses with some coherence.  Register is generally appropriate (generally accurate social and/or cultural references included) |
| 1 Needs improvement | Addresses and completes the task. | Moderately relates to the topic  **Some** supporting details or examples are vague or not well defined.  Some content is accurate with significant inaccurate information. | Demonstrate a **lack of control** of a variety of structures; frequent grammatical errors occur.  Limited vocabulary; frequent errors such as making up words and code-switching.  Low level of fluency with frequent hesitance.  Fair pronunciation with interference from another language.  Disorganized response with little coherence.  Register is inappropriate (inaccurate social and/or cultural references included) |
| 0 Unable to comply | Partially addresses and/or partially completes the task. | Minimally relates minimally to the topic  Most supporting details or examples are irrelevant or not effective.  Most content information is inaccurate. | Demonstrate **lack of control** of numerous structures; numerous grammatical errors impede communication.  Insufficient vocabulary; constant interference from another language.  Poor fluency with labored expression  Poor pronunciation, which affects comprehension  Disorganized response with no coherence.  Minimal to no attention to register (inaccurate social and/or cultural references are included) |

**Attendance Policy**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance. Students are expected to arrive **on time** to class. Students arriving late must see the instructor at the **end of class** to be sure that they are counted present. **Two tardies and/or leaving before dismissal will constitute an absence.** Five percent of the grade will be based on attendance and punctuality. See grading calculation based on the number of absences:

**0—100% 1—90% 2—80% 3—60% 4 or more—0%**

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

**Make-up Exams**

There are no makeup for exams. Students are required to take examinations during the time specified.

**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 factual information and/or on practice and implementation. 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.

All work for this course is to be edited and executed with care and professionalism. **Handwritten documents will not be accepted.** All written assignments must be done with a **Microsoft Word using a size 12 font—single space**. Students are required to keep copies all documents produced for this course and other courses related to TExES.

You must keep evidence of all documents submitted electronically.

**Submission of Documents**

1. All work for this course is to be edited and executed with care and professionalism. Handwritten documents will not be accepted
2. All documents are to be submitted to Black Board for grading using the following format: last name first name title of the assignment course number
3. **Ex. Jones\_June\_video cast 1 BEEP 4305**

The candidates are required to submit **ONLY** the following assignments to TK20: **Videocast**

**Late submission**

* **One day late- minus10%**
* **Two days late- minus 20%**
* **Three days late- minus 40%**
* **Four days late-unaccepted**

**Expectations for Out-of-Class Study**: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

# Student Evaluation

1. BTLPT Listening Comprehension (21%)…………………………………………………………. 15%

2. BTLPT Reading Comprehension (26%)…………………………………………………………… 15%

3. BTLPT Oral Performance (29%)…………………………………………………………………… 20%

4. BTLPT Written (letter, essay, and lesson plan) (24%)………..………………………………..… 20%

5. Quizzes (Pruebas cortas).…………………………………………………………………………… 10%

6. Attendance and Participation ……………………………………………………………………… 10%

7. Pre and Post-test …………………………………………………………………………………….. 10%

**Grade Calculation:**

Final course grade will be determined based on the *weighted percentages* (not a simple average) of assignments as follows:

A = 93-100

B = 85-92

C= 77-84

D = 70-76

F = Below 70

**Grading Description**

You must keep evidence of all documents submitted electronically.

1. The BTLPT oral and written performance will be rated by the instructor based on a holistic scoring process similar to the one used in the official test.
2. The listening comprehension component will be assessed using a multiple choice format.

Levels/Percentages: 3 (100-93%) 2 (92-85%) 1 (84-77%) 0 (76-70%)

1. Three Spanish written assignments are required for the BTLPT component: (1). Letter, memo or email; (2) a lesson plan; and (3) an essay based on a prompt.

1. The oral and written component of the assignment will be graded base on the following proficiency levels:
   1. beginner, (1) intermediate, (2) Advanced, and (3) Advanced High

**Grade assignment based on Proficiency levels**:

Levels/Percentages: 3 (100-90%) 2 (89-80%) 1 (79-70%) 0 (69-0%)

**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.

**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>).

**Disability Accommodations: UT** 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

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.

**Title IX:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*. For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses 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.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online 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.

**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, which is located at the stairway #3S4]. 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 individuals with disabilities.

([http://www.uta.edu/police/Evacuation Procedures.pdf](http://www.uta.edu/police/Evacuation%20Procedures.pdf))

**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 http://www.uta.edu/universitycollege/resources/index.php

**The English Writing Center (411LIBR)**: Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In ***Quick Hits*** sessions during all open hours Mon-Thurs. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/). Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information.

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***Electronic Communication:***

**BILINGUAL EDUCATION STANDARDS**

***Standard I.***

The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).

**Certification Standards for TExES 190 Bilingual Target Language Proficiency Test (BTLPT)**

**The Standards**

**Bilingual Target Language Proficiency Test (BTLPT) — Spanish Standard I**

The teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language.

**Bilingual Target Language Proficiency Test (BTLPT) — Spanish Standard II**

The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language.

**Bilingual Target Language Proficiency Test (BTLPT) — Spanish Standard III**

The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.

**Bilingual Target Language Proficiency Test (BTLPT) — Spanish Standard IV**

The teacher f is able to write effective interpersonal and presentational discourse in the target language.

**Domain I Listening Comprehension**

**Tentative Lecture/Topic Schedule**

|  |  |  |
| --- | --- | --- |
| **Date** | **Standards and TOPICS** | **References and Assignments** |
| Week 1  August 29 | 1. Syllabus / Expectations 2. General Course Overview 3. Field Experience Process 4. TExES Examinations 5. Proficiencies for TExES 6. Overview of the TExES 190 | **Assignment**:   1. Download the BTLPT (TExES 190)   Practice test available at: <http://texes.ets.org/texes/prepMaterials/>  <http://cms.texes-ets.org/assets/rsc/btlpt_webinar/index.html>  **Laptop needed**  **Pre-test**  Take The Bilingual Target Language Proficiency Test (BTLPT) Spanish, TExES #190, Interactive Practice Test available on the Educational Testing Services website:<http://cms.texes-ets.org/texes/prepmaterials/texes-preparation-manuals/interactive-practice-test/>  **Readings**   1. Elementary Secondary Education Act-1965, 2010, (NCLB, 2002) now Every Student Succeeds Act. Dec.. 2015 2. Rosado, L. (2005, December). *The*   *Language of Cervantes: Alive and well in Texas*. Hispania, *88 (4)*, 456-469. |
| Week 2  September 12 | ***Standard I.***  **The bilingual education teacher has communicative competence and academic language proficiency in the** **first language (L1) and in the second language (L2).** | **Content:**   1. Historical development of   Spanish-research study.   1. Elements that   influence the Spanish in America   1. The Spanish/English Connection 2. Language Transfer and Interference 3. Cognates 4. Prefixes/suffixes   **Reading**:   1. Rosado, L. & Salazar, D.   (2002-2003). La Conexión: The English/Spanish Connection. *National Forum of Applied Educational Research Journal 15(4), 51-66.*   1. Cognates – Textbook pages. 92-101   PowerPoint: La Transferencia Lingüística y su efecto en la Educación Dual |
| Week 3  September 19 | ***Standard I.***  **The bilingual education teacher has communicative competence and academic language proficiency in the**  **first language (L1)**  **and in the second language (L2).**  **Grammar overview Part I:** | **Content:**   1. Los sustantivos 2. Tipos de oraciones 3. Los Pronombres 4. Clíticos 5. Objeto directo e indirecto   **Prueba corta 1**:  **Reading**:  Textbook—Chapter 1: La Gramática |
| Week 4  September 26 | ***Standard I.***  **The bilingual education teacher has communicative competence and academic language proficiency in the**  **first language (L1) and in the second language (L2).**  **Grammar overview Part II:** | **Content:**   1. Conjugaciones verbales 2. verbos regulares e irregulares 3. El modo imperativo,   **Reading**: Textbook, Chapter 1: Gramática cont. |
| Week 5  October 3 | ***Standard I.***  **The bilingual education teacher has communicative competence and academic language proficiency in the**  **first language (L1) and in the second language (L2).**  **Orthography Overview Part I**: | **Content:**   1. La Sílaba 2. Los acentos (ortográfico, prosódico y diacrítico),   **Prueba corta 2 (gramática)**  **Reading**: Textbook—Chapter 2: La Ortografía |
| Week 6  October 10 | ***Standard I.***  **The bilingual education teacher has communicative competence and academic language proficiency in the**  **first language (L1) and in the second language (L2).**  **Orthography Overview Part II**: | **Content:**   1. Los acentos 2. Práctica de acentos   **Reading:**  Textbook, Chapter 2: Ortografía cont. |
| Week 7  October 17  **TABE, Galveston, TX** | ***Standard I.***  **The bilingual education teacher has communicative competence and academic language proficiency in the** **first language (L1) and in the second language (L2).**  **Bilingual Target Language Proficiency Test (BTLPT) — Spanish Standard III**  The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.  Oral Communication Components of the Bilingual Target Language Proficiency Test—Spanish | **Content:**   1. TExES examinations 2. Componentes del BTLPT 3. La comunicación oral 4. Destrezas para la comunicación oral 5. Visitar red de ETS   **Prueba corta 3**—Los acentos  **Reading**: Review the BTLPT practice examination available from: **Laptop needed**  <http://texes.ets.org/texes/prepMaterials/>  Textbook: Chapter 5- La comunicación oral  Oral communication practice |
| Week 8  October 24 | **Bilingual Target Language Proficiency Test (BTLPT) — Spanish Standard III**  The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.  Oral Communication Components of the Bilingual Target Language Proficiency Test—Spanish – Oral communication cont. | **Content:**   1. Componentes de la comunicación oral 2. Práctica para la comunicación oral   **Midterm examination**  **Reading:** Read Chapter 5: La Comunicación oral cont.  **Assignment:** Rehearse questions for oral part of the oral component of the BTLPT test. |
| Week 9  October 31 | **Bilingual Target Language Proficiency Test (BTLPT) — Spanish Standard I**  The teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language.  Components of the Bilingual Target Language Proficiency Test—Spanish- Comprensión auditiva  - | **Content:**   1. **BTLPT** 2. **Listening Comprehension**   **Assignment:** Listening Comprehension Activity as part of the BTLPT test.  **Reading**: Chapter 3 La Comprensión Auditiva |
| Week 10  November 7 | **Bilingual Target Language Proficiency Test (BTLPT) — Spanish Standard II**  The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language.  Components of the Bilingual Target Language Proficiency Test—Spanish  -Reading Comprehension  *Doce cuentos peregrinos, El avión de la bella durmiente* | **Content**:   1. BTLPT 2. Reading Comprehension   **Prueba corta 4—compresión auditiva**  **Reading:** Chapter 5 –Lectura y Comprensión  **Video casts discussion**  Assessment of the oral BTLPT one on one |
| Week 11  November 14 | **Bilingual Target Language Proficiency Test (BTLPT) — Spanish Standard IV**  The teacher f is able to write effective interpersonal and presentational discourse in the target language.  Components of the Bilingual Target Language Proficiency Test—Spanish- La comunicación escrita | **Content:**   1. Practice of the oral BTLPT 2. Components of a letter and an email   **Prueba corta 5**—Lectura y comprensión  **Reading**: chapter 6- La comunicación Escrita  **Assignment**: Respond to a letter or email |
| Week 12  November 21  **Thanksgiving** | **(BTLPT) — Spanish Standard IV**  (TExES 190—Written Expression)  La comunicación escrita | **Content:**   1. Components of a lesson plan 2. Strategies for effective lessons   Assessment of the oral BTLPT (one on one)  **Reading**: Chapter 6—La Comunicación Escrita-  **Assignment**: Write a lesson plan in Spanish—using the information provided.  **Video casts Due** |
| Week 13  November 28 | **(BTLPT) — Spanish Standard IV**  (TExES 190—Written Expression)  Components of the Bilingual Target Language Proficiency Test—Spanish  -Written Communication | **Content:**   1. Components of a narrative 2. Writing patterns     **Assignment:** Write a narrative in Spanish—using the information provided.    Discuss narrative results |
| Week 14  December 5 | **(BTLPT) — Spanish Standard IV**  (TExES 190—Written Expression)  Components of the Bilingual Target Language Proficiency Test—Spanish  -Written Communication  All writing tasks | **Content:**   1. Discuss results of letter or email, lesson planning and narrative 2. Practice all three tasks, a letter or email, a lesson plan and a persuasive essay in response to a prompt—Writing assignment 3. **Prueba corta 6**—Three tasks (in class) **laptop needed**.   **Post- test due**   1. Interactive Practice Test available on the Educational Testing Services website:   <http://cms.texes-ets.org/texes/prepmaterials/texes-preparation-manuals/interactive-practice-test/> |
| Week 15  December 12 | Final Exam | Blackboard |

**Biographical Sketch of the Instructor**

**Lidia E. Morris** is a the Interim Program Coordinator and Coordinator/Clinical Instructor of Bilingual Education for the Center for Bilingual and ESL Education in the College of Education at the University of Texas at Arlington. Lidia E. Morris, M.Ed. She holds a Master’s degree in bilingual education from Texas Women’s University in Denton and a Bachelors’ degree from Tarleton State University in Stephenville, TX. She holds certifications in: Mid-Management, K-6 Bilingual, and Reading Recovery in English and Spanish.

She has presented at the international, national and regional conferences in both English and Spanish on issues concerning bilingual education. She has also been involved for the last fifteen years in new and experienced teacher training, coaching, program implementation, and in-servicing at the local and state level.

Lidia has authored or co-authored articles and books in the areas of Bil/ESL education, Spanish for bilingual teachers.

Rosado, L.A., Morris, L.E., & Rosado, K.A. (2011, March-June). El desarrollo del Español para Maestros en Programas de Educación Dual. *NABE News*, 25-28.

Morris, L & Rosado, L (2013)*Desarrollo del Español para Maestros en Programas de Educación Bilingüe*.Arlington, Texas: L. M. Educational Consultant.

Morris, L (2008) *Starting Right: Survival Tips for New Teachers.* Arlington, Texas: LM

Educational Consultant

Barreto, G & Morris, L (2005) *Quick Reference Handbook for Teachers of ELL’s.* Arlington, Texas: L. M.

**Conceptual Framework**

The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

 The first core value, **Professionalism**, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.

 The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today’s world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

 The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

 **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

 **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

 **Technology** is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible ***Partners for the Future*** – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**POLICY AND GUIDELINES FOR PROFESSIONAL DISPOSITIONS**

**IN THE COLLEGE OF EDUCATION**[**1**](#bookmark0)

**The University of Texas at Arlington**

Approved by COEd Professional Dispositions Committee 4-18-2012

Approved by Department of Curriculum and Instruction, Department of Kinesiology, and Department of Educational Leadership and Policy Studies 10-21-2012

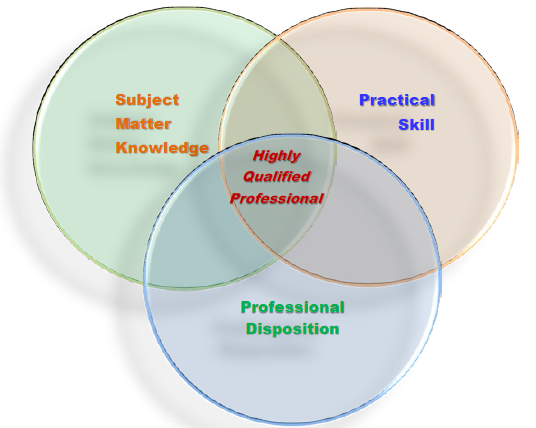
Approved by Teacher Education Council 2-19-2013

Approved for UTeach Arlington Program, College of Science, 2- 27-2013

Revised to comply with college name change to College of Education, and minor edits, 8-2-2016

**CONTENTS**

1. Professional Dispositions Statement
2. Professional Dispositions Guidelines
3. Disseminating Professional Dispositions Statement, Guidelines, and Information
4. Procedures For Addressing Digressions From COEd Professional Dispositions Policy
5. Evaluation Form for Use in Cases of Digressions From COEd Professional Dispositions Guidelines
6. References



1 This Policy and Guidelines for Professional Dispositions document pertains to students and candidates enrolled in the following COEd Departments and/or Programs: Department of Curriculum and Instruction (C&I), Department of Kinesiology (KINE), Principal and Superintendent Certification Programs in the Department of Educational Leadership and Policy Studies (ELPS).

**PROFESSIONAL DISPOSITIONS STATEMENT** *(Approved by Teacher Education Council, 2-7-2012)*

*The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.*

Each student/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 professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

**I. PROFESSIONAL DISPOSITIONS GUIDELINES**

*The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEd. The standards referenced are those of the Texas Administrative Code.*[*2*](#bookmark1) *Students and candidates are responsible for identifying and following professional standards and policies for their particular state.*

1. **Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9**
   * Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
     + Demonstrates kindness, fairness, patience, dignity and respect in working with others.
     + Accepts decisions made by institutional authority.
     + Treats others in a just and equitable manner.
   * Maintains composure and self-control.
     + Responds positively to constructive criticism.
     + Follows appropriate channels of communication/authority.
     + Reacts professionally (calm and patient) when under stressful situations.
2. **Professional Practices: TAC Standards 1.1 through 3.9**
   * Complies with class and program requirements
     + Attends classes, trainings, and field experiences.
     + Arrives on time and remains for the duration.
     + Is prepared, engaged, and meets deadlines.
   * Demonstrates academic integrity and honesty.
   * Maintains appropriate confidentiality at all times.
   * Demonstrates compliance with all laws and regulations.
   * Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards[3](#bookmark2)
3. **Professional Appearance: TAC Standards 1.7, 1.10, 2.5**
   * Displays personal appearance and/or hygiene appropriate for professional settings.
4. **Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9**
   * Uses appropriate and professional language and conduct.
   * Works effectively, collaboratively, and equitably with others.
   * Receives feedback in a positive manner and makes necessary adjustments.
   * Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
   * Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
   * Uses UT Arlington email as official university form of electronic communication and information.
   * Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

2 Texas Administrative Code, Ethics and Standard Practices for Texas Educators can be found at: [http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p\_dir=&p\_rloc=&p\_tloc=&p\_ploc=&pg=1&p\_ta](http://info.sos.state.tx.us/pls/pub/readtac%24ext.TacPage?sl=R&amp;app=9&amp;p_dir&amp;p_rloc&amp;p_tloc&amp;p_ploc&amp;pg=1&amp;p_tac&amp;ti=19&amp;pt=7&amp;ch=247&amp;rl=2) [c=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac%24ext.TacPage?sl=R&amp;app=9&amp;p_dir&amp;p_rloc&amp;p_tloc&amp;p_ploc&amp;pg=1&amp;p_tac&amp;ti=19&amp;pt=7&amp;ch=247&amp;rl=2) .

3 Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non- Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.

1. **DISSEMINATING PROFESSIONAL DISPOSITIONS STATEMENT, GUIDELINES, AND INFORMATION**

*The following procedures will be used to educate and disseminate the COEd Professional Dispositions statement, guidelines, and information to all students and candidates*.

* 1. The ***I. Dispositions Statement*** and ***II. Professional Dispositions Guidelines*** are listed in catalog (UG and G) and on COEd Website (UG and G portals)
  2. At first point of contact in the COEd students/candidates are given the ***Professional Dispositions Statement*** and ***Professional Dispositions Guidelines*** as they appear in this document.
     1. High School Students – given during information sessions
     2. Undergraduate Students – given by advising office (COEd, COLA, COS, UTeach)
     3. Transfer Students – given by advising office as above
     4. Graduate Students – graduate advisor
     5. Academic Partnership (AP) Students – Welcome Letter sent by appropriate advisor
  3. After admitted, students/candidates are given the list of dispositions to agree to and sign. Students and candidates electronically ‘agree’ to the ***Professional Dispositions Statement*** and ***Professional Dispositions Guidelines*** that appear in this document and submit. Students and candidates have to agree to dispositions guidelines before they can be accepted into a full major in the COEd. If they do not agree they cannot proceed in the program.
  4. The ***Professional Dispositions Statement*** will be placed in appropriate program area Handbooks. The URL for accessing the ***Professional Dispositions Statement*** and ***Professional Dispositions Guidelines*** as they appear in this document will be placed in course syllabuses.
  5. Students/candidates complete a *Dispositions Education Module*[*4*](#bookmark3)within an early course taken in the program. Faculty of each program will identify this introductory course to include completion of this module.
  6. Students/candidates will review the *Dispositions Education Module* prior to field experiences and/or student teaching orientation (C&I); practicum for Reading Specialist (C&I); application for practicum (ELPS); Step 1 and Classroom Interactions (UTeach); and methods of teaching courses (Kinesiology).

4 The *Dispositions Education Module* has been developed and approved by the Professional Dispositions Committee, and the faculty and administrators in the COEd.

1. **PROCEDURES FOR ADDRESSING DIGRESSIONS FROM COEd PROFESSIONAL DISPOSITIONS POLICY** *When digressions in Professional Dispositions Guidelines occur the following procedures will be implemented.*
   1. Official Digressions Report (shown in this document as, ***V.* Digression Report for Use in Cases of Digressions from COEd Professional Dispositions Guidelines**) is completed by faculty/staff member (evaluation report is a check-box format), posted on website for faculty/staff access.
   2. Faculty/staff member submits completed form to chair and/or program director.
   3. Student/candidate is notified by the chair or program director that a Digressions Report has been completed and filed (chair/program director posts form to designated Mavspace file).
   4. Student/candidate is contacted to schedule a meeting within 14 business days of the incident with faculty/staff, chair, and program director.
   5. Disposition meeting takes place with student/candidate, faculty/staff, and chair and/or program director*.* (Note: If more than one faculty/staff member submits a report on the same student/candidate, the meeting occurs together).
   6. Together an action plan to address dispositions is developed, signed by all present and posted in the designated file.
   7. If the action plan agreed upon in the initial Department-level meeting proves to be ineffective or is not followed by the student/candidate, additional Department-level meetings may take place with a reiteration of existing or new action plan(s) developed.
   8. Recurring or more serious offenses/digressions as determined at the Department-level by faculty, staff, and/or administrators, will be referred to the *College Dispositions Committee*[*5*](#bookmark4)to review.
   9. The College Dispositions Committee will make a recommendation as to continuance in program or options.
   10. Electronic letter on outcome of College Dispositions Committee meeting from Committee and Dean is submitted to student/candidate to official UT Arlington email account.
   11. The student/candidate has 14 days to appeal the decision, submitted to the College Dispositions Committee and COEd Dean.
   12. The appeal will then be forwarded to the University’s Office of Student Conduct.

5 The College Dispositions Committee will consist of members of each COEd Department, and at least one member each of COLA and COS. A representative of the UT Arlington Office of Student Conduct will serve as ex-officio on the College Dispositions Committee.

**IV. DIGRESSION REPORT FOR USE IN CASES OF DIGRESSIONS FROM COEd PROFESSIONAL DISPOSITIONS GUIDELINES**

*The appropriate faculty, staff, administrator, or other supervisor will complete the following check sheet for students and candidates in cases of digressions from COEd Professional Dispositions Guidelines.*

***This document indicates VIOLATIONS the COEd Policy and Guidelines for Professional Dispositions (indicated by a check):***

**A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9**

* Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students)
  + Demonstrates kindness, fairness, patience, dignity and respect in working with others
  + Accepts decisions made by institutional authority
  + Treats others in a just and equitable manner
* Maintains composure and self-control
  + Responds positively to constructive criticism
  + Follows appropriate channels of communication/authority
  + Reacts professionally (calm and patient) when under stressful situations

**B. Professional Practices: TAC Standards 1.1 through 3.9**

* Complies with class and program requirements
  + Attends classes, trainings, and field experiences
  + Arrives on time and remains for the duration
  + Is prepared, engaged, and meets deadlines
* Demonstrates academic integrity and honesty
* Maintains appropriate confidentiality at all times
* Demonstrates compliance with all laws and regulations
* Demonstrates compliance with university policies and TEA/professional specialty program area standards

**C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5**

* Displays personal appearance and/or hygiene appropriate for professional settings

**D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9**

* Uses appropriate and professional language and conduct
* Works effectively, collaboratively, and equitably with others
* Receives feedback in a positive manner and makes necessary adjustments
* Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In
* Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals
* Uses UT Arlington email as official university form of electronic communication and information
* Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email

**Texas Administrative Code, Ethics and Standard Practices for Texas Educators:**  [http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p\_dir=&p\_rloc=&p\_tloc=&p\_ploc=&](http://info.sos.state.tx.us/pls/pub/readtac%24ext.TacPage?sl=R&amp;app=9&amp;p_dir&amp;p_rloc&amp;p_tloc&amp;p_ploc&amp;pg=1&amp;p_tac&amp;ti=19&amp;pt=7&amp;ch=247&amp;rl=2) [pg=1&p\_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac%24ext.TacPage?sl=R&amp;app=9&amp;p_dir&amp;p_rloc&amp;p_tloc&amp;p_ploc&amp;pg=1&amp;p_tac&amp;ti=19&amp;pt=7&amp;ch=247&amp;rl=2)

**V. References**

Rinaldo, V., Sheeran, T., Denig, S, Smith, R. M., Foote, C. J., & Vermette, P. (2009, February). Dispositions: Improving the effectiveness of teacher candidates by examining the intangibles of the profession. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, Ill.

Texas Administrative Code: Ethics and Standard Practices for Texas Educators (2010). Retrieved from: [http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p\_dir=&p\_rloc=&p\_tloc=&p\_ploc=](http://info.sos.state.tx.us/pls/pub/readtac%24ext.TacPage?sl=R&amp;app=9&amp;p_dir&amp;p_rloc&amp;p_tloc&amp;p_ploc&amp;pg=1&amp;p_tac&amp;ti=19&amp;pt=7&amp;ch=247&amp;rl=2)

[&pg=1&p\_tac=&ti=19&pt=7&ch=247&rl=2.](http://info.sos.state.tx.us/pls/pub/readtac%24ext.TacPage?sl=R&amp;app=9&amp;p_dir&amp;p_rloc&amp;p_tloc&amp;p_ploc&amp;pg=1&amp;p_tac&amp;ti=19&amp;pt=7&amp;ch=247&amp;rl=2) *Source Note:* The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530;

amended to be effective December 26, 2010, 35 TexReg 11242

**Themes and Principles of Learning**

Study the themes and principles of learning and identify examples or situation representing each of the themes and principles.

**TExES examinations have the following core principles.**

* **Learner-Centeredness.** The teacher is a leader of a learner-centered community in which an atmosphere of trust and openness produces a stimulating exchange of ideas. Although the teacher has a vision for the destination of learning, learners are encouraged to take responsibilities for their own learning.
* **Active Learning.** The teacher designs learning experiences that engage interest in learning. The teacher encourages learners to shape their own learning through active engagement.
* **Teaching for Meaningful Outcomes**. The teacher selects and organizes topics so that learners make clear connections between what is taught in the classroom and what they experience outside the classroom. The teacher helps learner’s link ideas in content area to familiar ideas, to prior experiences, and to relevant problems.
* **Diversity.** The teacher models and encourages appreciation of the diversity of learners’ cultural heritage, unique endowments, learning styles, interests, and needs. The teacher designs learning experiences that show consideration of diversity.
* **Communication.** The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher designs learning experiences that provide students with the opportunity to listen, speak, reading, and write in a variety of contexts.
* **Higher-order Thinking.** The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. The teacher observes, evaluates, and changes directions and strategies when necessary.
* **Intra- and Interdisciplinary Connections**. As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines. The teacher integrates other disciplines and learners’ interest so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.
* **Use of Technology**. The teacher stays abreast of current knowledge about technology and integrates technological resources into instructional practices. The teacher selects technological resources that are developmentally appropriate and engage interest in learning. The teacher uses technology as a resource for building communication skills.
* **Developmental Appropriateness**. The teacher designs learning experiences that are developmentally appropriate, integrating learning experiences and various forms of assessment that takes into consideration the unique characteristics of the learner community.
* **Assessment as part of Instruction**. Assessment is used to guide the learner community. The teacher responds to the needs of all learners by using assessment as an integral part of instruction.
* **The Teacher as Part of a Larger Learner Community**. The teacher communicates effectively as an advocate for each learner. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and solving problems in an innovative way are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between school and community.

**References**

Rosado, L. & Salazar, D. (2002-2003). La Conexión: The English/Spanish Connection. National Forum

of Applied Educational Research Journal 15(4), 51-66.

Rosado, L. (1997). Spanish archaism: A prevalent feature of Southwest Spanish. Texas Southern

University Research Journal, 5(1), 128-138.

Texas Reading Initiative. Available at <http://www.tea.state.tx.us/reading/>

TEA (n.d.). **Review Spanish TEKS –Available at** <http://www.tea.state.tx.us/teks/spanish/> and

<http://www.tea.state.tx.us/teks/spanish/spreadk3.doc>

TEA (n.d.) TEKS for Language Arts –

<http://www.tenet.edu/teks/language_arts/resources/vignettes/esl/005/005e_b.jpg>

**Web Sites**

* Texas Education Agency [www.tea.state.tx.us/juris.tec.html](http://www.tea.state.tx.us/juris.tec.html)
* Texas Beginner Educators Support System: <http://www.sbec.state.tx.us/txbess/txbess.htm>
* TEC Chapter 29, Special Populations [www.tea.state.tx.us/juris.tec.html](http://www.tea.state.tx.us/juris.tec.html)
* Gifted and Talented Students - TEC Chapter 29, Subchapter D <http:///www.tea.state.tx.us./A.html> 4, 5.
* National Clearinghouse for Bilingual Education - <http://www.ncbe.gwu.edu/states/texas/index.htm>
* Accelerated Beginning Spanish Reading <http://www.estrellita.com/>
* Reading in Content & Social Studies <http://www.bibioweb.dgasca.ham.mx>/
* ESL Bulletin <http://www.hi.net.or.jp/~hyukita>
* Lesson plans [www.eagle.ca/~matink/lessons.html](http://www.eagle.ca/~matink/lessons.html)
* National Education Goals: Building a Nation of Learners <http://www.negp.gov/webpg110.htm>
* Historical foundations of bilingual education - provides useful links

<http://www.mind.net/pes/cuarto/bauer/bilinks.html>

* National Clearing House for Bilingual Education <http://www.ncbe.gwu.edu/>
* Documents about African Americans: <http://memory.loc.gov/ammem/aap/aaphome.html>
* ESL Quizzes - grammar and idioms: <http://www.pacificnet.net/~sperling/quiz/>
* Gifted and Talented Students - TEC Chapter 29, Subchapter D <http:///www.tea.state.tx.us./A.html>
* Critical Intercultural Studies - Chat group <http://stephweb.com/cgi-bin/cgiwrap/step/chat-html.pl>
* Lesson plans [www.eagle.ca/~matink/lessons.html](http://www.eagle.ca/~matink/lessons.html)
* Activities related to holidays - ESL Teachers <http://www.geocities.com/athens/troy/9087/>
* ESL lesson Plans and Resources <http://www.csun.edu/~hcedu013/eslplans.html>
* National Education Goals: Building a Nation of Learners <http://www.negp.gov/webpg110.htm>
* Historical foundations of bilingual education - provides useful links

<http://www.mind.net/pes/cuarto/bauer/bilinks.html>

* Texas Reading Initiative - <http://www.tea.state.tx.us/reading/>

**Librarian to Contact**

**Librarian to Contact:** The librarian assigned to the College of Education is Mrs. Gretchen Trkay at [gtrkay@uta.edu](mailto:gtrkay@uta.edu)

<http://www.uta.edu/library/help/subject-librarians.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/>
* E-Journals <http://utalink.uta.edu:9003/UTAlink/az>
* Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
* Connecting from Off- Campus <http://libguides.uta.edu/offcampus>
* Ask A Librarian <http://ask.uta.edu>
* **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.