UNIVERSITY OF TEXAS ARLINGTON

Department of Curriculum & Instruction

College of Education
PARTNERS for the FUTURE

BEEP 3381.002: INTRODUCTION TO SPECIAL LANGUAGE PROGRAMS

FALL 2018

Instructor:	Dr. Dora Salazar, Clinical Assistant Professor
Office Number:	Science Hall – SH 320A
Office Phone Number:	817-272-7571
E-Mail:	dora.salazar@uta.edu
Faculty Profile:	http://mentis.uta.edu/explore/profile/dora+-salazar

Office Hours: Thursdays from 1:00 PM -3:50 PM and by appointment
Section Information: BEEP 3381.002
Time and Place of Class Meetings: Science Hall SH 331, Mondays 5:00 PM -7:50 PM
Blackboard: http://elearn.uta.edu

Description of Course: **BEEP 3381. INTRODUCTION TO SPECIAL LANGUAGE PROGRAMS.** Legal foundations and historical development of bilingual education, dual language, and special language programs will be introduced. Various models of bilingual education and English as a Second Language will be examined. An overview of special education, gifted and talented, and compensatory education legislation and its impact on the implementation of special language programs will be examined.

Student Learning Outcomes: The information and experiences from taking this class will help future Bilingual and ESL teachers understand how to apply their knowledge and skills to support instruction for English language learners.

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

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

Required Textbooks:
Lessow-Hurley, J. (2013). *The foundation of dual language instruction* (6th Ed.). Boston, MA: Pearson. **ISBN: 978-0-13-268516-0**

El Saber Enterprises (2009). *Flip into success: ELPS at a Glance*. Dallas, TX: El Saber Productions. **ISBN: 978-1-938084-03-4**. Available at the UTA Bookstore.

TEA Teacher Standards for EC-6 Bilingual and ESL Education

Bilingual Standards	*ESL Standards*	*Comp. TExES Bilingual*	*Comp. TExES ESL*
Standard II. The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.	**Standard II.** The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.	**Competency 001**— Foundations of Bilingual Education. The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.	**Competency 008** The ESL teacher understands the foundations of ESL education and types of ESL programs.
Standard III. The bilingual education teacher knows the process of first- and second-language acquisition and development.	**Standard III.** The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.	**Competency 002** –Acquisition of 1st and 2nd Language. The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' 1st language (L1) and 2nd language (L2) Acquisition.	**Competency 002** The ESL teacher understands the processes of first-language (L1) and second language (L2) acquisition and the interrelatedness of L1 and L2.
Standard IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.	**Standard VI.** The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.	**Competency 003**— Development and Assessment of Bi-literacy. The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of bi-literacy.	**Competency 007** The ESL teacher understands formal and informal assessment procedures used in ESL programs and uses results to plan and adapt instruction.

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.

Student Evaluation:

1. **Learning Logs/Review sheets** ……….………………………………….….. **25%**	
2. **Chapter Quizzes** …………………………………………………………… **25%**	
3. **Attendance and Participation**…………………………….…...……….….. **25%**	
4. **Final Exam** ………………………………………………………………… **25%**	
Total: 100%	

Grade Calculation

The final course grade will be determined based on _weighted percentages_ (not a simple average). Note the new grading scale for this academic year below.

A = 90 -100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 59 and below

Description of Major Course Assignments:

1. Learning Logs for course readings
A critical part of any type of learning opportunity involves reflection. Therefore, in this course you will need to demonstrate that you can critically reflect on what you have learned. In this course, we will be using the sample below. As you write your reflections, you will be asked to make a direct connection between what you are seeing and doing in the field and the content of our course. For instance, if you know that we will be discussing the different ways in which collaborative groups can be created in the classroom (e.g., one of week 3's topics), then you may want to pay special attention to how groups are created in the program, the pros and cons of such groupings, the kinds of activities that take place in groups, how the learner you are working with reacts to such groupings, etc.

You will be expected to post your assignments on the due dates indicated on the syllabus. There will be a minimum length requirement for each reflection. However, you must ensure that all the information needed from the sample form is there. I would anticipate seeing logs of about 1-2 pages each. See Blackboard for more information.

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—double 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.

Format for BEEP 3381-001 Learning Logs (ORID Structured Dialogue)

ESL Teacher Standard II: The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

Part I: Summary of key points learned (Identify four key ideas from the chapters/presentations). (**O**bservation)

Part II: Reflection and analysis of the topics that need further development.

- What was the highlight of the chapters/presentations for you? (include page numbers)
- What experience have you had with this type of information? (**R**eflection)
- What are the deeper questions you could explore? (**I**nterpretation)
- How will you use this information and/or what do you still need to know? (**D**ecision)

Part III: What sources did you consult and what additional resources do you plan to consult to help you expand your knowledge.

References: (if applicable)

Course Requirement: The use of electronics in class (i.e. IPad or computer) is required to participate in class activities. If students need to make emergency phone calls during class, they should step outside the classroom to do so, or wait until an official break is offered.

2. **Chapter Quizzes**
   Students will answer multiple-choice questions covering the textbook information, modules, *PowerPoints* and additional materials covered in class. Quizzes are given through Blackboard to assess mastery of the content presented.

3. **Attendance and Participation**
As the instructor of this section, I will take attendance using sign-in sheets. Students are expected to arrive **on time** to class. Students arriving late must see me 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.

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

Your active participation in this class is expected. Lack of preparation for class will significantly affect your overall grade. Participation will include in-class activities and discussions.

4. **Final Exam**
   The final exam will be comprehensive and consist of multiple-choice questions covering the major topics of the course.

Grading 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.**

All written assignments must be done with a **Microsoft Word using a size 12 font—double spaced**. Students are required to keep copies all documents produced for this course and other COEd courses. You must keep evidence of all documents submitted electronically. (Make it a habit of saving a back-up of all

your work on rather an external drive, thumb drive, cloud, or on an email to yourself for safe keeping and easy retrieval).

(Make it a habit of saving a back-up of all your work on rather an external drive, thumb drive, cloud, or on an email to yourself for safe keeping and easy retrieval).

- Complete all assignments by the due date listed on the syllabus or announced in class and on Blackboard. Late work will not be accepted.
- The instructor reserves the right to return for re-submission any work that is not professionally submitted. In addition, **assignments containing multiple spelling, usage, and/or mechanics errors will be returned for revision**.
- All assignments must be submitted electronically through Blackboard. All documents should be submitted with the document title using the following format: (e.g., **BEEP 3381.003** - **Johnson, Mary –Learning Log #1**).
- It is important to protect the confidentiality of the students you will be working with in the field. For this reason, it is important to change the name of a student during class discussions and/or in written assignments.
- Should our classroom meeting site become unavailable for any reason, another location will be provided to take exams or make presentations that might have been interrupted.
- University students will be responsible for their own transportation, meals, and health care while participating in the service learning project. University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based components. The University will not reimburse the student for any expenses related to injuries or illness.
- Include a **cover sheet with honor code** on typed paper assignments.

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On my honor, I have neither given nor received aid on this assignment. I acknowledge that misrepresenting another's work as my own is a violation of the UTA Academic Integrity Policy

I have not submitted the attached work as an assignment for any other course or field activity.

Signature	**Date**

State Guidelines, Competencies and Professional Organizations:

☐ EC-6 ESL and Bilingual Education Standards - https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

☐ Bilingual and ESL Education Guidelines -https://tea.texas.gov/bilingual/esl/education/
☐ ACEI National Accreditation Standards- http://acei.org/wp-content/uploads/ACEIElementaryStandardsSupportingExplanation.5.07.pdf

☐ Texas Essential Knowledge and Skills (TEKS) - http://www.tea.state.tx.us/index2.aspx?id=6148

Make-up Exams

There will be no makeup exams since all quizzes and exams will be available on Blackboard. Students are required to take these during the time specified.

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 3 hours per week of their own time. This time may be devoted to course-related experiences involved in learning the content, developing activities, reading the textbook, completing assignments, and processing the material.
To maximize the amount of time devoted to classroom instruction, students will be asked to review material **prior** to coming to class and developing materials. This also includes not only completing the assigned readings, but also learning other materials presented in class and available on Blackboard for the course.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. For grade appeal see:

http://catalog.uta.edu/academicregulations/grades/ - undergraduatetext. For student complaints see: http://www.uta.edu/deanofstudents/complaints/index.php.

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/aao/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). Only those students who have officially documented a need for an accommodation will have their request honored. 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)** http://www.uta.edu/disability/ or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.
Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: 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.

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in

educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

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 in their courses by 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. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

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.

Campus Carry:

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey*:* At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week*:* For semester-long courses**,** 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/Fire Evacuation Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which is located on either side of the hallway outside of the classroom in UH 11. When exiting the building during an emergency 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. Never use an elevation in the case of a fire. See information at: https://www.uta.edu/policy/procedure/7-6. See evacuation plan that is found at:

http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php. Emergency/Fire Evacuation Procedures (http://www.uta.edu/police/Evacuation Procedures.pdf)

All students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to cell phones or email accounts. Anyone can subscribe at https://mavalert.uta.edu/ or https://mavalert.uta.edu/register.php

> In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

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, or view the information at http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php

University Tutorial & Supplemental Instruction **(**Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-on tutoring sessions, Start Strong Freshman tutoring program, and Supplemental Instruction. Office hours are M-F 8:00 am-5:00pm. For more information visit: www.uta.edu/utsi or call 817-272-2617.

The ***IDEAS Center*** **(**2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

Rubric for Learning Logs and Reflection Assignments

Component	5	3	1	0
Format	Use the required format and addressed all its components	Use the required APA format but some of the parts were not fully developed.	Used part of the required format or did not address each of the components	Use a format different from the one required, and did not address some of the components.
Summary	Provide a concise and easy to read summary of key points	Provide a summary of the key points, but some of the components were not fully developed.	Provide a partial summary of the key points, failing to capture some of the key points.	Provide information that is disjointed and difficult to read, failing to capture key points
Critical analysis	Reflection shows a clear understanding of the topics covered.	Reflection shows a generic understanding of the topics covered.	Reflection shows a limited understanding of the topics covered.	Reflection analysis shows very limited understanding of the topics covered.
Search skills if applicable	Identified real and meaningful sources for further content development.	Identified generic sources to further content development	Provide reference to sources, but failed to provide inadequate information to identify them.	Did not attempt to identify sources.
Clarity and use of Grammar	Presented clear and concise comments free from major grammatical errors	Presented concise information with minor grammatical errors.	Presented information with grammatical errors that makes the content difficult to understand.	Presented information difficult to read with multiple grammatical errors

Class Scheduled Assignments for BEEP 3381 – Section 002**

Week	Date	TOPICS	Assignments
Week 1	August 27th – September 2nd	**Teacher Standard: All** **Module 1-Introduction to the BEEP 3381** • Professional Dispositions and the Code of Ethics • Themes for TExES exams • Texas Standards & Competencies for Bilingual and ESL	**Monday, August 27th** • Syllabus / Expectations • General Course Overview • Blackboard Module 1 • **Learning Log 1**(Due on Sunday, before 11:59 PM). • **Module 1 - Discussion Due** - (Due on Sunday, before 11:59 PM). • No Quiz for Module 1
	September 3rd	*Labor Day*	*Student Holiday*
Week 2	September 4th – September 9th	**Teacher Standards:** **Bilingual II and ESL II** **Module 2 – Historical and Legal Foundation of Bilingual and ESL Education** **Read: Lesson-Hurley:** *Ch. 1-National Unity & Diversity* *Ch. 2-Historical and International Perspectives*	**September 4th - 9th** • Begin Blackboard Module 2 • **Complete readings**
Week 3	September 10th – September 16th	**Teacher Standards:** **Bilingual II and ESL II** **Module 2 – Historical and Legal Foundation of Bilingual and ESL Education** **Read: Lesson-Hurley:** *Ch. 1-National Unity & Diversity* *Ch. 2-Historical and International Perspectives*	**Monday, September 10th** • Blackboard Module 2 • **Complete readings** • **Discussion topics** (bring chapter 1 & 2 notes to class for Discussion) • **Module 2 Quiz #1 - (Chapters 1 &2)** - (Due on Sunday, before 11:59 PM).
Week 4	September 17th – September 23rd	**Teacher Standard:** **Bilingual II and ESL II** **Module 2 – Historical and Legal Foundation (**Continue) **Read: Lesson-Hurley:**	**Monday, September 17th** • Blackboard Module 2 • **Complete readings** • **Discussion topics** (bring chapters 1, 2, & 9 notes to class for Discussion)

Week	Date	TOPICS	Assignments
		Ch. 9- Legal Foundations of dual language instruction **Read: Rosado** (2005). *The State of Texas* (TABE Journal Article)	• **Learning Log 2** (Due on Sunday, before 11:59 PM).
Week 5	September 24th – September 30th	**Teacher Standard:** **Bilingual II and ESL II** **Module 2 – Historical and Legal Foundation (**Continue) **Read: Lesson-Hurley:** *Ch. 9- Legal Foundations of dual language instruction* **Available on Blackboard** **Read: Rosado** – Foundations of Bilingual Education (TExES 164 Book – Chapter 1)	**Monday, September 24th** • Blackboard Module 2 • **Complete readings** • **Discussion topics** (Bring notes on Rosado articles to class for discussion) • **Module 2 – Discussion Questions** and **Module 2 Quiz #2 (Chapters 9 and articles)** (Due on Sunday, before 11:59 PM).
Week 6	October 1st – October 7th	**Teacher Standards:** **Bilingual III and ESL III** **Module 3 – First and Second Language Acquisition (SLA)** **Read: Lesson-Hurley:** *Ch. 4 – Language Development Ch. 7 –Second Language Instruction*	**Monday, October 1st** • Blackboard Module 3 • **Complete readings** • **Discussion topics** (bring chapter 4 & 7 notes to class for Discussion) • **Module 3 – Discussion Questions** (Due on Sunday, before 11:59 PM)
Week 7	October 8th – October 14th	**Teacher Standards:** **Bilingual III and ESL III** **Module 3 – First and Second Language Acquisition (SLA)** **Read: Lesson-Hurley:** *Ch. 4 – Language Development Ch. 7 –Second Language Instruction*	**Monday, October 8th** • Blackboard Module 3 • **Complete readings** • **Discussion topics** (bring chapter 4 & 7 notes to class for Discussion) • **Module 3 Quiz** (Chapters. 4 & 7) and • **Learning Log 3** (Due on Sunday, before 11:59 PM)
Week 8	October 15th – October 21st	**Teacher Standards:** **Bilingual III and ESL III**	**Monday, October 15th** • Blackboard Module 4

Week	Date	TOPICS	Assignments
		Module 4 – Dual Language Program Models and Primary Language Instruction **Read: Lesson-Hurley:** *Ch. 5 – Dual Language Program Models* *Ch. 6 – Primary Language Instruction*	• **Complete readings** • **Discussion topics** (prepare chapter 5 & 6 notes to class for Discussion) • **Create a Comparative Chart** for the Program Models (See chart format on Blackboard) • **Module 4 – Discussion Questions** (Due on Sunday, before 11:59 PM) • **Submit reflection #1 – (first report)**
Week 9	October 22nd – October 28th	**Teacher Standards:** **Bilingual III and ESL III** **Module 4 – Dual Language Program Models and Primary Language Instruction** **Read: Lesson-Hurley:** *Ch. 5 – Dual Language Program Models* *Ch. 6 – Primary Language Instruction*	**Monday, October 22nd** • Blackboard Module 4 • **Complete readings** • **Discussion topics** (bring chapter 5 & 6 notes to class for Discussion) • **Create a Comparative Chart** for the Program Models (complete and submit on Blackboard) • **Learning Log 4** (Due on Sunday, before 11:59 PM) • **Module 4 Quiz**
Week 10	October 29th – November 4th	**Module 5 – Development and Assessment of English Learners (continue)** **Read: Lesson-Hurley:** *Ch. 8 – Assessment and English Learners* **Texas/U.S. Accountability System Assignment article available on Blackboard** *Assessment Techniques and Cultural Issues*	**Monday, October 29th** • Blackboard Module 5 • **Complete readings** • **Learning Log 5** • **Discussion topics** • **Learning Log: Texas/U.S. Accountability System Assignment:** Compare the Texas Accountability System and the accountability system used to comply with the NCLB legislation, the Elementary Secondary Education Act (ESEA). • Identify each instrument and criteria used for Texas and NCLB accountability (maximum 2 pages). • **Module 5 – Discussion Questions** (Due on Sunday, before 11:59 PM) • **Module 5 Quiz**
Week 11	November 5th November 11th –	**Teacher Standards:** **ESL I**	**Monday, November 5th** • Blackboard Module 6 • **Complete readings and review topics** • **Discussion topics**

Week	Date	TOPICS	Assignments
		Module 6 – Aspect of Language and Linguistics (continue) **Read: Lesson-Hurley:** *Ch. 3 – Aspects of Language* **Available online on Blackboard** **Read: Praxis II book chapter:** *Ch. 2 – Foundations of Linguistics and Language Learning*	• **Module 6 – Quiz #1** (Chapter 3) • **Submit: Learning Log 6** • **Module 6 – Discussion Questions** (Due on Sunday, before 11:59 PM)
Week 12	November 12th – November 18th	**Teacher Standards:** **ESL I** **Module 6 – Aspect of Language and Linguistics (continue)** **Read: Lesson-Hurley:** *Ch. 3 – Aspects of Language* **Read: Praxis II book:** *Ch. 2 – Foundations of Linguistics and Language Learning*	**Monday, November 12th** • Blackboard Module 6 • **Complete readings and review topics** • **Module 6 – Quiz #2** (Praxis II: Ch. 2) • **Submit: Learning Log 6**
	November 19th – November 25th	**Thanksgiving Break November 23rd**	**Monday, November 19th** • Blackboard Module 6 • **Complete readings and review topics**
Week 13	November 26th – December 2nd	**Module 7 – Managing Instruction and the ELPS** ***Review: Empowering to succeed! Flip into success: ELPS at a Glance***	**Monday, November 26th** • Blackboard Module 7 • **Module 7 – Discussion Questions** (Due on Sunday, before 11:59 PM) • **Complete readings and review topics** • Review: ELPS flip book, PowerPoint, hand-outs, and materials on Blackboard • Reading: _English Language_ _Proficiency Standards_: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html • Learning Log 7
Week 14	December 4th – December 9th	**Teacher Standards:** **Bilingual III and ESL III** **Review for final exam**	**Monday, December 4th** **(Last day of class)**

Week	Date	TOPICS	Assignments
		Review: Lesson-Hurley: *Chapters. 1-9, ELPS, Articles, and Ch. 2 Linguistics.*	• **Complete readings and review topics** • Complete Field Experience Hours • **Submit reflection #2 – (final report)** • Submit Time Sheet on Blackboard and <u>bring original to class to submit to Professor</u>. • **Review for Final Exam posted on Blackboard.**
	Monday, December 10, 2018	**Final Exam Due** (Comprehensive)	

The professor reserves the right to make changes to the schedule as necessary. Students will be informed of any changes.

Important program field experience course requirement: Field experience is an essential component of teacher preparation. In the EC-6 Bilingual and ESL programs, pre-service teachers must successfully complete field experience in each course in order to continue in the teacher education program. Successful criteria include:

- Completing of required hours in each course
- Successful completing of field experience-related tasks
- Successful communication skills with teachers, students, and school personnel
- Display initiative and enthusiasm for teaching
- Meet acceptable criteria on the professional dispositions rubric

<u>If a student fails the field component section of a course, then the grade for the course is fail.</u>

UT-Arlington COE 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]

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

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[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 digression

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] Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

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).
      o   Demonstrates kindness, fairness, patience, dignity and respect in working with others.
      o   Accepts decisions made by institutional authority.
      o   Treats others in a just and equitable manner.
   - Maintains composure and self-control.
      o   Responds positively to constructive criticism.
      o   Follows appropriate channels of communication/authority.
      o   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
      o   Attends classes, trainings, and field experiences.
      o   Arrives on time and remains for the duration.
      o   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]
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.

[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=&p g=1&p_ta c=&ti=19&pt=7&ch=247&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.

II. **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.

   a. The *I. Dispositions Statement* and *II. Professional Dispositions Guidelines* are listed in catalog (UG and G) and on COEd Website (UG and G portals)
   b. 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.
      i. High School Students – given during information sessions
      ii. Undergraduate Students – given by advising office (COEd, COLA, COS, UTeach)
      iii. Transfer Students – given by advising office as above
      iv. Graduate Students – graduate advisor
      v. Academic Partnership (AP) Students – Welcome Letter sent by appropriate advisor

   c. 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.

   d. 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.

   e. Students/candidates complete a *Dispositions Education Module*[4] within an early course taken in the program. Faculty of each program will identify this introductory course to include completion of this module.

   f. 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

III. PROCEDURES FOR ADDRESSING DIGRESSIONS FROM COEd PROFESSIONAL DISPOSITIONS
   POLICY *When digressions in Professional Dispositions Guidelines occur the following procedures will be implemented.*

a. 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.

b. Faculty/staff member submits completed form to chair and/or program director.

c. 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).

d. Student/candidate is contacted to schedule a meeting within 14 business days of the incident with faculty/staff, chair, and program director.

e. 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).

f. Together an action plan to address dispositions is developed, signed by all present and posted in the designated file.

g. 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.

h. 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] to review.

i. The College Dispositions Committee will make a recommendation as to continuance in program or options.

j. Electronic letter on outcome of College Dispositions Committee meeting from Committee and Dean is submitted to student/candidate to official UT Arlington email account.

k. The student/candidate has 14 days to appeal the decision, submitted to the College Dispositions Committee and COEd Dean.

l. 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 <u>***VIOLATIONS***</u> ***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=& pg=1&p_tac=&ti=19&pt=7&ch=247&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=

&pg=1&p_tac=&ti=19&pt=7&ch=247&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 112

Resources:
Texas Education Agency www.tea.state.tx.us/juris.tec.html

TEA Educator Standards
http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

TExES Exam Preparation Materials
http://cms.texes-ets.org/texes/prepmaterials/texes-preparation-manuals/

English Language Proficiency Standards (ELPS)
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html

TEA TEKS for Language Arts
http://www.tenet.edu/teks/language_arts/resources/vignettes/esl/005/005e_b.jpg

Texas Beginner Educators Support System: http://www.sbec.state.tx.us/txbess/txbess.htm

TEA Curriculum and Assessment http://www.tea.state.tx.us/curriculum/index.html

TEC Chapter 29, Special Populations www.tea.state.tx.us/juris.tec.html

TEA Statewide STAAR Results -
http://www.tea.state.tx.us/student.assessment/reporting/results/summary/sum02/taas/index.html

Stop. Think. Protect Yourself. <u>You</u> <u>Have</u> <u>Choices</u>.

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

YOUR OPTIONS TO AN ACTIVE THREAT
You Have Choices!

A V O I D	• **AVOID** the situation. <u>Stay away</u> from the area and campus. • If you can safely leave the area, RUN. • Get others to leave the area, if possible. • Prevent others from entering the area.	• Know your exit and escape options. • If in a parking lot, get to your car and leave. • If in an unaffected area, stay where you are. • When you are safe, call UTA PD at 817. 272.3003 or 911 with information you have.
D E N Y	If you can't leave the area safely, **DENY** or slow entry to the intruder: • Lock/barricade doors with heavy items. • Turn off lights/projectors/equipment. • Close blinds and block windows. • Stay away from doors and windows.	• Silence phones and **remain quiet**. <u>Don't let your phone give you away.</u> • HIDE and take cover to protect yourself. • Be prepared to run or defend yourself.
D E F E N D	If you can't AVOID or DENY entry to the intruder, **DEFEND** your location: • As a last resort, <u>FIGHT for your life</u>. • Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc.	• Use the element of surprise. • Work together as a team. Develop a plan. Commit to your actions. Your life depends on it. • Be aggressive, loud, and determined in your actions.
Follow ALL instructions. **For more information, go to: police.uta.edu/activeshooter**		

POLICE DEPARTMENT
THE UNIVERSITY OF TEXAS AT ARLINGTON

Emergency: 817.272.3003
Non-Emergency: 817.272.3381
police.uta.edu