TEACHER EDUCATION AND ADMINISTRATION

SYLLABUS
(Subject to Modification)

FALL 2012

I. COURSE NUMBER/SECTION: EDBE 4470-003
   COURSE TITLE: Curriculum and Assessment for Bilingual & ESL Classrooms

II. INSTRUCTOR: Dr. Miriam D. Ezzani
    OFFICE: Matthews Hall, Room 218U
    OFFICE PHONE: 940.565.2935
    EMAIL ADDRESS: miriam.ezzani@unt.edu
    OFFICE HOURS: Tuesday and Thursday from 1:00-4:00 PM
                  (Also available by appointment or Skype)

III. CLASS MEETINGS: MW, 11:00 to 12:20 p.m., BLB-073

IV. TEXTS:

    Boston: Allyn and Bacon.


Resources: Texas Education Agency website (Texas Education Knowledge and Skills TEKS and
            English Language Proficiency Standards - ELPS), LPAC Manual, STAAR Test Samples, TELPAS,
            and List of Approved Tests in Texas.
TK20
This course requires the case study to be uploaded the week before final exams and assessed by the instructor in the UNT TK20 Assessment System. This will require a one-time purchase of TK20. Student subscriptions will be effective for seven years from the date of purchase. Please go to the following web link for directions on how to purchase Tk20, http://www.coe.unt.edu/tk20. Announcements regarding training on use of the TK20 system will also be posted on this webpage.

V. CATALOG COURSE DESCRIPTION: Examination of the organization of curriculum for second language learners with special focus on testing and evaluation procedures appropriate for bilingual and ESL classrooms; study of formal and informal assessment of language proficiency for instructional purposes and use of standardized achievement tests. Required for students seeking EC-6 or 4-8 generalist certification with specialization in bilingual or ESL education. Prerequisite(s): EDBE 3470, 3480 and admission to Teacher Education or consent of department. May be taken concurrently with EDBE 4490.

VI. COURSE OBJECTIVES: The student will:
1. Understand basic concepts, issues, and practices related to test design, development, and interpretation (ESL VI- 6.1k, TESOL 4.a, INTASC 8).
2. Understand types of assessment used in the ESL classroom (ESL VI – 6.2k, INTASC 8).
3. Understand standardized tests commonly used in ESL programs in Texas (ESL VI – 6.3k, TESOL 4),
4. Understand state-mandated LEP identification procedures and placement and exit criteria, including the role of LPAC (ESL VI – 6.4k).
5. Understand relationships among state-mandated standards, instruction, and assessment in the ESL classroom (ESL VI – 6.5k, TESOL 4, INTASC 8).
6. Understand state educator certification standards in reading/language arts appropriate for the teacher’s level of certification and distinctive elements in the application of the standards for English and the primary language (Bilingual IV- 4.1k).
7. Use a variety of literacy assessments to plan and implement literacy instruction in the primary language (Bilingual 4.3s).
8. Assess and monitor learners’ level of proficiency in oral and written language and reading in L1 and L2 to plan appropriate literacy instruction (Bilingual 5.3s).
9. Develop the ability to utilize alternative assessment measures, including portfolios and dialogue journals.
10. Assess an English Language learner to learn to make instructional decisions for placement.

NEW EDUCATOR STANDARDS
The content and objectives of this course are aligned with the INTASC, Standards of the Department of Teacher Education, the state of Texas ESL standards, and the National Teachers of English for Speakers of Other Languages (TESOL) standards.

INTASC STANDARD
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

TESOL Standard 4 Assessment
Candidates understand issues of assessment and use of standards-based measures with ESOL students.
STATE Standards
State ESL 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.

State Bilingual Standard IV
The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

VII. EVALUATION CRITERIA
This course will use the following grading scale:

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<tr>
<th>Grade Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>Below 60%</td>
<td>F</td>
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VIII. REQUIRED ASSIGNMENTS

<table>
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<tr>
<th>Assignments</th>
<th>Grade Points</th>
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<tr>
<td>Participation (individual or group assignments)</td>
<td>10 percent</td>
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<tr>
<td>Research and submit a summary about the LAS and TELPAS tests (Due Week 4, 2\textsuperscript{nd} class)</td>
<td>15 percent</td>
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<tr>
<td>Create and submit 4 informal classroom assessments for administration to an ELL student (Week 11, 2\textsuperscript{nd} class)</td>
<td>10 percent</td>
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<tr>
<td>Administer and submit the completed 4 informal assessments with rubrics (Week 13, 2\textsuperscript{nd} class)</td>
<td>10 percent</td>
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| Case Study
  Please refer to the assignment description and rubric. The rubric on TK20 is based on 100 points. Results will be divided by 100 and multiplied by 35 to obtain the percentage for this assignment (Week 14, 2\textsuperscript{nd} class) | 35 percent   |
| Final Exam (Week 16)                                                        | 20 percent   |
| Total                                                                      | 100 percent  |

Extra Credit: Five (5) extra credit points will be assigned to students’ overall grade if they attend a conference related to ESL or bilingual education. Proof of attendance will be required, see assignment tab.

TexTESOL V 2012, Saturday, October 13, 2012 at Dallas Baptist University for registration: www.textesolV.org

Texas Association for Bilingual Education (TABE) conference will take place on October 25 and 26, 2012 in San Antonio, TX for registration: www.tabe.org
Texas Association for Improvement of Reading (TAIR) conference will take place on September 26 at Guyer High School in Denton. For information about this conference go to: www.TAIR.org

VIII. COURSE OUTLINE AND ASSIGNMENT DEADLINES

<table>
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<tr>
<th>Week #1: 8/29 (1 Class Only)</th>
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<tr>
<td><strong>Objective 1:</strong> Understand basic concepts, issues, and practices related to test design, development, and interpretation.</td>
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<td>• Welcome, introduction, syllabus, and textbooks.</td>
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<tr>
<td><strong>Assignment:</strong></td>
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<td>(1) Visit http: <a href="http://www.tea.state.tx.us/student.assessment/ell/">www.tea.state.tx.us/student.assessment/ell/</a> Arrive to second class with a typed document answering the following questions: What is LPAC? What is the TELPAS?</td>
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<td>(2) Familiarize yourself with TEA (Texas Education Agency) website, such as state standards and English language proficiency standards</td>
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<td>(3) Class discussion and exploration of assessments.</td>
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<th>Week # 2: 9/3 (Labor day, 9/3, no class)</th>
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<tr>
<td><strong>Objective 2:</strong> Understand types of assessment used in the ESL classroom.</td>
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<td><strong>Objective 5:</strong> Understand relationships among state-mandated standards, instruction, and assessment in the ESL classroom.</td>
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<tr>
<td>• Brantley Chapter 1. English Language Learners in Today’s Classrooms</td>
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<td>• Herrera Chapter 1. Classroom Assessment amidst Cultural and Linguistic Diversity</td>
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<tr>
<td>• Go to TEA website: Read and Print: Reading and Writing Standards for one grade level.</td>
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<td>• Go to BlackBoard and print ELPS (English Language Proficiency Standards)</td>
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<td><strong>Assignment Due Week 4:</strong></td>
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<td>1) Research the following tests:</td>
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<td>2) Write a 3 page paper to turn in week 4 using the following questions as a guide:</td>
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<td>(a) For what grade levels and subject areas are the LAS and TELPAS?</td>
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<td>(b) What skills does each test measure and how are they scored?</td>
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<td>(c) What information is gathered to assess student progress?</td>
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<td>(d) What is the relationship between these tests and the TEKS and ELPS Standards?</td>
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<td>(e) What are the objectives for administering such tests and how is it of benefit to both the teacher and student?</td>
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<th>Week # 3: 9/10</th>
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<tr>
<td><strong>Objective 2:</strong> Understand types of assessment used in the ESL classroom.</td>
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<tr>
<td>• Brantley Chapter 2. Understanding the Principles of Second Language Acquisition and Relation to Assessment</td>
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<tr>
<td>• Herrera Chapter 5. Assessment of Language Proficiency</td>
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<tr>
<td>• Presentation and Discussion of Readings</td>
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<tr>
<td>• Visit TEA website to research: TELPAS, TEKS, ELPS, PLD</td>
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<tr>
<td><strong>ASSIGNMENT DUE NEXT WEEK – SEE WEEK #2 FOR CRITERIA</strong></td>
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<td>Week # 4: 9/17</td>
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| **Objective 3:** Understand standardized tests commonly used in ESL programs in Texas.  
  - *Brantley* Chapter 3. Instructional and Theoretical Foundations of Assessment pp. 27-40  
  - *Herrera* Chapter 2. Authentic Assessments  
  Guest Speaker: Denton ISD |

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<th>Week # 5: 9/24</th>
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| **Objective 3:** Understand standardized tests commonly used in ESL programs in Texas.  
  - Discussion Questions for Herrera et al. readings due first 10 minutes of 1st class, Choose 1:  
    1. Why do teachers benefit from assessing socio-cultural, cognitive, academic, and linguistic dimension of CLD student before instruction?  
    2. Why are RtI models considered proactive?  
    3. Why is the degree of similarity between home and school culture important to the teacher?  
  - *Herrera* Chapter 3. Pre-instructional Assessment and the CLD Student pp. 50-77 |

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<th>Week # 6: 10/1</th>
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| **Objective 7:** Use a variety of literacy assessments to plan and implement literacy instruction in the primary language.  
  - Summary of Brantley readings (chapters 4 & 5) due first 10 minutes of 1st class  
  - *Brantley* Chapter 4. Oral Language and Vocabulary Assessment and Development  
  - *Brantley* Chapter 5. Reading Acquisition in the Primary and Secondary Languages  
  - Group Activity – Collaborate on identifying and implementing pre-instructional assessments based on your student’s language proficiency level (ELPS) and grade level standards (TEKS) |

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<th>Week # 7: 10/8</th>
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| **Objective 8:** Assess and monitor learners’ level of proficiency in oral and written language and reading in L1 and L2 to plan appropriate literacy instruction.  
  - *Brantley* Chapter 6. Assessment and Development of Concepts of Print, Phonemic Awareness, and the Alphabetic Principle  
  - *Brantley* Chapter 7. Assessment and Development of Word Identification, Comprehension, and Reading Fluency  
  - Group Activity – Bring in any and all data you’ve collected on your student. |

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<th>Week # 8: 10/15</th>
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| **Objective 4:** Understand state-mandated LEP identification procedures and placement and exit criteria, including the role of LPAC.  
  - Jigsaw Activity: Read and create a summary of your assigned portion of the LPAC Manual on BlackBoard (pp. 8, 10-14, 48-49, 58-61, 63-66, 68-71, and 73)  
  - Be prepared to present and discuss |

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<th>Week # 9: 10/22</th>
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| **Objective 8:** Assess and monitor learners’ level of proficiency in oral and written language and reading in L1 and L2 to plan appropriate literacy instruction.  
  - *Brantley* Chapter 8. Assessment and Development of Written Language and Spelling  
  - Submit first 10 minutes of class: What are the benefits of Writer’s Workshop?  
**Due:** Week #11: **Develop 4 Informal Assessments for Case Study** (10%) |
Week # 10: 10/29

Objective 6: Understand state educator certification standards in reading/language arts appropriate for the teacher’s level of certification and distinctive elements in the application of the standards for English and the primary language.

- Submit during the 1st 10 minutes of class answers to Herrera readings
  - What are similarities/differences between formative and summative assessments?
  - What are CBMs designed to measure?
  - Name and describe at least 4 informal formative assessments used to measure content-area learning?
- Brantley Chapter 9. Assessment of Content Area Learning
- Herrera Chapter 6. Assessment of Content Area Learning

Signup for one-on-one conferences for Week 11
(Meetings approximately 10 minutes per student, please bring all work and questions related to case study.)

Week # 11: 11/5  Due: 4 informal assessments to assess reading comprehension, writing skills, listening, speaking. Examples: checklists, student self-assessments, cloze assessments, retelling assessment, text elaboration, writing samples, read aloud, etc. See textbooks for more examples.

- Collaboration and Peer-review Sessions on Assessments in Computer Lab, Room # TBD
  - Students work collaboratively on Informal English Language Learner Assessments. How do these assessments target your student’s target English Language Proficiency Level? How else might you use the results of these assessments?
- One-on-One Conferences – Bring all 4 Assessments

Week # 12: 11/12

- Collaboration and Peer-review Sessions on Assessments in Computer Lab, Room # TBD
  - Students work collaboratively on Informal English Language Learner Assessments. How do these assessments target your student’s target English Language Proficiency Level? How else might you use the results of these assessments?
- One-on-One conferences – Bring all 4 Assessments

Assignment Due Week #13: Students administer 4 informal assessments to assess reading comprehension, writing skills, listening, and speaking

Week # 13: 11/19

Objective 11: Understands how to assist students in the transfer of literacy skills from L1 to L2 by using students’ prior knowledge in L1 to facilitate the acquisition of L2.

- Herrera, Chapter 7. Special Education Issues in the Assessment of CLD Students.
- Article: http://www.ncela.gwu.edu/files/rcd/BE019750/Transferring_Literacy.pdf

Study Question due 1st 10 minutes of Class: What do teachers need to know about the transfer of language from L1 to L2?

Assignment due Week #14: Case Study
Week # 14: 11/26 Due: Sunday 11/25 midnight: Submit Case Study via TK20 (35%)

Objective 9: Develop informal assessment measures, including portfolios and dialogue journals.
- *Brantley* Chapters 10 and 11. *Putting the Pieces Together* pp. 127-150
- Instructional Assessment in Practice
- Review for Final

Week # 15: 12/3

Objective 10: Assess an English Language learner to learn to make instructional decisions for placement.  **PRESENTATIONS:** Case Study (7-10 minutes)

Week # 16: 12/10

- FINAL EXAM (20%)

Case Study Key Assignment Description is also in TK20 along with the rubric.

**Identifying your ELL student**
You may need to locate your own student early in the semester to be able to practice administering and scoring informal assessments. Possible sources include; public schools, private schools, preschools, day care centers, churches, friends, or neighbors. When you identify your ELL student, he/she should not be a child currently being evaluated for special education services.

**Ethical and Legal Considerations**
It will be helpful to have written consent from the parent or legal guardian for their child to be assessed (instructor will provide). Results obtained are to be held confidential and are not to be discussed or shared with anyone. Please limit identifying information to student’s first name and initial of last name when discussing your case. Do not reveal information that would make the student readily identifiable to any class member or the instructor. You are only assessing for practice purposes, assessment results will not be considered reliable or valid.

**CLASS EXPECTATIONS**

**Turning in Assignments**
All students are required to turn in assignments as established in the syllabus. Assignments are due before arriving to the second meeting day of the week. No paper submissions. Turn it in to Blackboard via assignment tab or TK2 for the thematic unit only. *The goal is to GO GREEN!*

**Expectations for Assignments Submitted in Blackboard**
- Transmit only WORD or PDF documents
- For difficulties uploading or downloading files, please contact the UNT Help Desk at 940-565-2324 or send an e-mail to vista@unt.edu. You may possibly need to download the appropriate version of Java or have your browser status checked.
- All assignments should directly link to evidence in text
- Content and evidence should be presented in a well-organized and coherent manner
- Evidence of reflective thought in each assignment
- Creativity and initiative
- Use of appropriate grammar and punctuation (see UNT’s writing laboratory to receive assistance in writing skills)
Late Work
Late work will be reduced by one grade, i.e. A work will be given a grade of B, etc. After one week past the due date, late work will not be accepted. In case of illness a written excuse will be required to avoid reduction in grade. In case of a death in the family, obituary evidence is required. Other extraneous circumstances such as accidents, inclement weather, or epidemics will be dealt with on a case by case basis.

Attendance: Attendance and class participation are expected and will affect your final course grade. If you know in advance you will be absent, please use common courtesy and send an e-mail prior to class.

Cell Phones and Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Laptops are permitted for learning activities only.

Professionalism and Leadership: As a profession, teachers are expected to: meet high ethical standards; to find constructive ways to deal with problems; and, to offer appropriate support to colleagues through collaboration. Professionalism in group or partner work means being a member of the team, accepting responsibility without dominating, and helping colleagues without doing their work for them.

Other ways of showing professionalism and respect include: arriving to class on time; not chewing gum while presenting; not reading from cell phones or texting in class; and, not using iPods in class. You may bring a laptop or any other technological device for learning purposes.

Dealing with concerns: If you have any concerns with regard to instruction or grades, make an appointment to visit me during office hours for discussion and resolution. If you have issues related to classmates, talk to the classmate to resolve the issues. If needed, go to the instructor for final resolution.

PURPOSE AND RATIONALE

This course is intended to prepare teacher candidates as effective professionals serving ELL students from early childhood to grade 12. The contents of this course will provide the methodology for teaching ESL in today’s schools. The overall instructional techniques will help students improve their understanding of how contextualized learning enhances meaning and comprehension. The overall instructional plan of the course is designed to help students develop knowledge, skills of critical thinking, reflection, and self-assessment. The course will also help students develop their own cultural competence so they may value the culture of their students in various demographic groups.

DEVELOPMENTAL/CONCEPTUAL FRAMEWORK AND STANDARDS

COLLEGE OF EDUCATION’S VISION: We will be regionally and nationally recognized for excellence in preparing leaders in the human service and educational spheres of public, private, and corporate institutions. We will achieve this through promoting faculty and student research, designing learner-centered instruction, developing collaborative partnerships, and disseminating results of professional practices, active participation in professional and scholarly organizations, effective use of technology, and the value of intellectual and human diversity.
COLLEGE OF EDUCATION’S MISSION STATEMENT: To develop the human capacity – cognitively, socially, emotionally, and physically in our students and ultimately in the society they serve. College faculty contributes to achieving the mission by expanding knowledge through research, publication, and service.

NEW EDUCATOR STANDARDS: The content and objectives of this course are aligned with the INTASC Standards of the Department of Teacher Education, with the state of Texas ESL standards, and with the National Teachers of English for Speakers of Other Languages (TESOL) standards.

INTASC STANDARDS
1. knowledge of subject matter
2. knowledge of human development and learning
3. adapting instruction for individual needs
4. multiple instructional strategies
5. classroom motivation and management skills
6. communication skills
7. instructional planning skills
8. assessment of student learning
9. professional commitment and responsibility
10. partnerships

ENGLISH AS A SECOND LANGUAGE STATE STANDARD
Standard IV: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

TESOL STANDARDS
Domain 3: Planning, implementing and managing instruction: Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESL students. Candidates serve as effective English language models, as they plan for multi-level classrooms with learners from diverse backgrounds using standards based ESL and content curriculum.

TExES Test Preparation: To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Plan accordingly, you are required to stay for entire testing period. Students must meet the following criteria to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-practice-exam-registration. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates: Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during
their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

POLICY STATEMENTS

**Academic Integrity:** Students are encouraged to become familiar with UNT's policy on academic integrity: [http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf](http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf). Academic dishonesty, in the form of plagiarism, cheating or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

**Collection of Student Work Samples Policy:** In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

**Comprehensive Arts Program Policy:** The Elementary Education program area supports a comprehensive arts program to assist pre-service and in-service teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

**Disabilities Accommodation:** “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

**SETE:** The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

**Student Conduct:** Expectations for behavior in this class accord with the Code of Student Conduct: “Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.” See [www.unt.edu/csrr](http://www.unt.edu/csrr).

**Technology Integration Policy:** The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities which infuse technology throughout the elementary and middle school curriculum.


