COURSE INFORMATION
BED 4340 Principles of Bilingual/ESL Education
3 Undergraduate Credit Hours
W 9:00 am-11:50 am
EDUC 402

COURSE DESCRIPTION: Principles of Bilingual/ESL Education
Emphasis is on the theory and practice of Bilingual Education and English as a Second Language. Focus on identification of program models in Bilingual/ESL education, including their historical, legislative, and philosophical foundations, as well as instructional frameworks for various programs. An additional focus is on the implementation of bilingual instruction with U.S.-Mexico border populations.

COURSE PURPOSE
Course is designed to prepare future educators with the foundational knowledge (history), conceptual understandings (philosophy), and current mandates and program model information (law and pedagogy) regarding the education of English language learners (ELLs) in the United States, and specifically in the state of Texas. All educators — general education; elementary; middle school; secondary; literacy education; special education; gifted education; bilingual education; ESL education; Counselors and Administrators — share the responsibility for Bilingual/ELL schooling.

COLLEGE’S CONCEPTUAL THEME
This course aligns with the University and College of Education’s mission and vision in addressing the preparation of education professionals – teachers, counselors, special educators ... with a special emphasis and support for student learning and development within linguistically and culturally diverse border region settings. It provides students opportunities to apply Bilingual/ELL Education knowledge as they develop and/or deliver presentations and teaching activities that are aligned to the State standards.
**COURSE OBJECTIVES:** To develop understandings and the ability to apply these understandings as developing and future educators in the following:

1. History of Bilingual Education in the United States and in Texas, and its impact on current legislation in Texas, as well as nationally;
2. Philosophies underlying the concept of Bilingual Education and ESL Instruction;
3. Legal foundations of Bilingual Education and teaching English language learners;
4. Politics of Bilingualism, including landmark court cases;
5. Identification Sociocultural characteristics of ELLs;
6. Federal and State Policy;
7. Bilingual/Dual/ESL Program Models;
8. First and second language acquisition and research;
9. Role of L1 in L2 learning;
10. Oral language, reading, and writing to ELLs;
11. The role of culture in academic achievement;
12. Models of teaching and working with English language learners; Sheltered Instruction; Comprehensible Input;
13. State Assessments for Bilingual/ELL students; and
14. Texas Teaching Standards, Domains, and Competencies for Bilingual Education and English as a Second Language; EC-06 and 4-8.

**2 REQUIRED TEXTS**


*Text can be purchased at the UTEP BOOKSTORE or directly from Caslon Publishing, Amazon, or other textbook sellers.*


*Manual to be downloaded.*
REQUIRED TEXTS:

- LPAC Main Link - http://programs.esc20.net/default.aspx?name=lpac.framework
- Pgs. 1-78 LPAC Framework Manual 2017-2018
- Pgs. 80-143 Suggested Forms 2017-2018 Word Document
- Pgs. 144-171 Home Language Surveys
- Pgs. 232-290 LPAC Manual Resources
- ELPS – *English Language Proficiency Standards*
  - http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html
- Chapter 89
  - http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html
- APA Format
  - https://owl.english.purdue.edu/owl/resource/560/05/

COURSE/CLASSROOM POLICIES

Participation
All students are expected to be prepared and to be active participants and check their emails, assignments, discussions and blogs ON BLACKBOARD on a regular basis. Reading the assignments is essential for meaningful participation. Students are responsible for working with their groups. Group work is mandatory, and provides a forum for discussion that cannot be duplicated. **No excuses for incomplete or late assignments will be accepted.** All students are required to be prepared for each class session and maintain a high level of professionalism and respect for one another as we engage in discussions and group work.

Academic Dishonesty:
The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and
jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. For further information, please refer to http://sa.utep.edu/osccr/academic-integrity/

Students with Disabilities:
If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to The Center for Accommodations and Support Services (CASS). Students who have been designated as needing this service must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a problem with testing, studying or learning, including a handicapping condition, such as a learning disability, vision or hearing impairment, or physical disability, you must notify the instructor by the end of the third week of class if you wish to request accommodation. You are encouraged to discuss this in confidence with the instructor and/or the director. The Center for Accommodations and Support Services can be reached at Web: http://sa.utep.edu/cass/ Phone: (915) 747-5148 voice or FAX: (915) 747-8712 E-Mail: cass@utep.edu

Standards Assessed: Bilingual Standards II-VI

- The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
- The bilingual education teacher knows the process of first and second language acquisition and development.
- The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.
- The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy

These standards are addressed through various competencies that future educators are expected to have within particular domains. The competencies to be addressed and evaluated are on page 17 of this syllabus.
GRADING
Points will be based on discussions, blogs, assignments, quizzes, and the final project and exam. All work is required to be turned in on time. LATE WORK WILL NOT BE ACCEPTED. Please do not wait until the last minute to submit work in the event there are technology issues. In addition, your classmates cannot respond thoughtfully to your blogs/discussions if you post at the last minute.

You will take a quiz every day of the course based on the assigned readings for the day. All quizzes are taken at the beginning of class. The quizzes are created to test what you remember from the reading. That is, they will simply see if you've done the assigned reading for the day. The conceptual understandings will be developed through further discussion of the readings in class, through small and large group activities. The daily quizzes are designed to ensure that you begin to develop your knowledge foundation on the topics presented by reading important content and getting exposed to information. That's where it all begins...reading.

ASSIGNMENTS/POINTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voiceover Introductions</td>
<td>5 pts</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30 pts</td>
</tr>
<tr>
<td>5 Blogs</td>
<td>10 pts</td>
</tr>
<tr>
<td>5 Writing Responses</td>
<td>15 pts</td>
</tr>
<tr>
<td>Group Presentation on Cases</td>
<td>10 pts</td>
</tr>
<tr>
<td>1 BILINGUAL/ESL Final Project</td>
<td>15 pts</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>15 pts</td>
</tr>
</tbody>
</table>

TOTAL: 100
Course Schedule

**Aug. 30th**  
**Voice over Introductions** Creating a community of learners  
*Introductions. What do you know about Bilingual Education? Why are you taking this course?*  
Open: 08/30 5pts.  
Post by 8pm 09/01  
Respond by 11:30 pm 09/03  
Respond to a minimum of 2 classmates

**PRETEST**

CIRCLE MAP  What is bilingual education/ELLs?

**Sept. 6**  
**MODULE 1**  
**Who are English Language Learners**  
Chapter 1

*Who are our English language learners? Dual language learners? Emergent Bilinguals? Culturally and linguistically diverse student?*

**QUIZ 1**  
Quiz Opens 9:00-9:20 a.m. 2 pts

**BLOG 1**  
Discuss the diversity of ELLs?  
*How are they different? How are they the same?*  
Opens 09/06 2 pts.  
Closes 8pm 09/10  
[150 Word Count]  
Respond to a minimum of 2 classmates

**Sept. 13**  
**MODULE 2**  
Language  
Chapter 2

*Why do teachers need to know about language?*

**QUIZ 2**  
Quiz Opens 9:00-9:20am 2 pts

**READING/Writing RESPONSE 1**  
What do teachers need to know about language?  
Opens 09/13 3 pts  
Closes 8pm 09/17  
[150 Word Count]

**Sept. 20**  
**MODULE 3**  
Language Learning and Teaching: SLA Theories  
Chapter 3

*What are the Second Language Acquisition Theories and what do they suggest?*

**QUIZ 3**  
Quiz Opens 9:00-9:20am 2 pts

**READING/Writing RESPONSE 2**  
How can the theories of language learning inform effective practice?  
Opens 09/20 3 pts  
Closes 8pm 09/24  
[150 Word Count]
Sept 27 | MODULE 4  Language and Education Policy  
| Chapter 4 and LPAC Manual pgs. 1-36  
| [Link to LPAC Manual]

**How has federal policy influenced the education ELLs?**

**QUIZ 4**
Quiz Opens 09/27 9:00-9:20am  2pts

**LPAC QUIZ**
2 pts

**READING/Writing RESPONSE 3**
What has been the role of the courts in guiding federal policy for ELLs?  
Opens 09/27 3 pts  
Closes 8pm 10/01

Oct. 4 | MODULE 4  Language and Education Policy  
| Chapter 4 and LPAC Manual pgs. 1-36  
| [Link to LPAC Manual]

**How has federal policy influenced the education ELLs?**

**GROUP PRESENTATIONS:** Federal Cases in Bilingual Education  In class  10pts

**BLOG 2**  
How does the LPAC address federal laws?  
Opens 10/04 2 pts  
Closes 8pm 10/08

[150 Word Count]

Respond to a minimum of 2 classmates
What are the essential components of any instructional program for ELLs?

QUIZ 5
Quiz Open 10/11 9:00-9:30am 2 pts

LPAC QUIZ
DOUBLE - BUBBLE MAP
Differences and similarities among program models

READING/Writing RESPONSE 4
Opens 10/11 3 pts
Closes 8pm 10/15

Discuss the differences among the various programs: English as a second language, sheltered instruction, transitional bilingual early/late exit, and dual language. [500 Word Count]

What are the essential components of any instructional program for ELLs?

BLOG 3
What programs are supported in Texas?
Opens 10/18 2 pts
Closes 8pm 10/22
Respond to a minimum of 2 classmates
**Why should ELL educators be wary of overreliance on standardized tests of ELLs’ academic achievement and English language proficiency?**

**QUIZ 6**  
Quiz Opens 10/25 9:00-9:20am  2 pts  

**LPAC QUIZ**  
2 pts  

**BLOG 4**  
**Why is there a need for multiple measures?**  Opens 10/25 2 pts  
[150 Word Count]  Closes 8pm 10/29

Respond to a minimum of 2 classmates

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**Why should ELL educators be wary of overreliance on standardized tests of ELLs’ academic achievement and English language proficiency?**
### Nov. 8

**MODULE 7**  Language Modalities: Listening, Speaking  
Reading and Writing; TELPAS; WIDA

*How can an assessment of English Language Learners speaking and listening, reading, and writing strengths and weaknesses help a teacher choose the proper instructional approaches, methods, and strategies?*

**QUIZ 7**  Quiz Opens 11/08 9:00-9:40am 6 pts

**READING/Writing RESPONSE 5**  What is the relationship between oral language, reading, and writing ability?  
Opens 11/08 3 pts  
Closes 8pm 11/12  
[150 Word Count]

**ELPS – English Language Proficiency Standards**  
http://riter.tea.state.tx.us/rules/tac/chapter074/ch074a.html

**Chapter 89**  
http://riter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html

### Nov. 15

**MODULE 8**  Content Area Instruction; Sheltered Instruction  
Chapter 10  
and LPAC Manual  pgs. 233-391  

**QUIZ 10**  Quiz Opens 11/15 9:00-9:20am 2 pts

**BLOG 5**  *Why is it so important to have both content and language objectives? What would occur if lessons consistently had one but not the other?*  
Opens 11/15 2 pts  
Closes 8pm 11/19  
[150 Word Count]  
Respond to a minimum of 2 classmates

### Nov. 22

**MODULE 8**  Content Area Instruction; Sheltered Instruction  
Chapter 10  
and LPAC Manual  pgs. 233-391  

**LPAC QUIZ**  Quiz Opens 11/22 9:00-9:20am 2 pts
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event</th>
<th>Location</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 29-Dec. 06</td>
<td>FINAL BILINGUAL/ESL PROJECTS</td>
<td>In class</td>
<td>15 pts</td>
</tr>
<tr>
<td>Dec. 13</td>
<td>COMPREHENSIVE FINAL</td>
<td>Opens 12/13</td>
<td>9:00-11:50am</td>
</tr>
</tbody>
</table>
COURSE RUBRICS AND INSTRUCTIONS

Voice-Over Introductions: Creating a Community of Learners

Introductions are an effective way to meet your classmates and professor – a first impression! However, if the introduction is not created with care and some planning, it can easily turn into a first impression you want to take back. Create a 1-3 slide PowerPoint presentation that must include one picture of yourself and a voice over of 2-3 minutes only, introduce yourself to the class. In your presentation, talk about yourself, what you know about Bilingual Education? And, why are you taking this course? Submit your assignment in the designated area in Blackboard, Module 1. Included below are web links that guide you in the development of Voice Over. This can be done for any power point. For more information about how to include narrative in presentations, use the following resources.

<table>
<thead>
<tr>
<th>Office Version</th>
<th>Microsoft Link</th>
<th>Video Tutorial</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Voice Over Introduction Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
</tr>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
</tr>
<tr>
<td><strong>Participation</strong></td>
</tr>
</tbody>
</table>
Blogs Instructions

(1) Writing is always academic (i.e., grammar, spelling, no abbreviations, no texting features).
(2) Respond to a minimum of 2 classmates.

Blogs Rubric

<table>
<thead>
<tr>
<th>Analysis/Interpretation</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting reflects understanding, insight and reflection about the topic. In addition, it demonstrates that the student has gained new understanding of the topic.</td>
<td>Posting reflects some understanding, insight and reflection about the topic. The message uses some sources in required reading.</td>
<td>Posting shows no evidence of insight, understanding or reflective thought about the topic. Messages generally show little evidence of readings consisting instead of opinions, feelings and/or impressions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Skill</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentences are clear and wording is unambiguous. Writing is grammatical and word choice is appropriate for topic.</td>
<td>Writing is generally grammatical. Word choice is somewhat limited at times.</td>
<td>Grammar, spelling, and/or word choice errors are frequent.</td>
<td></td>
</tr>
</tbody>
</table>

Reading/Writing Response Instructions: Responses are done by each of you individually.
(1.) Responses are intentionally assigned at a word count to provide you the opportunities and practice to write succinctly.
(2.) The writing, however, is always academic writing (i.e., grammar, spelling, no abbreviations, no texting features).
(3.) You will submit these in the BOX provided in ASSIGNMENTS on BB. DO NOT ATTACH AS A WORD FILE. You can WORK on a word file, but then cut and paste into the ASSIGNMENT BOX.
# Reading/Writing Response Rubric

<table>
<thead>
<tr>
<th>Analysis/Interpretation</th>
<th>3</th>
<th>2</th>
<th>1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postings reflect understand and reflection about the topic. The message demonstrates that the student has gained new understanding of the topic.</td>
<td>Postings reflect some understanding and reflection about the topic.</td>
<td>Postings show now evidence of understanding and reflection about the topic. They consist more of feeling and impressions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Skill</th>
<th>3</th>
<th>2</th>
<th>1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct word choice, correct spelling, and correct grammar. Writing is clear, concise, and succinct and stays within the number of words requested. APA format is used in intext citations and references.</td>
<td>Few mistakes in grammar, spelling and word choice that do not undermine the communication. Writing is somewhat clear and concise. Stays somewhat within the number of words requested APA format is sometimes used in intext citations and references.</td>
<td>Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddied. Does not stay within the number of words requested. APA format is not used in intext citations</td>
<td></td>
</tr>
<tr>
<td><strong>Biliteracy Final Project Rubric</strong></td>
<td><strong>Exceptional 11-15</strong></td>
<td><strong>Good 6-10</strong></td>
<td><strong>Acceptable 2-5</strong></td>
</tr>
<tr>
<td>-----------------------------------</td>
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</tr>
<tr>
<td><strong>Content</strong></td>
<td>Clearly related to the reading; points are clearly made and supported; varied use of materials.</td>
<td>Some information that relates to topic; many good points made but there is an uneven balance.</td>
<td>There is a great deal of information that is not clearly connected to the topic.</td>
</tr>
<tr>
<td><strong>Coherence and Organization</strong></td>
<td>Clearly stated and developed; specific examples and clearly developed; flows together well; good transitions; succinct; well organized.</td>
<td>Most information presented in logical sequence; generally very well organized but better transitions from idea to idea needed.</td>
<td>Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy.</td>
</tr>
<tr>
<td><strong>Material</strong></td>
<td>Balanced use of materials properly used to develop component; varied and appropriate.</td>
<td>Use of material not as varied and not as well connected to the component.</td>
<td>Chopy use of materials; lacks smooth transition from one point to another; materials are not clearly connected to the component.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Very original presentation of material; uses the unexpected to full advantage; captures audience’s attention.</td>
<td>Some originality apparent; good variety and blending of materials/media.</td>
<td>Little variation; material presented with little originality or interpretation; some media.</td>
</tr>
<tr>
<td><strong>Speaking Skills (Not Reading Skills!)</strong></td>
<td>Clear articulation; proper volume; steady rate; enthusiasm; confidence; Grammatical.</td>
<td>Clear articulation but not as polished; little if any grammatical errors.</td>
<td>Some mumbling; uneven rate; little or no expression communicated; some grammatical error; READS.</td>
</tr>
<tr>
<td><strong>Length of Presentation</strong></td>
<td>Within required time and required number of slides.</td>
<td>Outside required time and required number</td>
<td>Outside required time and/or 1 or 2 extra slides.</td>
</tr>
</tbody>
</table>
# Federal Cases in Bilingual Education Rubric

<table>
<thead>
<tr>
<th>8-10 Slides</th>
<th>Exceptional 10</th>
<th>Good 8-9</th>
<th>Acceptable 6-7</th>
<th>Unacceptable 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Presentation and powerpoint provides accurate, complete and useful information; clear objectives; reference page and timeline included; many connections to policy are made.</td>
<td>Presentation and powerpoint some examples, facts and other useful information; many good points made; reference page and timeline included; connections to policy are made.</td>
<td>Presentation and powerpoint some information that is inaccurate and not useful; incomplete or wrong citation of references; some connection is made to policy.</td>
<td>Presentation and powerpoint does not provide useful information about the topic. No reference page and/or timeline included. No connections are made to policy.</td>
</tr>
<tr>
<td><strong>Coherence and Organization</strong></td>
<td>Presentation and powerpoint provides clearly stated and developed information; follows a chronological order and sequence; flows well; good transitions; succinct and very well organized</td>
<td>Presentation and powerpoint provides most information presented in logical sequence; follows a chronological order but it does not have sequence; generally well organized.</td>
<td>Presentation and powerpoint provides concepts and ideas that are loosely connected; does not follow chronological order or sequence; lacks clear transitions, flow and organization; choppy.</td>
<td>Presentation and powerpoint is choppy; does not flow; does not follow chronological order or sequence; vague; no apparent logical order of presentation.</td>
</tr>
<tr>
<td><strong>Speech</strong></td>
<td>Holds attention of entire audience with the use of direct eye contact, seldom looking at notes; clear voice.</td>
<td>Consistent use of direct eye contact with audience, but still returns to notes; clear voice</td>
<td>Displayed minimal eye contact with audience, while reading mostly from the notes; voice is low.</td>
<td>No eye contact with audience, as entire report is read from notes; voice is low,</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Presentation and powerpoint provides points in creative ways to maintain audience’s attention throughout; includes the use of different materials.</td>
<td>Presentation and powerpoint holds the audience’s attention most of the time; includes some different materials.</td>
<td>Presentation and powerpoint presents facts with little or no creativity; includes a few different materials.</td>
<td>Presentation and powerpoint is incoherent/ unclear; does not include different materials.</td>
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**COMPETENCY 001**

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.

<table>
<thead>
<tr>
<th>SLOs: By the end of course, the student will be able to:</th>
<th>To evaluate these outcomes, the faculty will use the following assessment procedures:</th>
</tr>
</thead>
</table>
| 1.1 Analyze and summarize the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education, and the effects of demographic changes on bilingual education | a. Chapter Quiz  
b. In-class, small group discussions, with informal evaluations of student learning based on a predetermined expectations for student participation and expression of understanding and application of content and materials.  
c. Analysis, Evaluation, Application via small groups on discussions and activities on Chapter and in class topics: |
| 1.2 Explain and present procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement of English Language Learners. | LPAC Decision-Making Process for the Texas Assessment Program. Procedural Manual prepared by the Texas Education Agency, Student Assessment Division.  
Chapter 89: Adaptations for Special Populations  
http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html  
d. On Comprehensive End of Course Exam |
| 1.3 Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world. | |
| 1.4 Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation. | |
| 1.5 Analyze the historical, legal, legislative, and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students. | |
| 1.6 Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions. | |
| 1.7 Distinguishes models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus. | a. Chapter Quiz  
b. In-class, small group discussions, with informal evaluations of student learning based on a predetermined expectations for student participation and expression of understanding and application of content and materials.  
c. Analysis, Evaluation, Application via small groups on discussions and activities on Chapter and in class topics.  
d. On Comprehensive End of Course Exam |
| 1.8 Analyzes various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models | |
**COMPETENCY 002**

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.

<table>
<thead>
<tr>
<th>SLOs: By the end of course, the student will be able to:</th>
<th>To evaluate these outcomes, the faculty will use the following assessment procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students' language development in L1/L2.</td>
<td>a. Chapter Quiz</td>
</tr>
<tr>
<td>2.2 Demonstrates knowledge of major language components (phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students' language development needs in L1 and L2.</td>
<td>b. In-class, small group discussions, with informal evaluations of student learning based on a predetermined expectations for student participation and expression of understanding and application of content and materials.</td>
</tr>
<tr>
<td>2.3 Demonstrates knowledge of stages of first and second-language development and theories/models of first and second language development (e.g., behaviorist, cognitive), and understands the instructional implications of these stages and theories/models.</td>
<td>c. Analysis, Evaluation, Application via small groups on discussions and activities on Chapter and in class topics.</td>
</tr>
<tr>
<td>2.4 Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies, and materials for teaching L1 and L2.</td>
<td>d. On Comprehensive End of Course Exam</td>
</tr>
<tr>
<td>2.5 Explains the interrelatedness and interdependence of first and second language acquisition and assists students in making connections between languages (e.g., using cognates, noting similarities and differences).</td>
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</tr>
<tr>
<td>2.6 Analyzes and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum.</td>
<td></td>
</tr>
<tr>
<td>2.7 Identifies and explains cognitive, linguistic, social, and affective factors affecting second language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/ community environment, literacy background) and uses this knowledge to promote students' language development in L2.</td>
<td></td>
</tr>
</tbody>
</table>
COMPETENCY 003

The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.

<table>
<thead>
<tr>
<th>SLOs: By the end of course, the student will be able to:</th>
<th>To evaluate these outcomes, the faculty will use the following assessment procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2. Identifies types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.</td>
<td>a. Chapter Quiz</td>
</tr>
<tr>
<td>3.3. Discuss the state educator certification standards in reading/language arts; understands distinctive elements in the application of the standards for English and for L1, and applies this knowledge to promote bilingual students' literacy development in L1.</td>
<td>b. In-class, small group discussions, with informal evaluations of student learning based on a predetermined expectations for student participation and expression of understanding and application of content and materials.</td>
</tr>
<tr>
<td>3.5. Discuss how to help students transfer literacy competency from L1 to L2 by using students' prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies).</td>
<td>c. Discussion Evaluation: English Language Proficiency Standards (ELPS) <a href="http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html">http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html</a></td>
</tr>
<tr>
<td>3.7. Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in L1 while developing students' literacy in L2, by using ongoing assessment and monitoring of students' level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children's literature in L1 and L2).</td>
<td>d. Analysis, Evaluation, Application via small groups on discussions and activities on Chapter and in class topics.</td>
</tr>
</tbody>
</table>

e. On Comprehensive End of Course Exam
**COMPETENCY 004**

The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

<table>
<thead>
<tr>
<th>SLOs: By the end of course, the student will be able to:</th>
<th>To evaluate these outcomes, the faculty will use the following assessment procedures:</th>
</tr>
</thead>
</table>
| 4.1 Explains how to assess bilingual students' development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas. | a. Chapter Quiz  
b. In-class, small group discussions, with informal evaluations of student learning based on a predetermined expectations for student participation and expression of understanding and application of content and materials.  
c. Comprehensive End of Course Exam |
| 4.2 Creates authentic and purposeful learning activities and experiences in both L1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS). | |
| 4.3 Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students' cognitive and linguistic development. | a. Chapter Quiz  
b. In-class, small group discussions, with informal evaluations of student learning based on a predetermined expectations for student participation and expression of understanding and application of content and materials.  
c. Comprehensive End of Course Exam |
| 4.4 Identifies various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students' development of cognitive-academic language and content-area knowledge and skills in L2. | |
| 4.5 Differentiates content-area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students' needs. | |