



THE UNIVERSITY OF TEXAS AT EL PASO

BED 5335/ CRN 17953 * Dual Language Education

HYBRID

BED 5335 * EDUC 307

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Office: EDUC 611
Office Hours: W 4:30-5:30 p.m or by appointment



“The best setting for educating linguistic minority pupils—and one of the best for educating any pupil – is a school in which two languages are used without apology and where becoming proficient in both is considered a significant intellectual and cultural achievement.” Charles L. Glenn, Principal (1990)

Graduate Course Information

BED 5335 Special Topics * 3 Credit Hours

Course Topic: Dual Language Education (3-1)

Course Description: Research foundations and program principles for dual language education; introduction to second language acquisition and biliteracy as it applies to dual language education; theoretical frameworks and research foundations for dual language education are connected to practical application. A survey of successful dual language education programs will be conducted.

Course Purpose

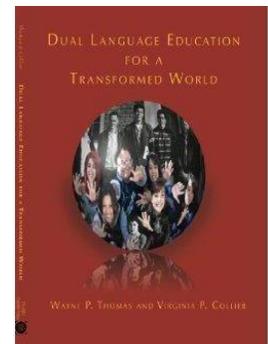
This course is designed to prepare graduate students with the foundational knowledge (history), conceptual understandings (philosophy), and the research and evaluation of Dual Language Education.

Course Objectives: To identify, explain, and evaluate Dual Language Education and its components by applying theoretical and pedagogical knowledge in the following areas:

- Philosophies underlying the concepts and goals of Dual Language Education
Two Way and One Way Program Models
First and second language acquisition research in the context of Dual Language Education
Teaching for Transfer
Biliteracy: Simultaneous and Successive
90/10 and 50/50 models
A Survey of successful Dual Language Education Models
Planning Dual Language for Sustainability

Required Texts: (2)

Collier, V.C., & Thomas, W.P. (2012). Dual Language Education for a Transformed World. Albuquerque, NM: DLeNM Fuente Press. ISBN: 978-0-9843169-1-5



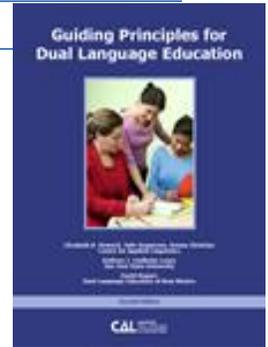


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Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K.J., & Rogers, D. (2007). *Guiding Principles for Dual Language Education* (2nd ed.). Washington, DC: Center for Applied Linguistics.



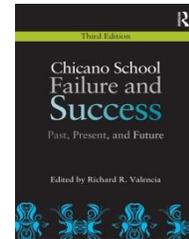
ONLINE	OR	PRINT
<p>Download the report, Guiding Principles for Dual Language Education (PDF, 5.1 MB)</p>		<p>Buy a print version for easy reference from the CAL Store</p>

A tool to help dual language programs(two-way immersion, heritage language, foreign language immersion, or developmental bilingual programs) with planning and ongoing implementation. Grounded in evidence from research and best practices, the guiding principles address

program issues in seven strands: Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, and Support and Resources.

*** Other Required Readings (3) - Posted on Backboard**

Izquierdo, E. (2011). Two Way Dual Language Education. In R.R Valencia, (Ed.), *Chicano School Failure and Success: Past, Present, and Future* (3rd ed., pp. 160-172). New York: Routledge.

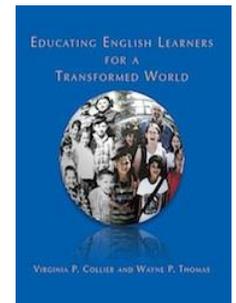


Izquierdo, E. (2011). One supana time...Children don't know that they know, but they know! *Soleado: Promising Practices from the Field*, 4, 1-11.

Izquierdo, E. (2009). Bilinguality: A journey or a destination. *Soleado: Promising Practices from the Field*, 2, 1-11.

Recommended Readings - Posted on Backboard

Collier, V.C., & Thomas, W.P. (2009). *Educating English Learners for a Transformed World*. Albuquerque, NM: DLeNM Fuente Press.



Thomas, W.P. & Collier, V.P. (2004, Winter). The Astounding Effectiveness of Dual Language Education for All. *Journal of Research and Practice*, 2(1).



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CLASSROOM POLICIES

- All students are expected to be prepared and check **BlackBoard on a daily basis** for emails and to post assignments, discussions, quizzes/tests etc.
- Participation in discussions, group activities, and evaluations is required on time.
- **No late work will be accepted.** Pay close attention to OPEN and CLOSED dates.
- All writing in discussions, reading responses, and other assignments must be well thought out and appropriate for each topic that is discussed. All writing needs to be organized, clear, grammatical, and must follow APA format. Use the following link as your resource: <http://owl.english.purdue.edu/owl/resource/560/01/>
- Students are responsible for working with their groups and maintaining a high level of professionalism and respect for one another as we engage in discussions and group work.

The following are the assignments and point value for each one in the course, for a total of 100 points:

ASSIGNMENTS	POINTS
1. 1 Introduction: Creating a Community of Learners	5
2. 3 Discussions (5 pts each) Speaking in Tongues	15
3. 3 Blogs (5 pts each) Speaking in Tongues	15
4. 1 Group Chapter Presentation from Textbook	10
5. Research Paper: Dual Language Education	5
6. 1 Group presentation and power point of a National Model	10
7. 1 Class Discussion on Guiding Principles	5
8. 1 Group Presentation of the Guiding Principles	10
9. 1 Final project – Dual Language School	20
10. Peer evaluations for final project	5
TOTAL POINTS	100



- A 90-100**
- B 80-89**
- C 70-79**
- D 60-69**
- F Below 60**

All assignments are due on Black Board by 11:30 p.m. No late work will be accepted. Pay close attention to OPEN and CLOSED dates.



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All assignments are due on Black Board by 11:30 p.m.

Week	Text/Topic Description <small>*Chapters/Articles/Videos</small>	Assignments
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Aug 26
F2F



- **Introductions**
- **Review of Syllabus**
- **Creating a Community of Learners through Introductions and Personal Views of Dual Language Schooling** In 1-3 power point presentation slides 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 dual language education and what you **want to learn** about dual language education. **What connections can you make between your understanding of dual language education and the videos that you watched in this introduction?** Respond to a minimum of 3 classmates.



**INTRODUCTIONS
Creating a
Community of
Learners**

Opens 8/26-8/30
In Introductions

POINTS: 5

CHECK RUBRICS

- **Assign groups for Chapter 2, 3 & 4**

MODULE 1 A CRITICAL REVIEW OF DUAL LANGUAGE EDUCATION: Part 1

1

Sep 2
Online

Speaking in Tongues, PATCHWORKS FILMS
<http://speakingintonguesfilm.info/>



Go to **WEBLINKS** tab to link to the video and additional information.

“In the 21st century, is knowing only English enough? Think critically about bilingualism, in terms of employment opportunities, family connections, and personal development, but also in terms of new ways of thinking and being in the world, i.e. through developing a global consciousness.” (Schneider & Jarmel, 2009).

Review Glossary <http://speakingintonguesfilm.info/learn-more/glossary/>

**SYLLABUS SUBJECT TO CHANGE AT ANY TIME
READ YOUR BB EMAIL EVERYDAY.**



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D1: CLASS DISCUSSION

D1: *Speaking in Tongues*, PATCHWORKS FILMS

“There is no country that has more linguistic assets. But we seem to take pride in being monolingual and we even try to amend our constitutions to make sure that we remain monolingual when the rest of the world under globalization is learning second and third languages while we are essentially shooting our own feet. It is a national question. What does it mean to be an educated person in America today?” Dr. Ling-chi Wang (Scholar & Activist)

D1: Speaking in Tongues
Opens 8/31- 9/6
In Module 1
POINTS: 5



D2: ASSIGNED GROUPS *Speaking in Tongues*, PATCHWORKS FILMS

“U.S. businesses eagerly seek bilingual workers. The Department of Defense Spends millions to teach strategic languages. Yet voters have Passed ‘English Only’ laws in 31 states.”
Research and list the 31 states and respond to the statement above.

D2:Speaking in Tongues
Opens 8/31- 9/6
In Module 1
POINTS: 5



BLOG *Speaking in Tongues*, PATCHWORKS FILMS

B1: What do you learn from this film about Julian, Jason, Kelly and Durrell? Draw upon specific examples/statements from the film to support your response.

B1:Speaking in Tongues
Opens 8/31-9/6
In Module 1
POINTS: 5



MODULE 2 A CRITICAL REVIEW OF DUAL LANGUAGE EDUCATION: Part 2

Sept 9
Online

Collier, V.C., & Thomas, W.P. (2012). *Dual Language Education for a Transformed World*. Albuquerque, NM: DLeNM Fuente Press.

Chapter 1: Reasons to Consider Dual Language Programs

What reasons would you use to consider Dual Language Programs?

- *Language and Globalization* <http://vimeo.com/15701513>
- *A Look Inside Dual-Language Classroom* Maxwell, L. (2012, April 3). A Look Inside Dual-Language Classrooms [Video file]. Retrieved from <http://bcove.me/uz6n69mh>
- *The United States of language* <http://vimeo.com/15905582>



B2: If you were an administrator, how would you support DL in your school? What participation/roles would each partnership (administrators, teachers, parents and students) have in your biling

B2: Reason for Dual Language
Opens 9/6 -9/13
In Module 2
POINTS: 5

Sept 16
F2F

Group Presentations of Chapter 2,3 and 4

Chapter 2: Beginnings - *What commonalities and differences does Dual Language (DL) have with the original models of bilingual schooling? What programs are used in [your] school district for English. Describe their effectiveness.*

Izquierdo, E. (2011). Two Way Dual Language Education. In R.R Valencia, (Ed.), *Chicano School Failure and Success: Past, Present, and Future* (3rd ed., pp. 160-172). New York: Routledge.



Group Chapter Presentation
Due 9/16
POINTS: 10

Chapter 3: Defining Dual Language Education – *What is Dual Language? Address some of the points made in this chapter. What are the non-negotiables?*

- Lindholm-Leary, K. (2007). Current research on dual language programs [PDF document]. Retrieved from http://www.lindholm-leary.com/present&handout/CurrentResTWI_TexasDL2007_4web.pdf
- Utah Public Education. (2011, Nov 25). *Utah dual immersion* [Video file]. Retrieved from <http://youtu.be/hTG0YFU8vWA>

Chapter 4: Unique Qualities of Dual Language Education - *What type of qualities do teachers and staff require in a Dual Language program?*

- Immersion* <http://vimeo.com/16107154> *Speaking in Tongues, PATCHWORKS FILMS*
- St Thomas Houston. (2012, Dec 1). *UST/HISD dual language program: Training teachers as dual language educators* [Video file]. Retrieved from <http://youtu.be/6cjL65hLz5M>



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Sept 23 Online



D3: Assigned Groups

Chapter 5: Astounding Effectiveness - The North Carolina Story – An Interview

Chapter 6: More Dual Language Research Findings from Thomas and Collier - The GAP and the GRAPH

English Language Learners <http://vimeo.com/15712118>
Speaking in Tongues, PATCHWORKS FILMS

Myths & Realities for English Language Learners
<http://speakingintonguesfilm.info/myths-realities-for-english-language-learners/>

Integration and Immersion <http://vimeo.com/15911616>

In your group, discuss: Is informing parents of their options important for Dual Language? What happened to the parent in the video? Is this happening in your school district?

D3 on Chapt 5 & 6 and Videos
Opens 9/17-9/27
In Module 2
POINTS: 5

B3: How long does it take to close the gap when schooling is only in English compared to schooling in the student's primary language and English? What does the graph tell us about DL? Address this question as if you were speaking to **one** of the five listed below. Make your case for Bilingual Education.

1. Superintendent
2. Principal
3. Teacher
4. Parents
5. Teacher Preparation Programs

B3 on Chapt 6 and videos
Opens 9/17-9/27
In Module 2
POINTS: 5



Sept 30 Online

Chapter 7: The Beauty of Dual Language

<http://vimeo.com/15700340> 3rd Grade Science

Education Nation. (2012, September 25). Dual language: Geddes and the science of child development [Video file]. Retrieved from <http://www.nbcnews.com/video/nbc-news/50590517#50590517>

5-7 Page Research paper: **Dual Language Education: What the Research Says**

Research Paper
Due 10/11
In Module 2
POINTS: 5



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MODULE 3 THE NATIONAL DUAL LANGUAGE CONSORTIUM
A National Perspective of Dual Language Education

Oct 7
F2F

Read and study the information provided to you by the National Dual Language Consortium. Address the following topics according to the NDLC:

<http://dual-language.org/>

Types of Dual Language Programs; Features of Dual Language Programs; Dual Language in Middle and High School;

What is NOT Dual Language?

Group Assignments for National Model Research & Presentations

Oct 14
Online

Group Assignments for National Model Research & Presentations

Assigned Groups WORK SESSION. In your groups, you will meet in the discussion area provided. Everyone must be in the discussion and collaborate equally. As a group you will research your assigned national model and develop a power point which you will present to the class.

Oct 21
F2F

National Models Presentations

- Group 1 Oyster Bilingual School
- Group 2 Coral Way
- Group 3 Amigos
- Group 4 Francis Scott Key

Group Assignments for the Guiding Principles

National Models Presentation
Due 10/21
POINTS: 10





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MODULE THE TENETS (Must haves) OF DUAL LANGUAGE

4 Final Project: Selection/Approval of Dual Language Program to Research

Oct 28
F2F

Read and Study to Respond and Present:

The Guiding Principles

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). Guiding principles for dual language education (2nd ed.). Washington, DC: Center for Applied Linguistics. Retrieved from http://www.cal.org/twi/Guiding_Principles.pdf

- **Class Discussion:** *How you would address all aspects of the program working together to achieve the goals of additive bilingualism, biliteracy, and cross-cultural competence, while meeting grade-level academic expectations.*

➤ **Group Presentations**

Group 1-Strand 1 Assessment and Accountability

Discuss what types of data are important to collect and how assessment should be used throughout the program.

Group 2 – Strand 2 Curriculum, Strand 3 Instruction, and Strand 4 Staff Quality and Professional Development

Curriculum: Present principles. Select one of the principle and discuss how you might plan to address and achieve its objective.

Instruction: Explain Principle 1 in Strand 3 – Instruction.

PD: Discuss high quality staff and professional development.

Group 3- Strand 6 – Family and Community

Discuss the role of parents. How does parent engagement compare to the traditional mindset of parent involvement.

Assign Research for Dual Language Schools

Class

Discussion

Opens 10/21-10/25

In Module 4

POINTS: 6

Guiding

Principles

Presentation

Due 10/28

POINTS: 10

MODULE Dual Language Research and Project

5

Nov 4
Online

Work on research for dual language schools



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Nov 11
F2F

District Wide Dual Language Implementation

Collaborative Class Session

Nov 18
F2F

Biliteracy and its development; Transfer and Teaching for Transfer;

What is it? What transfers? What does it depend on?
What is the difference between *Simultaneous* and *Successive* Biliteracy Development?

Izquierdo, E. (2011). One supana time...Children don't know that they know, but they know! *Soleado: Promising Practices from the Field*, 4, 1-11.

Izquierdo, E. (2009). Biliteracy: A journey or a destination. *Soleado: Promising Practices from the Field*, 2, 1-11.

Nov 25
Online

THANKSGIVING

Dec 2
F2F

One way; Two Way; 1 Teacher Model; 2 Teacher Model;
Language Assignment & Distribution; Schedules; Minutes;
Evaluation Tools; Assessments in L1/L2; Reporting to
Different Groups

Dec 9
F2F

Project District Presentations
Peer Evaluations for Final Project

**Project
District
Presentations**
Due 12/9
POINTS: 20

**Peer
Evaluations**
Due 12/10
POINTS: 4

**SYLLABUS SUBJECT TO CHANGE AT ANY TIME
READ YOUR BB EMAIL EVERYDAY.**



You might see two independent faces...confronting each other. But notice how they complement each other and unite to form one single entity. Such is the goal of the Dual Language Program.

❖ **INTRODUCTIONS: Creating a Community of Learners**

Introductions are an effective way to meet your classmates and professor online – 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. In 1-3 powerpoint presentation slides 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 dual language education and what you want to learn about dual language education. What connections can you make between Dual Language Education and the videos that you watched in the introduction video clips provided in the designated area in blackboard?** Submit your assignment by **creating a blog entry** and attaching your presentation file in the designated area provided. **Respond to a minimum of 3 classmates.**

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:

Office Version	Microsoft Link	Video Tutorial
2007	http://office.microsoft.com/en-us/powerpoint-help/add-narration-to-a-presentation-HA001230306.aspx	http://youtu.be/rv9vinEMbIE
2010	http://office.microsoft.com/en-us/powerpoint-help/record-and-add-narration-and-timings-to-a-slide-show-HA010338313.aspx	http://youtu.be/3uk4CU7uobM
2013	https://support.office.com/en-US/article/Record-your-slide-show-in-PowerPoint-2013-9d136e4a-9717-49ad-876e-77aeca9c17eb	https://www.youtube.com/watch?v=A1iwhQ9WuxA



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INTRODUCTIONS: RUBRIC

	5-4	3-2	1-0
Content	The assignment presents a good introduction of yourself; it provides what Dual Language Education is to you, and an experience you have had with Dual Language Education.	The assignment presents some information about yourself; about what Dual Language Education is to you and an experience you have had with Dual Language Education.	The assignment presents no or limited information about yourself; it does not provide what Dual Language Education is to you or an experience you have had with Dual Language Education.
Communication	Language is appropriate for an academic course. The student talks in the presentation and does not read the power point.	Language is somewhat appropriate for an academic course. The student mostly reads the power point in the presentation.	Language is not appropriate for an academic course. The student only reads the power point in the presentation.
Organization	Clear and organized and has required length.	Not well organized and is somewhat the required length.	Not organized and is not clear. Does not meet the required length.
Creativity	The assignment is appealing and attractive. Effort and time is reflected in the work.	The assignment is somewhat appealing. Some effort is reflected in the work.	The assignment is not appealing. Effort is not reflected in the work.

Assigned Group Discussions - Do not wait until the last minute to discuss. Discussions are not just postings or blogs. Online discussions help students *engage in* informative and reflective discussions, clarify understandings, and learn from each other. Before engaging in discussion, make sure to read carefully the readings and make highlights and notes on questions, ideas, concerns, and critiques. Then answer the questions or follow the directions posted in your discussion board. **You are required to respond to a minimum of 3 classmates for each assigned discussion.**

DISCUSSION RUBRIC

	5-4	3-2	1-0
Analysis / Interpretation	Engages in timely discussion and communicates understanding, insight, and reflection about the	Some engagement in timely discussion. Provides some insight, understanding and reflective thought about the topic. Demonstrates making	Discussions are not timely. Mostly summaries. Show no evidence of insight, understanding or reflective thought about the topic.



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	topic. The message uses sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.	some connections by using the readings/sources	Messages generally show little evidence of analysis, consisting instead of opinion and feelings and impressions. Does little discussion with others. Little to no connections made with the readings/sources
Writing Skill	Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, correct grammar. Writing style can still be conversational rather than formal.	Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost.
Participation	Messages contribute to ongoing conversations, as replies to questions or comments, or as new questions or comments. Student does not start a topic or pose a question and then abandon it. Student replies to a minimum of 3 classmates.	Some messages contribute to ongoing conversations, but others are disconnected. Student tries to further the class discussion but is not successful a significant number of times. Or, student posts messages that are off the topic and do not contribute substantively. Student replies to 2 classmate.	Messages are unconnected with what others are saying, as if there is no conversation. No replies to other messages. Student never answers someone else's question. When student asks a question, there's no acknowledgment to any responses. Student does not reply to anyone.
APA Format	Follows APA format	Follows some APA format	No APA format

BLOG RUBRIC

	5-4	3-2	1-0
Analysis / Interpretation	Postings reflect understanding, insight, and reflection about the topic. The message uses sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.	Postings provide some insight, understanding and reflective thought about the topic. Some messages do analysis or interpretation well, but a significant number do not. This might be because the analysis was not done well or because it was not attempted (that is, was simply opinion).	Postings show no evidence of insight, understanding or reflective thought about the topic. Messages generally show little evidence of analysis, consisting instead of opinion and feelings and impressions.



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Writing Skill	Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, correct grammar. Writing style can still be conversational rather than formal.	Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost.
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PRESENTATIONS RUBRIC

Exceptional 10-9	Good 8-7	Acceptable 6-5	Unacceptable 4-0
<ul style="list-style-type: none"> • Informative and original responses which demonstrate a high level of understanding. • Skillfully uses specific examples and quotations • Shows evidence of critical thinking by demonstrating insight and reflection. • Convention perfect response shows a superior ability to communicate information. • Ample connections are made with the readings • Follows APA format and includes references • CONTENT IS PRESENTED TO THE AUDIENCE AND NOT READ. 	<ul style="list-style-type: none"> • Demonstrates significant understanding of what was read by using specific examples and to support description of model • Points are well written and demonstrate comprehension and effectively communicate information; very clear to understand the type of model it is • Some connections are made with the readings • Follows some APA format and includes some references • CONTENT IS MOSTLY PRESENTED TO THE AUDIENCE AND NOT READ. 	<ul style="list-style-type: none"> • Response shows evidence of thought and effort to communicate is largely successful. • Response may suffer from minor omission or error. • There is a tendency to summarize rather than comment on events and their significance. • Examples and quotes are roughly attempted. • Few connections are made with the readings • Includes APA format but does not include references or includes references but does not include APA format. • CONTENT IS MOSTLY READ. 	<ul style="list-style-type: none"> • Tendency to write unclear summaries with little attempt to use examples or quotes to support your ideas. • Work is characterized by difficulty communicating information, feelings and opinions, or just copied from a website. • Connections are not made with the readings • Does not follow APA format at all. Does not include references • CONTENT IS ONLY READ.



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Domain I Bilingual Education

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.

SLOs: *By the end of course, the student will be able to:*

To evaluate these outcomes, the faculty will use the following assessment procedures:

- 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 Analyzes 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 Dual Language education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions within the context of Dual Language Education.

- a. Speaking in Tongues – Film
- b. Text Chapter
- c. Assigned readings and videos
- d. Blogs
- e. Group Discussions
- f. Reading Responses

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 within the context of Dual Language Education.

- a. Text Chapter
- b. Assigned readings and videos
- c. Blogs
- d. Group Discussions
- e. Presentations

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 and within the context of Dual Language Education.



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Competency 002

The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).

SLOs: *By the end of course, the student will be able to:*

To evaluate these outcomes, the faculty will use the following assessment procedures:

- 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 and L2 within the context of Dual Language Education for Spanish language learners.
- 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.
- 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.
- 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) within the context of Dual Language Education for Spanish language learners.
- 2.6** Analyzes and uses effective, developmentally appropriate methodologies and strategies for teaching English Language Learners and for supporting ELD development across all areas of the curriculum within the context of Dual Language Education for Spanish language learners.
- 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.

- a. Text Chapter
- b. Assigned readings and videos
- c. Blogs
- d. Group Discussions
- e. Presentations
- f. Reading Responses



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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.

SLOs: *By the end of course, the student will be able to:*

To evaluate these outcomes, the faculty will use the following assessment procedures:

3.2. Identifies types of formal and informal literacy assessments in L1/L2 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1/L2 within the context of Dual Language Education.

- a. Text Chapter
- b. Assigned readings and videos
- c. Blogs
- d. Group Discussions
- e. Presentations
- f. Reading Responses
- g. Project assignments

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) within the context of Dual Language Education.



THE UNIVERSITY OF TEXAS AT EL PASO

BED 5335/ CRN 17953 * Dual Language Education

HYBRID

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.

SLOs: *By the end of course, the student will be able to:*

To evaluate these outcomes, the faculty will use the following assessment procedures:

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 the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas within the context of Dual Language Education.

- a. Text Chapter
- b. Assigned readings and videos
- c. Blogs
- d. Group Discussions
- e. Presentations
- f. Reading Responses
- g. Project Assignments

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.

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.