BED 5335 * EDUC 307

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(915) 747-7595
Office: EDUC 611
Office Hours: W 4:30-5:30 p.m or by appointment

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)

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


Recommended Readings - Posted on Backboard


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/](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:

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

**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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Text/Topic Description</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26</td>
<td>• Introductions</td>
<td></td>
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<tr>
<td></td>
<td>• Review of Syllabus</td>
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<tr>
<td></td>
<td>• Creating a Community of Learners through Introductions and Personal Views</td>
<td>INTRODUCTIONS</td>
</tr>
<tr>
<td></td>
<td>of Dual Language Schooling</td>
<td>Creating a</td>
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<td>Community of</td>
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<td>Learners</td>
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<td>Opens 8/26-8/30</td>
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<tr>
<td></td>
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<td>In Introductions</td>
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<td></td>
<td></td>
<td>POINTS: 5</td>
</tr>
<tr>
<td>F2F</td>
<td>In 1-3 power point presentation slides that must include one picture of yourself and</td>
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<td>a voice over of 2-3 minutes only, introduce yourself to the class. In your introduction,</td>
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<tr>
<td></td>
<td>talk about yourselves, what you know about dual language education and what you want to learn</td>
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<tr>
<td></td>
<td>about dual language education. What connections can you make between your understanding</td>
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<td></td>
<td>of dual language education and the videos that you watched in this introduction?</td>
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<td></td>
<td>Respond to a minimum of 3 classmates.</td>
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<td>CHECK RUBRICS</td>
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<td></td>
<td>• Assign groups for Chapter 2, 3 &amp; 4</td>
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<tr>
<td>Sep 2</td>
<td>Module A CRITICAL REVIEW OF DUAL LANGUAGE EDUCATION: Part 1</td>
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<tr>
<td>Online</td>
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<tr>
<td></td>
<td><strong>Speaking in Tongues, PATCHWORKS FILMS</strong></td>
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<td><a href="http://speakingintonguesfilm.info/">http://speakingintonguesfilm.info/</a></td>
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<td>“In the 21st century, is knowing only English enough? Think critically about bilingualism,</td>
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<tr>
<td></td>
<td>in terms of employment opportunities, family connections, and personal development, but</td>
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<td>also in terms of new ways of thinking and being in the world, i.e. through developing a</td>
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<td>global consciousness.” (Schneider &amp; Jarmel, 2009).</td>
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<tr>
<td></td>
<td>SYLLABUS SUBJECT TO CHANGE AT ANY TIME</td>
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<tr>
<td></td>
<td>READ YOUR BB EMAIL EVERYDAY.</td>
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</tbody>
</table>
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)

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.

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.
### Sept 9 Online


**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](http://vimeo.com/15701513)
- **A Look Inside Dual-Language Classrooms**
  - **The United States of language** [http://vimeo.com/15905582](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

### 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.*


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


**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](http://vimeo.com/16107154) Speaking in Tongues, PATCHWORKS FILMS

### Sept 23 Online

**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](http://vimeo.com/15712118)

*Speaking in Tongues, PATCHWORKS FILMS*

**Myths & Realities for English Language Learners** [http://speakingintonguesfilm.info/myths-realities-for-english-language-learners/](http://speakingintonguesfilm.info/myths-realities-for-english-language-learners/)

**Integration and Immersion** [http://vimeo.com/15911616](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?

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### D3: Assigned Groups

**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 5 & 6 and Videos**

Opens 9/17-9/27

*In Module 2*

**POINTS:** 5

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### Sept 30 Online

**Chapter 7: The Beauty of Dual Language**

[http://vimeo.com/15700340](http://vimeo.com/15700340) 3rd Grade Science


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

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**Research Paper**

Due 10/11

*In Module 2*

**POINTS:** 5
### Module 3

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Details</th>
</tr>
</thead>
</table>
| 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/](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?** |
| 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**
Read and Study to Respond and Present:

The Guiding Principles


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

MODULE 5  Dual Language Research and Project

Nov 4 Online

Work on research for dual language schools
<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| 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.  
| 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.
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:

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

<table>
<thead>
<tr>
<th></th>
<th>5-4</th>
<th>3-2</th>
<th>1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Communication</td>
<td>Language is appropriate for an academic course. The student talks in the presentation and does not read the power point.</td>
<td>Language is somewhat appropriate for an academic course. The student mostly reads the power point in the presentation.</td>
<td>Language is not appropriate for an academic course. The student only reads the power point in the presentation.</td>
</tr>
<tr>
<td>Organization</td>
<td>Clear and organized and has required length.</td>
<td>Not well organized and is somewhat the required length.</td>
<td>Not organized and is not clear. Does not meet the required length.</td>
</tr>
<tr>
<td>Creativity</td>
<td>The assignment is appealing and attractive. Effort and time is reflected in the work.</td>
<td>The assignment is somewhat appealing. Some effort is reflected in the work.</td>
<td>The assignment is not appealing. Effort is not reflected in the work.</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th></th>
<th>5-4</th>
<th>3-2</th>
<th>1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis / Interpretation</td>
<td>Engages in timely discussion and communicates understanding, insight, and reflection about the topic. Demonstrates making</td>
<td>Some engagement in timely discussion. Provides some insight, understanding and reflective thought about the topic.</td>
<td>Discussions are not timely. Mostly summaries. Show no evidence of insight, understanding or reflective thought about the topic.</td>
</tr>
<tr>
<td>Analysis / Interpretation</td>
<td>5-4</td>
<td>3-2</td>
<td>1-0</td>
</tr>
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</tr>
<tr>
<td>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.</td>
<td>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).</td>
<td>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.</td>
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</tbody>
</table>
### PRESENTATIONS RUBRIC

<table>
<thead>
<tr>
<th>Exceptional 10-9</th>
<th>Good 8-7</th>
<th>Acceptable 6-5</th>
<th>Unacceptable 4-0</th>
</tr>
</thead>
</table>
| - 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.** | - 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.** | - 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.** | - 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.** |

**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.**
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:

<table>
<thead>
<tr>
<th>SLO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.</td>
</tr>
<tr>
<td>1.4</td>
<td>Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.</td>
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<tr>
<td>1.5</td>
<td>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.</td>
</tr>
<tr>
<td>1.6</td>
<td>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.</td>
</tr>
<tr>
<td>1.7</td>
<td>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.</td>
</tr>
<tr>
<td>1.8</td>
<td>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.</td>
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</tbody>
</table>

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

- Speaking in Tongues – Film
- Text Chapter
- Assigned readings and videos
- Blogs
- Group Discussions
- Reading Responses
- Text Chapter
- Assigned readings and videos
- Blogs
- Group Discussions
- Presentations
### 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 (LI) and second language (L2).

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

| 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. |

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

a. Text Chapter  
b. Assigned readings and videos  
c. Blogs  
d. Group Discussions  
e. Presentations  
f. Reading Responses
### 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: <strong>By the end of course, the student will be able to:</strong></th>
<th>To evaluate these outcomes, the faculty will use the following assessment procedures:</th>
</tr>
</thead>
</table>
| 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. | |

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**Notes:**
- Text Chapter
- Assigned readings and videos
- Blogs
- Group Discussions
- Presentations
- Reading Responses
- Project assignments
## 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: <strong>By the end of course, the student will be able to:</strong></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 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. |                                                          |