



BED 5335 * DUAL LANGUAGE BILINGUAL EDUCATION* 34349

Maymester 2023 – 05/15 – 05/26

Faculty: Dr. Elena Izquierdo

ielena@utep.edu

(915) 747-7595

Office: EDUC 611

Online Hours: Online and/or by appointment

Course meets Online May 15th – May 26th



Graduate Course Information

BED 5335 Dual Language Education

3 Credit Hours

Course Description: Research foundations and program principles for dual language education; introduction to 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 of dual language education; conceptual understandings of the goals of dual language; critical consciousness interrelated components for the development and sustainability of dual language programs; and the research and evaluation of Dual Language Education.

In addition, students will develop the understanding of the role of critical consciousness in developing ideological clarity in equity driven DLBE. Students will expand and enrich their knowledge in the needed instructional shifts needed to support the educational success of Emergent Bilingual students.

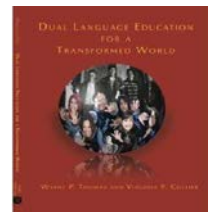
Course Objectives: To identify, explain, and evaluate Dual Language Bilingual Education (DLBE) through a critical lens; to understand the various DLBE components; Goals; One Way/Two Way Models; Language Distribution and Assignment; Schedules; Planning and Teaching for Biliteracy; Interrelatedness between L1/L2; Cultural Competence; Leadership; and Parent/Community Involvement in DLBE.

BED 5335 * DUAL LANGUAGE BILINGUAL EDUCATION* 34349

Maymester 2023 – 05/15 – 05/26

Required Textbooks/Readings

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



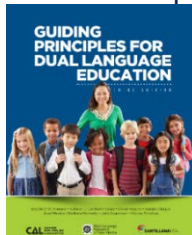
(2) Izquierdo, E. (2023). ¡Ya basta! Changing Paradigms, Policies, and Practices for English Learners." In *Critical Consciousness in Dual Language Bilingual Education: Case Studies on Policy and Practice*, edited by L. M. Dorner, D. Palmer, C. G. Cervantes-Soon, D. Heiman, & E. R. Crawford (Eds.). **(posted on BB)**

(3) Izquierdo, E. (2021) The shift to equity, *International Journal of Bilingual Education and Bilingualism*, 25:7, 2724-2725, DOI: 10.1080/13670050.2021.1924114
To link to this article: <https://doi.org/10.1080/13670050.2021.1924114> **(posted on BB)**

(4) Henderson, K.I., & Palmer, K.D. (2020). Dual language bilingual Education: Teacher cases and perspectives on large-scale implementation. *Blue Ridge Summit: Multilingual Matters*. <https://doi.org/10.21832/HENDER8090> **(linked thru UTEP Library BB)**



(5) Palmer, D., Cervantes-Soon, C., Dorner, L., & Heiman, D. (2019) Bilingualism, Biliteracy, Biculturalism, and Critical Consciousness for All: Proposing a Fourth Fundamental Goal for Two-Way Dual Language Education, *Theory Into Practice*, 58:2, 121-133, Routledge, Taylor and Francis Group. DOI: [10.1080/00405841.2019.1569376](https://doi.org/10.1080/00405841.2019.1569376) **(posted on BB)**



(6) Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, D., Sugarman, J., & Christian, D. (2018). *Guiding Principles for Dual Language Education* (3rd ed.). Washington, DC: Center for Applied Linguistics. **(Linked on BB)**

A tool to help dual language programs with planning and ongoing implementation. Grounded in evidence from research and best practices, the guiding principles address program issues in seven strands: Program Structure, Curriculum, Instruction, Assessment and Accountability, Staff Quality and Professional Development, Family

Other Required Readings – **Posted on BlackBoard Modules**

Beeman, K., & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages* (pp.155-165). Philadelphia, PA: Caslon.

Beeman, K., & Urow, C. (2013). *How Spanish works*. In K. Beeman & C. Urow, *Teaching for biliteracy: Strengthening bridges between languages* (pp.155-165). Philadelphia, PA: Caslon.

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the start: Literacy squared in action*. Philadelphia, PA, Caslon.

BED 5335 * DUAL LANGUAGE BILINGUAL EDUCATION* 34349

Maymester 2023 – 05/15 – 05/26

CLASSROOM POLICIES

- All students are responsible and expected to be prepared and check **BlackBoard on a daily basis** for emails and to post assignments, discussions, etc., on time.
- Pay close attention to **DUE** dates for assignments.
- All writing in blogs, discussions, Flip Grid 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 references/citations following **APA** guidelines.
Resource at: <http://owl.english.purdue.edu/owl/resource/560/01/>
- **Participation:** All students are expected to be prepared and to be active participants and check their emails, assignments, discussions and blogs on a regular basis. Reading the assignments is essential for meaningful participation. All students are required to be prepared for each course session and maintain a high level of professionalism and respect for one another as we engage in discussions and coursework.
- **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 **E-Mail: cass@utep.edu** .

BED 5335 * DUAL LANGUAGE BILINGUAL EDUCATION* 34349

Maymester 2023 – 05/15 – 05/26

- **GRADING SCALE:** Points will be based on self-narrated videos, blogs, flipgrid posts/responses, and DLBE mini case study projects. All work is required to be turned in on time. 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. Post by the designated time. **For all assignments, do not post word files. Write in the provided space on BlackBoard.**

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

ALL READING AND RUBRICS ON BLACKBOARD

	ASSIGNMENTS	Due Dates by 11:59pm	TOTAL POINTS
1.	FG#1 Introductions	5/15	5pts
2.	PADLET: In your opinion ...? <i>Per what you know how did DLBE come to be?</i>	5/15	2pts
3.	FG#2 Speaking in Tongues - Perspectives	5/16	5pts
4.	Journal#1 How DLBE came to be...	5/18	10 pts
5.	FG#3 Equity and Critical Consciousness in DLBE	5/21	10pts
6.	BLOG#1 <i>The Graph</i> Discuss the power of what the graph communicates.	5/22	5ts
7.	BLOG#2 Informing Parents of DLBE	5/22	5pts
8.	PPT: Guiding Principles for DLE: Develop a voiceover ppt	5/24	10pts
9.	BLOG#3 Texas Effective Dual Langage Immersion Framework	5/24	5pts
10.	BLOG#4 Resources for Planning for Biliteracy	5/25	10pts
11.	FG#4 What will your leadership in DLBE look like? Capture what you learned about DLBE in this course in an organized, interesting, and supported presentation.	5/26	10pts
12.	Blog#5 Self Narrated/Movie maker Mini Case Study on a DLBE Program	5/26-5/29	25pts

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

BED 5335 * DUAL LANGUAGE BILINGUAL EDUCATION* 34349

Maymester 2023 – 05/15 – 05/26

ASSIGNMENTS: A1-A12

All Readings and Rubrics posted on Blackboard



A1: FG#1 INTRODUCTIONS

[DUE 5/15; 5 minutes/5pts]

- Introduce yourself to the class. Where are you joining us from - El Paso? Dallas? Mexico? Seattle...?
- Tell us where you teach, grade, subject area if other than elementary. Is there DLBE on your campus?
- Your motivation to get the DLBE Certificate.
- Share something interesting about yourself.
- What do you know about DLBE? What would you like to learn about DLBE?
- Watch the short video below and share what you got from it.
- **Orally respond to at least 2 of your classmates.**
- In addition, you are required to do a DLBE project for this course. You will need access to any of the following in a DLBE program: class, teachers, students, parents, and/or administrators. Where would you be able to have access to any of these for your project? What do you think the topic of your project might be?

=====
A2: [DUE 5/15; 2pts]

[ASSIGNMENT 2] Padlet: In your opinion ...? 2pts Brief and to the point! Due 5/15

Per what you know, or from your best guess, how did DLBE come to be?

Made with a bold sensibility



=====
A3: FG#2



Speaking in Tongues Perspectives

[DUE 5/16; 5 minutes/5pts]
WEBLINK ON BLACKBOARD

In *Speaking in Tongues*, what are the various perspectives on learning a second language / DLBE? How many perspectives are there? Name them as you discuss. What is your perspective on these perspectives?

Remember to include your reference at the end of your presentation following APA guidelines for referencing a video - Speaking in Tongues.

Orally respond to at least 2 of your classmates.



BED 5335 * DUAL LANGUAGE BILINGUAL EDUCATION* 34349

Maymester 2023 – 05/15 – 05/26



A4: Journal #1
Brief summary
highlighting key points
that paved the way
to DLBE.

[Due 5/18 10pts]

Read: Posted on Blackboard

(1) *The Shift to Equity*, Izquierdo, E. (2021) *International Journal of Bilingual*

Education and Bilingualism (3 pages).

(2) *A Brief History of Bilingual Education in the United States- pages 14-30*. In Henderson, K. & Palmer, D. (2021) *Dual Language Bilingual Education: Teacher Cases and Perspectives on Large-Scale Implementation*.

You will then write (in your journal) a brief summary highlighting key points that paved the way to DLBE. Focus and explain how and why DLBE came to be.

Link to APA guidelines: [APA Formatting and Style Guide](#)

A Reference page at the end

Title; 250 words; grammar and clarity.

Write in your journal area; do NOT attach word documents.



A5: FG#3
Equity and Critical
Consciousness in DLBE

[Due 5/21; 10 minutes; 10 pts]

After viewing the ppt *Through the years...*, and after Reading:

(1) Thomas & Collier, Dual Language for a Transformed World (chapters 1-6)

(2) Izquierdo (2021) *The Shift*. *International Journal of Bilingual*

Education and Bilingualism, 25: 7, 2724-2725, DOI: 10.1080/13670050.2021.1924114

(3) Henderson, K. & Palmer, D. (2020) *Dual Language Bilingual Education: Teacher Cases and Perspectives on Large-Scale Implementation Chapter 1*;

(4) Izquierdo, E. (2022) Ya Basta! In *Changing Paradigms, Policies, and Practices for English Learners*. " In *Critical Consciousness in Dual Language Bilingual Education: Case Studies on Policy and Practice*, edited by L. M. Dorner, D. Palmer, C. G. Cervantes-Soon, D. Heiman, & E. R. Crawford (Eds.), and

(5) Palmer, D. et al (2019) Bilingualism Bilculturalism and Critical Consciousness for All: Proposing a 4th Fundamental Goal. *Theory Into Practice*, 58: 121–133, 2019. Routledge,

Talk about how DLBE came to be, and what equity and critical consciousness speaks to in its creation and implementation. What does this all mean to you now? Orally respond to at least 2 of your classmates. Remember to include at the end of your presentation a reference slide citing all the authors of the above, but following APA guidelines.

BED 5335 * DUAL LANGUAGE BILINGUAL EDUCATION* 34349

Maymester 2023 – 05/15 – 05/26

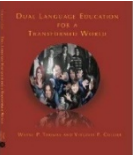


A6: BLOG#1
The Gap and
the Graph
[Due 5/22; 5 pts]

Discuss the power of what this graph communicates.

How would you articulate and use this graph to discuss with (choose 1) parents, teachers, administrators, superintendents, board members?

Chapter 6: More Dual Language Research Findings from Thomas and Collier - The GAP and the GRAPH; and English Language Learners, Speaking in Tongues, PATCHWORKS FILMS, <http://player.vimeo.com/video/15712118>



A7: BLOG#2
Parents
[Due 5/22; 5 pts]

Guiding Questions: *Is informing parents of their options important for Dual Language? What and how do parents generally know about DLBE? What happens to the parent in the video (link on blackboard)? Is this happening in your school district?*
<https://www.youtube.com/watch?v=ifwpDRFH9Ek>

A8: PPT
Training on GPs
[Due 5/24; 10pts]

Review the Guiding Principles (GPs) for Dual Language Education

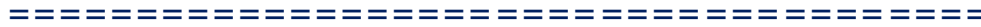
[GuidingPrinciplesforDualLanguageEducation3rdeditionREV.pdf](#)

Pretend you are the expert training teachers and administrators.

- Develop a 10 slide voice over PPT on the GPs for DLE.
- Provide an overview of the Guiding Principles for Dual Language Education.
- Include: Foreward; Acknowledgements; Introduction
- Provide a general understanding on how many strands there are, name them and what they encompass; how are the strands organized
- Select 1 of the 7 strands; provide its various components. Talk about the self assessment rubrics provided.
- Include the reference page at the end. (11th slide)

BED 5335 * DUAL LANGUAGE BILINGUAL EDUCATION* 34349

Maymester 2023 – 05/15 – 05/26



A9: BLOG#3
Texas Effective Dual
Language Immersion
Framework

[Due 5/24; 5 pts]

Read through the Texas Framework for Dual Language Immersion.

In a blog [150-200 words], give your overall response to this. In general, how is it similar and different to the Guiding Principles for Dual Language Education?

<https://www.txel.org/media/b0bpx2m/dual-language-instructional-framework-jan22.pdf>



A10: BLOG#4
Resources for
Teaching for Biliteracy

[Due 5/25; 10 pts]

Review the following Resources in Planning & Teaching for Biliteracy. In your blog, describe/review one of the resources.

- Teaching and Learning in DBLE Classrooms
- Biliteracy from the Start: Chapter 1 What is Literacy Square? Chapter 2 Oracy
- CAL Program Models and the Language of Initial Literacy
- Teaching for Biliteracy; How Spanish Works



A11: FG#4
What will your l
eadership in DLBE
look like?

[Due 5/26; 10pts]

Leadership comes through many venues, and there are various aspects of leadership in dual language education, as challenges for social justice are confronted. Leadership includes school and district leaders, teachers, parents, families, and community.

What will your leadership in DLBE look like?

Connect to what Dual Language Bilingual Education is – goals; equity/critical consciousness; Guiding Principles; biliteracy; and/or sustainability...

The purpose of this assignment is to capture what you learned about DLBE in this course, in an organized, interesting, and supported presentation. Include important visuals, slides, and/or data...Be creative. Present. DO NOT READ. It can be done in Spanish or English. Use APA guidelines for citations, references, quotes...

BED 5335 * DUAL LANGUAGE BILINGUAL EDUCATION* 34349

Maymester 2023 – 05/15 – 05/26



A12: BLOG#5
DLBE Mini Case Study
[Due 5/26-29; 25 pts]

DLBE Mini Case Study: Develop an 8-10 minute self narrated video/movie

Give it a Creative Title

This is a 25 point mini case project. Thoughtful connections to your specific course readings/learning is critical.

1. Select, identify describe a DLBE program (in a school, or districtwide program): 50/50; 90/10; 1 teacher/2 teacher model; student population; biliteracy; parent support; resources; how long it has being implemented and how it is doing..... based on whatever data you are able to gather.
2. Finally, reflect on how all of this learning will inform your work as a DLBE leader. You do NOT need to turn in any written document - only your oral presentation in your self narrated video/movie maker. You can add images to your video, of course! Post on BLOG.

Enjoy the learning here! I certainly will enjoy listening to what you did.

BED 5335 * DUAL LANGUAGE BILINGUAL EDUCATION* 34349

Maymester 2023 – 05/15 – 05/26

<p>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.</p>	
<p>SLOs: <i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
<p>1. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.</p> <p>2. Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.</p> <p>3. 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.</p> <p>4. 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.</p>	<p>a. Speaking in Tongues - Film</p> <p>b. ▲BLOGS</p> <p>c. Self Narrated Videos</p>
<p>5. 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.</p> <p>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.</p>	<p>a. Textbook Chapters</p> <p>b. ▲BLOGS</p> <p>c. Video Review</p>

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:

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.

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.

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.

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.

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.

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

- a. Video Clips and Blogs
- b. Textbook Chapters
- c. Blogs

BED 5335 * DUAL LANGUAGE BILINGUAL EDUCATION* 34349

Maymester 2023 – 05/15 – 05/26

Competency 003

The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in LI 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. Readings, Biliteracy
- b. Textbook Chapter BLOG
- c. Research Activity

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.

- a. Textbook Chapter
- b. Biliteracy Readings
- c. ▲BLOGS

BED 5335 * DUAL LANGUAGE BILINGUAL EDUCATION* 34349

Maymester 2023 – 05/15 – 05/26

Competency 004	
<p>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.</p>	
<p>SLOs: <i>By the end of course, the student will be able to:</i></p>	<p><i>To evaluate these outcomes, the faculty will use the following assessment procedures:</i></p>
<p>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.</p>	<p>a. Biliteracy Assignments b. ▲ BLOG c. Readings</p>
<p>2. 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.</p>	<p>a. Chapter b. ▲ BLOG</p>
<p>3. 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.</p>	<p>a. Chapter b. ▲ BLOG</p>
<p>4. 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.</p>	