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Office hours: Wed 12:30-2:30pm by Zoom, and by appointment  
Text: Remind (class code @XXXXXX)

COURSE INFORMATION  
BED 4317-001 [CRN 26935]  
Hybrid with in-person meetings some Tuesdays 12-2:50pm in Educ 302¹, 3 credit hours  
BED 4317-002 [CRN 26936]  
Hybrid with in-person meetings some Wednesdays 9-11:50am in Educ 405¹, 3 credit hours

A NOTE ON LEARNING DURING COVID-19  
I am glad you are here. As the COVID-19 pandemic continues, these continue to be extra stressful times, and we will acknowledge this in our work together. Why? Because stress interferes with learning. In contrast, wellness makes learning possible. Whenever our goal is learning, we must prioritize well-being. In this class, your well-being is my top priority. We will intentionally focus on building a supportive learning community, helping each other navigate the additional stress of the pandemic, and approaching each other with compassion, humanity, and flexibility. We will also work to keep each other safe (see COVID-19 precaution section below). Please do not be afraid to share what is going on for you—I will work with you to find ways to navigate these challenges and still experience the joy and accomplishment of learning in this course.

COURSE DESCRIPTION  
This course is an introduction to teaching emergent bilingual students (or English learners/ELs, students who are proficient in a language other than English and are learning English in school) in secondary schools. It focuses on the theory and practice of both bilingual education and English as a second language instruction. Included are linguistic concepts; theories of language learning; program models in bilingual/ESL education; their historical, legislative, and philosophical foundations; issues in content and language assessment for ELs; instructional strategies for teaching ELs; and, in particular, instruction for bilingual US-Mexico border populations. At its core, this course is about advancing educational equity and social justice in the ways we use and teach language in schools.

¹ See the course overview and schedule below for which weeks are planned as in-person and which are planned as asynchronous online. As pandemic conditions change in our community, our format may change, and I will keep you apprised of any changes. Please join our class on Remind for updates.
## COURSE OVERVIEW

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>FORMAT</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan 18-23</td>
<td>Introduction</td>
<td>* SYNCHRONOUS ONLINE</td>
<td>Get your copy of the textbook</td>
</tr>
</tbody>
</table>
| 2 Jan 24-30| Who are English learners?       | * In person with online components | Weekly Reading Quiz (WRQ) 1  
Photovoice: Flipgrid discussion, think sheet  
Scenario solution 1  
SLP tutoring placement request form |
| 3 Jan 31-Feb 6| Language                    | Online asynchronous         | WRQ 2  
Photovoice: small group meeting and think sheet  
Online discussion |
| 4 Feb 7-13 | Language learning and teaching | * In person with online components | WRQ 3  
Photovoice: presentation, discussion  
Scenario solution 2  
SLP tutoring progress form |
| 5 Feb 14-20| Translanguaging & advocacy     | Online asynchronous         | WRQ 4  
Online discussion |
| 6 Feb 21-27| Language education policy for ELs | * In person with online components | WRQ 5  
Scenario solution 3 |
| 7 Feb 28-Mar 6| Program models for ELs      | Online asynchronous         | WRQ 6  
Online discussion  
SLP tutoring progress form |
| 8 Mar 7-13 | Assessment                     | Online asynchronous         | WRQ 7  
Online discussion |

### SPRING BREAK

| 9 Mar 21-27 | Teaching listening & speaking | * In person with online components | WRQ 8  
Scenario solution 4  
SLP activity 1 (translanguaging) |
| 10 Mar 28-Apr 3| Teaching reading             | * In person with online components | WRQ 9  
Scenario solution 5  
SLP tutoring progress form |
| 11 Apr 4-10 | Teaching writing             | Online asynchronous          | WRQ 10  
Online discussion |
| 12 Apr 11-17| Content-area instruction for ELs | * In person with online components | WRQ 11  
Scenario solution 6 |
| 13 Apr 18-24| Transcaring strategies       | Online asynchronous          | Online discussion |
| 14 Apr 25-May 1| Content-area instruction planning | * In person with online components | Critical friends peer feedback on draft  
SLP activity 2 (teaching 4 skills) |
| 15 May 2-8  | Reflecting on our knowledge  | Online asynchronous          | SLP activity 2 (teaching 4 skills)  
SLP hours completed & verified  
Final self-assessment reflection |
You will be able to

1) Identify the sociocultural characteristics and diversity of ELs and describe diversity within the group;
2) Use an asset-based approaches to identifying ELs, their languages/languaging, and bilingualism;
3) Identify language-as-problem and language-as-resource orientations and use resource orientations to plan instruction;
4) Use linguistic terminology (e.g., the subsystems of language and terms in second language acquisition theory) to talk about language and language learning/teaching;
5) Describe the role of primary language in second language development;
6) Identify and use translanguaging and transcaring strategies to support ELs' content learning, language learning, and overall well-being;
7) Identify and use advocacy strategies to ensure educational equity for ELs;
8) Use knowledge of the history of EL and bilingual education in the United States and in Texas, including landmark court cases and other policy, to ensure educational equity for ELs;
9) Identify key characteristics of bilingual/dual-language/ESL program models and distinguish them from each other;
10) Use knowledge of the research on the effectiveness of bilingual instruction and translanguaging/primary language support to design and advocate for effective instruction for ELs;
11) Identify common problems of validity in assessment of ELs' content knowledge and ways to more effectively assess ELs’ content knowledge and language proficiency through multiple measures and alternative, authentic assessments;
12) Begin planning for content-area instruction using strategies for teaching English reading, writing, speaking, and listening skills in the content areas; and using knowledge of Texas state English Language Proficiency Standards (ELPS), Texas state content standards (TEKS), and content and language objectives;
13) Identify ways that the COVID-19 pandemic is affecting your own learning as a preservice teacher, and ways that you, in your future work as a teacher, will provide for the needs of your English learners during and after a major disruption in their learning.

REQUIRED COURSE MATERIALS

Wright, W.E. (2019). 3rd Edition. Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice. Caslon: Philadelphia. [Purchase the hard copy or e-book, be sure that you have the third edition. Please be in touch with me if you have any difficulty accessing the text.]
Optional: In alignment with the principles of this course—drawing on students’ additional languages as assets for learning—I also offer optional readings in Spanish as companions to the required chapter each week. If you are interested in teaching bilingually, developing your biliteracy, and/or accessing the content in Spanish, I encourage you to read these optional excerpts from Mercuri, S. & Musanti, S. (2021). *La enseñanza en el aula bilingüe: Content, language, and biliteracy.* Philadelphia: Caslon. They are posted in their corresponding weeks, and they cover some of the same topics as those covered in the Wright (2019) chapter for that week.

You will need to access (and know where to access!) the following standards and assessment materials from the Texas Education Agency:

- [TELPAS and TELPAS Alternate Educator Guide.](#)
- [Chapter 89: Adaptations for Special Populations Subchapter BB: Commissioner’s Rules Concerning State Plan for Educating English Language Learners.](#)
- [Texas State English Language Proficiency Standards (ELPS) (scroll down to “TEKS-related documents”].](#)
- [Texas Essential Knowledge and Skills (TEKS) for your content area(s) and grade levels.](#)

**TEExES exam preparation materials:** You are required to access some materials that will acquaint you with the TExES certification exams. At a minimum, you must access the materials available for free through TEA and the Pearson test prep website:

- [Materials at the TEA](#)
- [Pearson general test prep materials](#)
- [Pearson test prep materials for ESL Supplemental (154) exam.](#)
- [Pearson test prep materials for Bilingual Education Supplemental (164) exam](#) (note that there is MUCH OVERLAP between the ESL supplemental and the Bilingual Education supplemental exams/certifications. If you are preparing for the ESL and you feel comfortable teaching in Spanish, I encourage you to consider both—I invite you to talk with me about it!)

**Additional required readings** are listed in the course schedule (below) and will be available on Blackboard.

**ASSIGNMENTS**

**Regular weekly assignments**

The following assignments you will do on a regular basis:

1. **Weekly reading and online quizzes** [10 points each, 20% of grade]

In preparation for our work together each week, you will read one chapter in our course textbook, and occasionally you will have another brief reading in addition to the chapter. **Optional readings in Spanish are also available.** All readings are listed on the course schedule and on BB. Do the reading first each week, before any other activities. Then take the weekly reading quiz on BB ON THE DAY BEFORE CLASS (Monday if you are in the Tuesday section or
Tuesday if you are in the Wednesday section). These quizzes are designed to evaluate your readiness for that week’s interactive activities. Quizzes will focus on the key terms and guiding questions appearing at the beginning of each chapter (and occasionally important terms appearing in the chapter but not listed at the beginning). These are done individually and graded individually.

2. **Online discussions** [10 points each, 13% of grade]

**Objective:** During the weeks when we work asynchronously online, a principal activity will be online discussion. The goal of these discussions is deepen your understanding of the reading and apply it to classroom situations, often by watching a video of classroom instruction and analyzing it together with classmates.

**Requirements:** In each online discussion you are required to

- Contribute 1 initial post to each thread of the prompt (some discussions will have multiple threads)
- Make at least 1 response to a peer in at least 1 thread (responses in all threads are encouraged but not required)

**Evaluation:** Your contributions will be graded on the following:

- critical analysis (50%)
- generating discussion (30%)
- respect for others (10%)
- careful attention to writing/communication (10%)

Done in family groups or as a whole class, graded individually.

3. **In-class discussions and attendance** [10 points each, 15% of grade]

**Objective:** During the weeks when we meet in person, we will use interactive discussion to deepen your understanding of the reading and apply it to classroom situations. Questions we address will be similar to those in online discussions.

**Requirements:** In each in-class discussion, you are expected to participate actively. This means answering questions orally in both whole-class and small group formats, demonstrating active listening practices (e.g., looking at speaker, nodding, etc.), and responding to classmates’ contributions by referring specifically to something they said.

**Evaluation:** Your contributions will be graded on the following:

- critical analysis (50%)
- generating discussion (30%)
- respect for others (20%)

Done in whole class or small group, graded individually.

**Major assignments**

These assignments are done at particular times in the semester.

4. **Scenario solutions (family)** [10 points each, 11% of grade]

**Objective:** This activity will be done in your small group family at the end of in-person class meetings. In the activity, you are presented with a teaching scenario related to that day’s focal
topics, one question about that scenario, and four multiple choice answers. The goal is to practice applying your knowledge of that day’s focal topics to certification exam questions in a collaborative learning format.

Evaluation: You will be graded on how well you
- Give highly detailed rationales (30%)
- Make SPECIFIC and explicit connections to that week’s materials and activities (30%)
- Make specific connections to the question (20%)
- Choose the correct answer (20%)
Done in your family group, graded as a group.

5. Photovoice project (family)—Weeks 2-4 [45 points, 8% of grade]
Objective: The goals of this assignment are
- To teach me (and others) about you as a student so that I can shape instruction to draw on your assets in learning, and
- To become familiar with photovoice as one tool you can use to learn about your students in order to draw on their assets and that they can use to influence decisions that affect them.

Evaluation: You will receive full credit for your Flipgrid discussion for participating, sharing photos, and responding to a groupmate. You will receive credit for your group meeting and think sheet for clearly identifying assets and issues and giving examples and details for each. You will receive credit for your photovoice presentation for clearly identifying assets and issues, giving specific examples, showing cohesion, including all group members’ voices and photos, and offering a specific recommendation for positive change based on the assets and issues presented.

All components are done in your family group, discussions are graded individually, meeting/think sheet and presentation are graded as a group.

6. Service learning project: Tutoring (ind)—Weeks 2-15 [125 points, 23% of grade]
In this project that involves both service and learning, you will tutor an English learner student for a minimum of 10 hours over the course of the semester (these hours will count toward your field experience requirements for state certification).

Objective: The goals of the assignment are for you to
(1) build your pedagogical and professional skills and knowledge and to integrate and apply what we discuss in class to a real-life teaching situation, and
(2) serve the needs of an English learner in our community.

Requirements:
- 10+ hours of tutoring logged [5 points per hour, 50 points total]
- 2 activity plans + reflections [25 points each; 50 points total] and peer feedback [25 points]

You will select a PDNPER district with a school district, and they will provide orientation to working in their district, procedures for a background check, and they will match you with an English learner student.
Evaluation: Your log sheet will be evaluated on completion of the required hours and quality of your reflections and connections to key course topics. Your activity plans will be evaluated on demonstration of understanding of translinguaging strategies (Activity 1) and teaching the 4 language skills (Activity 2). Your peer feedback will be evaluated on providing supportive, detailed feedback to all groupmates using the feedback prompts. Done individually, graded individually.

7. Final self-assessment reflection (ind)—Week 15 [50 points, 9% of grade]
In this final culminating assignment for the course, you will reflect on and assess your own learning over the semester and what you will do in the future as a result of that learning. Reflecting is a process of asking yourself—and writing about—three questions:

What?

So what?

Now what?

That is,

- **What happened?** What did you do, what did others do, what did you learn and how do you know you learned it?
- **So what?** Why is what happened and what you learned important? In what ways? How is what happened significant for your preparation as a teacher?
- **Now what?** Having learned what you described above, now what will you do in the future? What steps will you take to learn more? What steps will you take as a teacher?

I will ask you to use this process to assess the extent to which you have achieved the course learning objectives listed above in this syllabus. Details and guidelines to be provided. Done individually, graded individually.

Summary of components of the course grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points each</th>
<th>How many</th>
<th>Total points</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly performance</strong></td>
<td></td>
<td></td>
<td></td>
<td>47%</td>
</tr>
<tr>
<td>Weekly reading quiz</td>
<td>10</td>
<td>11</td>
<td>110</td>
<td>21%</td>
</tr>
<tr>
<td>Online discussions</td>
<td>10</td>
<td>6</td>
<td>60</td>
<td>11%</td>
</tr>
<tr>
<td>In-person discussions</td>
<td>10</td>
<td>8</td>
<td>80</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Scenario solutions</strong></td>
<td>10</td>
<td>6</td>
<td>60</td>
<td>11%</td>
</tr>
<tr>
<td>Photovoice project</td>
<td>45</td>
<td>1</td>
<td>45</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Service learning tutoring</strong></td>
<td></td>
<td></td>
<td></td>
<td>24%</td>
</tr>
<tr>
<td>2 activities + reflections</td>
<td>25</td>
<td>2</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>10+ hours tutoring logged</td>
<td>5</td>
<td>10</td>
<td>50</td>
<td></td>
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<tr>
<td>Critical friends peer feedback</td>
<td>25</td>
<td>1</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Final self-assessment reflection</strong></td>
<td>50</td>
<td>1</td>
<td>50</td>
<td>9%</td>
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<td></td>
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<td></td>
<td><strong>530</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>
**Grading Scale**
A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 59 and below

**Different abilities**
If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services 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 condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. The Disabled Student Services Office can be reached at [http://www.utep.edu/dsso/](http://www.utep.edu/dsso/), (915) 747-5148 (voice or TTY), or [dss@utep.edu](mailto:dss@utep.edu).

**Academic integrity**
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. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating; plagiarism; collusion; the 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. Refer to [http://sa.utep.edu/osccr/academic-integrity/](http://sa.utep.edu/osccr/academic-integrity/) for further information.
ALIGNMENT OF THIS COURSE WITH TEXAS STATE STANDARDS FOR EDUCATORS

This course is aligned with two sets of Texas state educator standards focused on the use and instruction of language in schools: the bilingual education standards and the ESL standards.

Texas Bilingual Educator Standards

[Standards II-IV are the focus of the course. Thus, Standard I is grayed out.]
I. [The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).] [This standard is not a focus of this class, though students in the class are encouraged to use their biliteracy in all aspects of the course.]
II. The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
III. The bilingual education teacher knows the process of first and second language acquisition and development.
IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.
V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.
VI. The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

Texas ESL Educator Standards

I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students’ language development in English.
IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
V. The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language and culture.
VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.
VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

These standards are addressed through various competencies that future educators are expected to have within particular domains. The following competencies will be addressed and evaluated.

BE 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.

**ESL COMPETENCY 008**
The ESL teacher understands the foundations of ESL education and types of ESL programs.

<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 | • Chapters 1 & 3 Quiz  
• Scenario Solutions  
• Small group and whole class discussions, with evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials  
• SLP activities and reflections  
| 1.2 Explain and present procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement of English Language Learners. |  |
| 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. |  |
| 1.7 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. | • Chapter 4 Quiz  
• Small group and whole class discussions, with evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials  
• Scenario Solutions  
• SLP activities and reflections |
| 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. |  |

**BE 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).

**ESL COMPETENCY 002**
The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.
**ESL COMPETENCY 001**
*The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.*

**ESL COMPETENCY 007**
*The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.*

<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>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.</td>
<td>• Chapter 2 Quiz</td>
</tr>
<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 and L2.</td>
<td>• Small group and whole class discussions, with evaluations of student learning based on a predetermined rubric outlining expectations for student participation and expression of understanding and application of content and materials</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>• SLP reflections</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>• Scenario Solutions</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>
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<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>
<td>2.6 Analyses 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>
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<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)</td>
<td></td>
</tr>
</tbody>
</table>
uses this knowledge to promote students’ language development in L2.

BE 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.

ESL COMPETENCY 005
The ESL teacher understands how to promote students’ literacy development in English.

ESL COMPETENCY 004
The ESL teacher understands how to promote students’ communicative language development in English.

ESL COMPETENCY 004
The ESL teacher understands how to promote students’ communicative language development in English.

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

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.
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.
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).
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).

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

- Chapter 5 & 10 Quiz
- Small group and whole class discussions, with evaluations of student learning based on a pre-determined rubric outlining expectations for student participation and expression of understanding and application of content and materials
- SLP activities and reflections
- Chapter 7, 8, & 10 Quiz
- Discussion of English Language Proficiency Standards (ELPS)
  http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 and An Educator’s Guide to TELPAS
  http://www.tea.state.tx.us/student.assessment/ell/telpas/#general
- Scenario Solutions
BE 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.

ESL COMPETENCY 006
The ESL teacher understands how to promote students' content-area learning, academic-language development and achievement across the curriculum.

ESL COMPETENCY 003
The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

<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>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.</td>
<td>• Chapter 9, 6, 11 Quiz</td>
</tr>
<tr>
<td>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).</td>
<td>• Small group and whole class discussions, with evaluations of student learning based on a predetermined rubric outlining expectations for student participation and expression of understanding and application of content and materials</td>
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<td>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.</td>
<td>• Discussion of English Language Proficiency Standards (ELPS) <a href="http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4">http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</a> and TELPAS</td>
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<tr>
<td>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.</td>
<td>• SLP activities and reflections</td>
</tr>
<tr>
<td>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.</td>
<td>• Scenario Solutions</td>
</tr>
</tbody>
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