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# Principles of Bilingual/ESL Education: BED 4340
## Spring 2016

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BED 4340-003 [CRN 21667]
3 credit hours
Meets Tuesdays 9-11:50am
EDUC 307

## COURSE DESCRIPTION

This course focuses on the theory and practice of bilingual education and of the instruction of English as a second language. Included are the identification of program models in bilingual/ESL education; their historical, legislative, and philosophical foundations; instructional frameworks for various programs; and, in particular, the implementation of bilingual instruction with US-Mexico border populations.

## COURSE OVERVIEW

| WEEK | TOPIC | ASSIGNMENTS DUE |
|------|-------|-----------------|
| 1 | Introduction to the course and topics | |
| 2 | Who are English language learners/emergent bilinguals? | Wright (2015) Ch1 |
| 3 | Language | Wright (2015) Ch2<br>PSA group formed |
| 4 | Language learning and teaching | Wright (2015) Ch3 |
| 5 | Primary language support, effective instruction and advocacy | Wright (2015) Ch11<br>SLP letter of commitment |
| 6 | Language education policy for ELLs | Wright (2015) Ch4<br>PSA1 for teachers |
| 7 | Program models for ELLs | Wright (2015) Ch5 |
| 8 | Assessment | Wright (2015) Ch6 |
| 9 | Listening and speaking | Wright (2015) Ch7<br>PSA2 for parents |
| 10 | Reading | Wright (2015) Ch8 |
| 11 | Writing | Wright (2015) Ch9 |
| 12 | Content-area instruction for ELLs | Wright (2015) Ch10 |
| 13 | Review and connections | PSA3 for general public/voters |
| 14 | Group work | Critical response to mass media |
| 15 | Final presentations | SLP Reflective paper and log<br>Final PSA presentation |

## PREREQUISITE

Admission to Teacher Education is required before taking this course, and this course is required before taking other BED courses on all education degree plans.

**PURPOSE OF THE COURSE**
This course is designed to prepare future educators with the foundational knowledge (history), conceptual understandings (philosophy), and current mandates and program model information (law and pedagogy) regarding the education of English language learners (ELLs) in the United States, and specifically in the state of Texas. All educators—general education, elementary, middle school, secondary, literacy education, special education, gifted education, bilingual education, ESL education, counselors, and administrators—share the responsibility for the schooling of bilingual students.

**COURSE ALIGNMENT WITH COLLEGE MISSION AND VISION**
This course aligns with the University's and College of Education's mission and vision in addressing the preparation of educators with a special emphasis on and support for student learning and development within linguistically and culturally diverse border region settings.  It provides students with opportunities to apply knowledge of bilingual/ELL education as they develop and deliver presentations and teaching activities that are aligned to the state standards for educators.

**COURSE LEARNING OBJECTIVES**
The objective of this course is for students to develop understanding of the following topics and the ability to apply this understanding in all areas of teaching:
- History of bilingual education in the United States and in Texas, and its impact on current legislation in Texas, as well as nationally;
- Philosophies underlying the concept of bilingual education and ESL Instruction;
- Legal foundations of bilingual education and teaching English language learners;
- Politics about bilingualism, including landmark court cases;
- Identification sociocultural characteristics of ELLs;
- Federal and state policy, including NCLB and ESSA (2015)
- Bilingual/dual-language/ESL program models;
- First and second language acquisition and research and the role of L1 in L2 learning;
- Teaching oral language, reading, and writing with ELLs;
- The role of culture in academic achievement;
- Approaches to content-area instruction for ELLs (e.g., sheltered instruction, comprehensible input);
- State assessments for bilingual/ELL students;
- Texas teaching standards, domains, and competencies for bilingual education and English as a second language; EC-06 and 4-8.

**REQUIRED COURSE MATERIALS**

**Wright, W.E. (2015**). 2nd 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 second edition.]

**Standards and assessment materials from the Texas Education Agency:**
- 2016 LPAC Decision-Making Resources available at
  http://tea.texas.gov/student.assessment/ell/lpac/
- *Educator Guide to TELPAS Grades K-12* (2011) available at
  http://tea.texas.gov/student.assessment/ell/telpas/ and on Blackboard.
- Chapter 89: Adaptations for Special Populations Subchapter BB: Commissioner's
  Rules Concerning State Plan for Educating English Language Learners available at
  http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html.
- English Language Proficiency Standards (ELPS) available at
  http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4.
- Texas Essential Knowledge and Skills (TEKS) for your grade(s) and/or content area(s),
  available at http://tea.texas.gov/curriculum/teks/.

**TExES 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 the ETS website: http://cms.texes-
ets.org/prepmaterials/.

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

## ASSIGNMENTS

**_Participation_** (10% of grade)

[50 points, 15 sessions at 3.33 points each] Your success in this course depends upon your
active participation, which includes the following:

- Being present for the full class session in each of the 15 weeks we meet, including
  arriving on time and staying until the end[1].
- Reading thoroughly the required reading for each class session before that session and
  demonstrating your preparation throughout each class session.
- Thinking carefully about the reading and coming prepared with questions, reflections,
  and connections between the reading and with other material in this or other courses.
- Extensive verbal participation in each class session, including the contribution of your
  ideas/questions/reflections as well as verbal engagement with others'
  ideas/questions/reflections.
- Extensive non-verbal participation in each class session, including demonstrating active
  listening, thoughtful engagement, and growth across each discussion.

Educational research shows that our deepest and most meaningful learning happens in
interaction with other people. In your future work as an educator, you will need to design your
teaching so that students participate meaningfully, as I design my teaching of this course with

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[1] See attendance policies in policies and procedures section.

the objective that you participate meaningfully. In this "assignment" (component of your grade) you will pay attention to your participation, striving for the above, and reflecting on your experience as a participating learner so that it informs your work as a teacher.

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### *Weekly reading quiz (WRQ)* (15% of grade)

[75 points, 13 quizzes at 5.75 points each] You will take a quiz at the beginning of each class session based on the readings for the day. The quizzes are created to see if you've done the assigned reading for the day. They are not created to test your conceptual UNDERSTANDING of the material you read. Your conceptual understanding will be developed through further discussion of the readings in class, through small and large group activities, and in other assignments. The WRQs are designed to ensure that you read before class and that you come to class with some preliminary knowledge of the concepts that will be discussed that day. **You will not be allowed to make up any missed quizzes. No exceptions.**

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### *Scenario solutions (SS)* (15% of grade)

[75 points, 15 SSs at 5 points each] This activity will be done at the end of each class session in small groups. In the activity, you are presented with a scenario, one question about that scenario, and four multiple choice answers. As a group, you will discuss, debate, dialogue, and problem-solve to determine the best answer to your question. Then you will choose the answer as a group, but you will also need to give a well-thought out rationale for choosing the answer you did, and then a rationale for each answer you did not choose. That is, your group will need to construct responses telling me WHY you chose the answer you did as a group and WHY you believe it is the answer, and then tell me WHY you DID NOT choose the other answers and WHY you believe they ARE NOT the answers. Each group will then present their questions and answers, and their rationale for their chosen right answer, and the rationale for why they did not choose the other answers. You will not be allowed to use your textbooks, study manuals, or notes—only your brains. You will receive credit for both the correct answer and the quality of your rationale. **You will not be allowed to make up any missed scenario solutions. No exceptions.**

**Participating in your group**: Each person's contributions to the group SS dialogue are important. In order to ensure that each member of the group is participating, I will do two things:
   a) Come around and randomly ask individuals to explain to me what your group is doing, which may include providing a rationale for a response, to explain a question, etc. This encourages you to be aware of your learning process as well as the content during your group discussion.
   b) Ask all group members to let me know by email after class when someone is not participating; then I will speak with that individual in private to discuss the situation.

Following are the guidelines for doing your group scenario solution:
   a) Study the question. Study the answers.

b) Highlight, underline, and use any other strategies in determining key terms, phrases, or clues in each question.

c) Write rough notes on your own paper that reflect your thinking.

d) Then, as a group, you will draft your final thoughts and rationale for each of the responses, especially the correct response. There will be designated spaces next to each response for you to draft each thought and rationale.

e) As a group, you will turn in that one sheet with the question, responses, and rationale provided.

f) We will then discuss the question and answers as a whole class.

| *Service learning project (SLP)* | (30% of grade) |
| --- | --- |

[150 points] As an opportunity to build your pedagogical and professional skills and knowledge, you will tutor an EC-12 student who is an English language learner for a minimum of 15 hours (and more if you wish). This assignment is designed to help you understand the more complex, interpersonal, human dimensions of what is covered in the textbook by working directly with an ELL student, and to develop your ability to use reflection and analysis to make connections between pedagogical concepts and your own practices and experiences. This assignment is divided into two parts as follows:

**Face-to-face work with student (as evidenced via log sheet; 50 points or 3.33 per hour of tutoring).** You will make arrangements through a school of your choice to tutor an ELL student at the level in which you plan to be certified. Additional details about these arrangements and expectations will be provided in class.[2] You will use a log sheet to record date, time, and substantive notes about each tutoring session, and to secure the classroom teacher's signature as evidence of each session. You will submit your completed log sheet with the paper in Week 15. Your letter of commitment will be due in Week 5.

**Reflective paper (100 points).** Developing your awareness and skills as a reflective practitioner is essential preparation for teaching. In this portion of the SLP you will write about what you did in your tutoring sessions, how you did it, why you did it, what might be done differently, and what you learned from these experiences. Additional details about the requirements of this paper will be provided in class. It is due in Week 15. No late papers will be accepted.

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[2] The commitment between you and the school/principal/teacher is a professional one. If there is any indication from the teacher/principal that your engagement is anything less than professional (e.g., that you are texting/using your phone while tutoring, that you dress unprofessionally, that you arrive late without communication), you will fail this assignment. On the other hand, if you feel uncomfortable in the classroom or school setting during this experience, please let me know immediately. We will address the situation to ensure that you are in a positive and professional environment while you do this assignment.

| **Public discourse engagement (PDE) projects** | **(20% of grade)** |

This group of projects is done in small groups and includes 3 Public Service Announcements (PSAs) and 1 critical response to the mass media. Additional details for both will be provided in class.

**PSA (Public Service Announcement) infographics/videos** (75 points, 3 PSAs at 25 points each). In this assignment you will create 3 different public service announcements (PSAs) in electronic formats for 3 different audiences (for general public/voters, for parents, for teachers), using the information that we cover in this class as well as additional research, and drawing upon your SLP experience as well as any of your own experiences as a bilingual person.

**Critical response to mass media** (25 points). In this assignment you will choose a recent piece of journalism about bilingual education and/or ELL students from a mass media source and compose a written response to it using what you are learning in this course, as well as additional research.

| **Final presentation** | **(10 % of grade)** |

This culminating assignment will build upon your service learning and public discourse engagement projects, and it will be done in your PDE groups. As a group you will choose your strongest PSA, revise and refine it, and present it to the class through a PechaKucha style (http://www.pechakucha.org/) (20 slides for 20 seconds each) presentation on the final day of class. The presentation will include, in addition to the PSA itself, your reflection on and analysis of the target audience, focal message, processes and rationale of creation and revision, and next steps. These presentations will be given on the last day of class in Week 15.

### Summary of components of the course grade

| Assignment | Points each | How many | Total | % of grade |
|---|---|---|---|---|
| Participation (15 sessions) | 3.33 | 15 | 50 | 10 |
| Weekly reading quizzes | 5.75 | 13 | 75 | 15 |
| Scenario solutions | 5 | 15 | 75 | 15 |
| Service learning project: Log sheet | 50 | 1 | 50 | 10 |
| Service learning project: Reflection | 100 | 1 | 100 | 20 |
| Public discourse engagement PSAs | 25 | 3 | 75 | 15 |
| Public discourse engagement response | 25 | 1 | 25 | 5 |
| Final presentation | 50 | 1 | 50 | 10 |
| | | | 500 | 100% |

## POLICIES AND PROCEDURES

### Attendance

You are allowed to miss 1 class session. For every session that you miss class after that, 10 points will be subtracted from your points total for the course. For each time that you arrive more than 10 minutes late to class, 5 points will be subtracted from your points total for the course. If you miss 3 or more class sessions, you will automatically be withdrawn from the course.

### *Late work*
No late work will be accepted. No exceptions.

### *Written work*
Written work must be clear and well-organized; must reflect standard academic grammar; and must include academic in-text (in the writing) and bibliographic (at the end) citations.

### *Assignment submission*
All assignments except weekly reading quizzes and scenarios must be submitted through BB by their respective deadlines.

### *Academic citations*
Please provide APA-style in-text and bibliographic citations for all your written work. Help with APA style academic citations is available on our BB site.

### *Electronic devices in class*
Everyone's engagement with each other in class discussion is of the highest importance. Do not use any electronic device in class in such a way that it may give someone the impression that you are not listening to them. ***The burden is on YOU to demonstrate your engagement with others, not on others to decide whether you are engaged with them or not.***
- No device should make noise.
- Texting is absolutely prohibited. Using your phone under the table, in your lap is also prohibited.
- Phones, laptops, tablets may be used only to access course reading or to take notes (and it must be clear to all around you that those are the activities you are engaged in) and when explicitly allowed for small-group in class activities that require them.

### *Language policy for this course*
This course is designed to develop your knowledge of and appreciation for bilingualism in your future students, in yourselves, and in our community. Thus, you are encouraged to use and develop your own biliteracy skills in this course. You may submit any formal assignment in English or in Spanish, and because standard English or standard Spanish are usually expected in written academic work, I ask that you use these varieties for the formal assignments. For discussion and other group work, including whole-class, the most important criterion is that everyone has an opportunity to understand and to be understood—thus, any discussion group may use any variet(ies) of Spanish, English, both, or any other language, as long as the members of the group agree.

*Changes to the syllabus*
I strive to respond in my teaching to the sometimes shifting conditions of our class community: our discussions, our interests, our extant experiences, our needs for growth. Some changes may be made to the syllabus along the way. You will always be notified—or asked to participate in the decision to make changes—and the updated syllabus will be made available on Blackboard. All versions have a version number in the header with the form year, month, day (e.g., 160119 for 2016, January 19).

*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/, (915) 747-5148 (voice or TTY), or 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/ for further information.


**Bilingual Standards II-VI**

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

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

**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:* |
|---|---|
| 1.1 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<br>1.2 Explain and present procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement of English Language Learners.<br>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.<br>1.4 Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.<br>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. | a.   Chapters 1 & 3 Quiz<br>b.   Scenario Solutions<br>c.   TExES Manual (EC-06, Competencies 1.1-1.5); (4-8, Competencies 1.1-1.5)<br>d.   In-class, small group discussions, with informal 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<br>e.   Scenario Solutions<br>f.   Service-Learning Reflection Papers<br>g.   End-of-Session Thought Evidence<br>h.   Final presentation<br>i.   Discussion on the following:<br> *LPAC Decision-Making Process for the Texas Assessment Program*. Procedural Manual for the 2010-2011 school year prepared by the Texas Education Agency, Student Assessment Division. http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793#lpac-manual<br><br>*Chapter 89: Adaptations for Special Populations* Subchapter BB: Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students. http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html |
| 1.7 Distinguishes models of bilingual education, including characteristics and goals of various types of bilingual education | a.   Chapter 4 Quiz<br>b.   TExES Manual (EC-06pgs.16-17;4-8 pgs.35-40)<br>c.   In-class, small group discussions, with informal |

| 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.<br><br>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. | 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<br>d.  Scenario Solutions<br>e.  Service-Learning Reflection Papers<br>f.  End-of-Session Thought Evidence<br>g.  Final presentations |
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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 (LI) 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:* |
| --- | --- |
| 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.<br><br>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.<br><br>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.<br><br>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 | a.  Chapter 2 Quiz<br>b.  TExES Manual (EC-06, Competencies 1.6, 2.1-2.7); (4-8, Competencies, 2.1-2.6)<br>c.  In-class, small group discussions, with informal 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<br>d.  Service-Learning Reflection Papers<br>e.  Scenario Solutions<br>f.  End-of-Session Thought Evidence<br>g.  Final presentation |

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| 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). | |
| 2.6 Analyzes and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum. | |
| 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. | |

**Competency 003**
*The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in Ll 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 L 1 and uses appropriate assessments on an ongoing basis to help plan effective literacy | a. Chapter 5 & 10 Quiz<br>b. TExES Manual(EC-06 pgs. 23-24); (4-8 pgs 70-80)<br>c. In-class, small group discussions, with |

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| instruction in L1.<br>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 Ll, and applies this knowledge to promote bilingual students' literacy development in Ll.<br>3.5. Discuss how to help students transfer literacy competency from Ll to L2 by using students' prior literacy knowledge in Ll to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between Ll and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies).<br>3.7. Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in Ll 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 Ll and L2, by including authentic children's literature in Ll and L2). | informal 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<br>d.  Service-Learning Reflection Papers<br>e.  End-of-Session Thought Evidence<br>f.  Final presentation<br><br><br>a.  Chapter 7,8, & 10 Quiz<br>b.  TExES Manual [EC-06 pgs. 25-28]; [4-8 pgs. 67-80]<br>c.  Discussion:  English Language Proficiency Standards (ELPS)<br>http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4<br>d.  Service-Learning Reflection Papers<br>e.  Scenario Solutions<br>f.  End-of-Session Thought Evidence<br>g.  Final presentation<br><br>An Educator Guide to TELPAS<br>Educator Guide to TELPAS Grades K–12<br>http://www.tea.state.tx.us/student.assessment/ell/telpas/#general |

**Competency 004**
*The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in Ll 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:* |
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| 4.1 Explains how to assess bilingual students' development of cognitive- | a.  Chapter 9 Quiz<br>b.  TExES Manual(EC-06 pgs.28-31);(4-8 pgs. 72- |

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| 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.<br><br>4.2 Creates authentic and purposeful learning activities and experiences in both L 1 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).<br><br>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.<br><br>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.<br><br><br>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. | 80)<br>c. In-class, small group discussions, with informal 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<br>d. Discussion: English Language Proficiency Standards (ELPS)<br>http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4<br>e. Service-Learning Reflection Papers<br>f. Scenario Solutions<br>g. End-of-Session Thought Evidence<br>h. Final presentation<br><br><br>An Educator Guide to TELPAS<br>Educator Guide to TELPAS Grades K–12<br>http://www.tea.state.tx.us/student.assessment/ell/telpas/#general<br><br>a. Chapter 6 Quiz<br>b. TExES Manual (EC-06 pgs.29-30; 4-8 pgs.72-80)<br>c. In-class, small group discussions, with informal 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<br>d. Service-Learning Reflection Papers<br>e. Scenario Solutions<br>f. End-of-Session Thought Evidence<br>g. Final presentations<br><br>h. Chapter 11 Quiz<br>i. TExES Manual (EC-06 pgs.30-31; 4-8 pgs.72-80)<br>j. In-class, small group discussions, with informal 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<br>k. Service-Learning Reflection Papers<br>l. Scenario Solutions<br>m. End-of-Session Thought Evidence<br>n. Final Presentation |
|---|---|