



## BED 5335 \* DUAL LANGUAGE EDUCATION\* 34965

Maymester 2022

**Faculty:** Dr. Maria Del Rosario

Talamantes

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**Online Office Hours:** By email or text every day  
From 1:00 pm. to 4:00 pm. (responds within  
24 hours out of the virtual hours)

**Online Course - May 16 – May 27**



**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; 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, expand, and enrich their knowledge in understanding the instructional shifts in dual language needed to support the educational success of Emergent Bilinguals/English Learners and the development of all students for our global economy.

**Course Objectives:** To identify, explain, and evaluate Dual Language Education (DLE) and its components; to apply theoretical and pedagogical knowledge concepts, goals, and development of Dual Language Education; to understand Two Way and One Way Program Models; Language Distribution and Assignment; Schedules; Planning and Teaching for Biliteracy; Interrelatedness between L1/L2; Cultural Competence; Leadership; and Parent/Community Involvement in DLE.

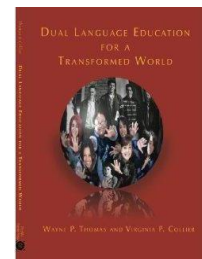
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### Required Textbooks

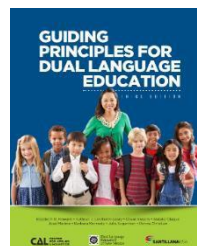
Collier, V.C., & Thomas, W.P. (2012). *Dual Language Education for a Transformed World*. Albuquerque, NM: DLeNM Fuente Press. ISBN: 978-0-9843169-1-5

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* (3<sup>rd</sup> ed.). Washington, DC: Center for Applied Linguistics.



*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 and Community, and Support and Resources.* **DOWNLOAD:**

<http://www.cal.org/content/download/4411/67686/file/Guiding%20Principles%20for%20Dual%20Language%20Education%203rd%20edition%20REV.pdf>



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

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.

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

Izquierdo, E. & Espitia Mendoza, V. (2017). La educación de lenguaje dual: Una reforma educativa. In *Abriendo brecha: Antología crítica sobre la educación bilingüe de doble inmersión*. Guerrero, M. Guerrero, C. Soltero-González, L. & Escamilla, L. DLeNM: Fuente Press.

Riojas Cortez, M. (2017). La familia como sistema de apoyo en el desarrollo de los niños bilingües. In *Abriendo brecha: Antología crítica sobre la educación bilingüe de doble inmersión*. Guerrero, M. Guerrero, C. Soltero-González, L. & Escamilla, L. DLeNM: Fuente Press.

### 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.
- Participation in discussions, group activities, and evaluations is required on time.
- Pay close attention to **DUE** dates for assignments.
- All writing in blogs, discussions, reading responses, and other assignments must be well thought out and appropriate for each topic that is discussed.
- All writing needs to be organized, clear, grammatical, and must follow APA format. Use references/citations following **APA** guidelines.

Resource at: <http://owl.english.purdue.edu/owl/resource/560/01/>

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- **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. Students are responsible for working with their team. Teamwork is mandatory and provides a forum for discussion that cannot be duplicated. 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 group work.
- **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](mailto:cass@utep.edu)** .

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- GRADING SCALE:** Points will be based on self-narrated videos, discussions, blogs, reading responses, DLE interview culminating project. 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 RUBRICS ON BLACKBOARD**

	ASSIGNMENTS	Due Date; Points	TOTAL POINTS
1.	2 (2-3 minute) Self-Narrated Ppt/ Video <b>Recordings: 1- <i>Creating a Community of Dual Language Learners</i>; 2- <i>Speaking in Tongues: Various Perspectives on DLBE</i></b>	each 5 pts 05/17 05/18	10 pts
2.	<b>2 Blogs:</b> BLOG 1 <i>Speaking in Tongues (SIT)</i> BLOG 2 <i>DLBE for a Transformed World &amp; videos</i>	2@ 5 pts each 05/19 05/20	10pts
3.	<b>2 Reading Responses (RR)</b> from <i>DLE for a Transformed World, videos, &amp; articles</i>	each 5 pts 05/21	10 pts
4.	BLOG 3: <i>The Graph</i> BLOG 4: <i>Parents</i>	each 5 pts 05/22 05/23	10 pts
5.	2 Group/Team Presentations/PPTs (1) Guiding Principles DLE; (2) National Models	each 10 pts 05/24 05/25	20pts
6.	BLOG 5 Reaction to 1 of 5 resources provided	05/26 10 pts	10 pts
7.	BLOG 6 Description of Selected Resource Strategy	10 pts 05/27	10pts
8.	<b>FINAL DLBE Culminating Self Narrated Ppt/Video</b>	20 pts 05/30	20 pts

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

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**MODULE 1 - Part 1**  
**A Critical Review of DLE Part 1**  
**May 17 - 20**



***M1 Part 1** provides perspectives for developing a self-narrated ppt/video introducing yourself; (2) watching a DLBE video on dual language education, **Speaking in Tongues**; and (3) processing the information in order to create your narrated ppt/video, and critically respond to the 4 blog assignments.*



- Self-Narrated Video Clips on Black Board(BB) *Creating a Community of Dual Language Educators***  
 In a 2-3 minute video, briefly introduce yourself to the class, what you understand about dual language education (DLE), your experience with DLE, and what you wonder about dual language education?  
*Respond to at least 2 of your classmates' postings.*

**INTRODUCTION 5PTS**  
*Creating a Community of Dual Language Educators*

**Opens 05/16 5 pts**  
**Post by 11:59pm 05/17**  
 Respond to 2 classmates by  
 05/18 \* 11:59 p.m.

- Watch Speaking in Tongues (SIT)**



**WEBLINK ON BLACKBOARD**  
**PATCHWORKS FILMS**

***Speaking in Tongues***



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

**After watching and learning from the video, create a 2–3-minute self-narrated Ppt slide/video about the various perspectives: mainstream America; politicians; teachers, and parents. What are those different perspectives, and what are they based on? What would you say about this to administrators new to dual language?**



**Post by 05/18 \*11:59pm 5PTS**

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- **BLOGS Connected to SIT. All BLOGS**
- **Post BLOG 1 by 05/19 \*11:59pm**
- **Post BLOG 2 by 05/20 \*11:59pm**

**Respond to at least 2 classmates for each blog.**

Blog

**B1** Talk about Jason's father's decision for getting Dual Language Education (DLE) for his son. Explain the reasons for Durrel's mother for placing her son in the DLE. Finally, discuss Julian's family's perspective about the DLE, and explain why this family opted for placing Julian in DLE?

**5 PTS**

Blog

**B2** What type of qualities, according to Collier and Thomas, do you believe teachers and staff require in a DLE? Explain each (Thomas et al., CHs 3 & 4 and video on BB).

**5 PTS**

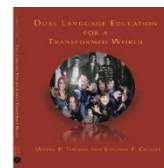
**MODULE 1 - Part 2**  
**A Critical Review of DLE**  
**May 21 - 23**

***M1 Part II** provides research perspectives for dual language education through your textbook readings, other articles, and video clips. You will be responsible for posting 2 Blogs, developing 2 (RR) reading responses; engaging in and responding to your classmates. Please read the assignments below; pace yourself.*

**All Assignments due by 11:59pm**

**Textbook, articles, videos: Reading Response (RR1)**

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



**The two Reading Responses Assignments due by 05/21 \*11:59pm**

**RR1** **5 PTS** Read Chapter 1: Reasons to Consider Dual Language Programs and view the following *What reasons do Collier & Thomas, and others above provide that support Dual Language Programs?* 150-200 words. Review your rubrics and instructions on Black Board. **Make reference to the assigned readings and videos. 150-200 words (APA).**

- Language and Globalization <http://vimeo.com/15701513>
- Maxwell, L. (2012, April 3). A Look Inside Dual-Language Classroom Retrieved from <http://bcove.me/uz6n69mh>

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RR2

### 5 PTS Commonalities and Differences between Dual Language and original Models of Bilingual Schooling

#### Chapter 2: Beginnings

- Izquierdo, E. (2011). Two Way Dual Language Education. In R.R Valencia, (Ed.), *Chicano School Failure and Success: Past, Present, and Future* (3rd ed., pp. 160-172). New York: Routledge.
- Izquierdo, E. & Espitia Mendoza, V. (2017). La educación de lenguaje dual: Una reforma educativa. In *Abriendo brecha: Antología crítica sobre la educación bilingüe de doble inmersión*. Guerrero, M. Guerrero, C. Soltero-González, L. & Escamilla, L. DLeNM: Fuente Press.

*What commonalities and differences does Dual Language (DL) have with the original models of bilingual schooling? 150-200 words.* Review your rubrics and instructions on Black Board. **Make reference to the assigned reading(s) and previous videos. (APA)**

Blog

B3 The GAP and the GRAPH Due by 05/22 \*11:59pm

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?

Blog

B4 Parents

Due by 05/23 \*11:59pm

5 pts

**Guiding Questions:** *Is informing parents of their options important for Dual Language? What and how do parents generally know about DLE? What happens to the parent in the video below (Integration and Immersion)? Is this happening in your school district?*

MODULE 2  
National Exemplars of DLBE  
May 24 - 25



**M2 National Exemplars** *You will be responsible for collaboratively working in assigned teams and researching, developing and posting presentations. Please engage in responsible communication and collaborative practice with your team. Read the assignments below; pace yourself; and post by due dates.*

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## *The Guiding Principles for Dual Language Education*

### ***The Guiding Principles for Dual Language Education and National Models***



In this module, you will be assigned to teams and each team will research and prepare 2 presentations: (1) Your assigned Strand from the Guiding Principles; and (2) a National Model. **Team Assignments will be posted on BlackBoard.**

Group work is meant to be collaborative, and the presentation must reflect the collaboration. Members of the team must work together and contribute. If there are any challenges/issues please communicate with me immediately.

**These presentations are graded as a team.**

**TEAMS: On BlackBoard Module**



#### **Part 1: The Guiding Principles** Due by 05/24 \*11:59pm 10 pts

- **Program Structure:** Characteristics associated with high-quality schools and programs, including vision and goals; equity; leadership; and processes for model design, refinement, planning, and implementation.
- **Curriculum:** Aligned with standards and assessment and is meaningful, academically challenging, and incorporates higher order thinking.
- **Instruction:** Complex in dual language programs because of the need to address the goals of bilingualism, biliteracy, and sociocultural competence.
- **Assessment and Accountability:** Using student data to shape and monitor instructional programs.
- **Staff Quality and Professional Development:** Effective dual language education programs require additional teaching and staff characteristics important to consider in recruitment and continued professional development.
- **Family and Community:** Schools encourage a positive relationship between the family and the school, which can lead to a higher level of engagement.
- **Support and Resources:** For dual language education programs, strong administrative support needs to come from the school district, the local board of education, and state policies.

#### **DOWNLOAD: The Guiding Principles:**

<http://www.cal.org/content/download/4411/67686/file/Guiding%20Principles%20for%20Dual%20Language%20Education%203rd%20edition%20REV.pdf>

#### **Part 2: National Models of DLE** Due by 05/25 \*11:59pm 10pts

##### **Assignments for National Model Research & Presentations**

As a team, research your **assigned** national model and develop a narrated video/power point to present to the class. Make connections to the DLE GPs strand you were assigned. **Guiding questions:** *When did this program start? Why? What is the model for language distribution? What is the biliteracy model?*

Team 1 Oyster Bilingual School/Washington, D.C.; Team 2 Coral Way/Dade County, FL;  
Team 3 Los Amigos/Massachusetts; Team 4 Francis Scott Key/Arlington VA



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## MODULE 3

Planning and Teaching for DLBE

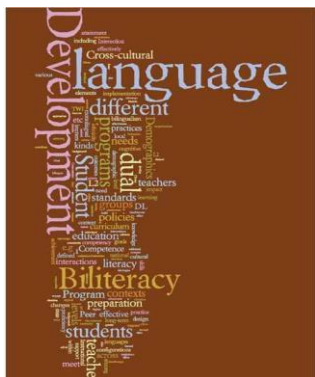
May 26 - 28



**M3 Biliteracy** In this module *you will be learning about planning and teaching for biliteracy, watching videos on biliteracy, and developing a foundational knowledge-base on biliteracy along with terminology that is an integral part of planning and teaching for biliteracy. You will **react** in BLOG 8 to one of the resources; and write a descriptive response in BLOG 9 to one of the additional strategies/resources provided below.*

**TERMINOLOGY:** Biliteracy \* Paired Instruction \* Cross Language Connections\* Bridging \* Holistic Assessment \* Quality Resources

**Learning to read and write in two languages differs from learning to read and write in one language. Similarly, in planning and teaching for biliteracy in DLBE, there is a very specialized approach that differs from planning and teaching to read and write in *one* language. There is specialized terminology, as well.**



**Planning and teaching for biliteracy in DLBE necessitates developing essential knowledge and skills that facilitate connecting the two language environments: foundational skills in the SLAR/ELAR standards, both side by side, and authentic to each language in reading and writing; vocabulary development and use of cognates; instructional strategies that facilitate making connections; holistic assessment practices; and identifying authentic and relevant resources. Planning for the appropriate teaching and learning contexts is critical to the opportunities and developments of biliteracy.**

**In this module you have the opportunity to go through the following presentations/readings:**

- 1) A CAL ppt piece on Initial biliteracy development in different DLBE models;
- 2) A video on 2 partner teachers developing phonological awareness in each language, and keeping to the phonological authenticity of each language;
- 3) Samples of DLBE class schedules to understand how biliteracy time may be organized;
- 4) A reading of 2 chapters on Literacy Squared (Escamilla et al, 2014); and
- 5) A reading on How Spanish Works, (Beeman & Urow, 2013).

Blog

**LOG 5: React to one of the above-mentioned resources. Due May 26 11:59 pm**

When writing a reaction response, you are expected to demonstrate a grasp of the topic and the ability to communicate reactions to the reader. Reaction responses require that you think carefully about what you

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feel or think about the text/video. Start your reaction response with your introduction that includes the topic you are reacting to, and write it concisely, *preferably* in your first sentence.

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Finally, you have links to many resources that you will find very useful in planning and teaching for biliteracy. **Make the time to review them all!** You will select one for your next assignment.

## **ADDITIONAL RESOURCES IN TEACHING FOR BILITERACY**

Ada, A. F., Beers, K., Campoy, I., & Izquierdo, E. (2019). *HMH Arriba la Lectura! Texas*. Boston, MA: Houghton Mifflin Harcourt. Retrieved from <https://us.hmhco.com/texas/reading-language-arts/>

ANOUK (2015, Jan. 14). *Literacy/Biliteracy Education Center* [Video file]. Retrieved from <https://www.youtube.com/watch?v=JM9mxF4uJOY>

Maestra Mendoza (2019, Apr. 24). *Lotta Lara with guided reading* [Video File]. <https://www.youtube.com/watch?v=TbhdtwgO15M>

Okapi (2019). *Despegando hacia la lectura Grados K-5*. Temecula, CA: Okapi Educational Publishing. Retrieved from <https://despegando-hacia-la-lectura.com/>

Okapi (2019). *Flying Start to Literacy Grades K-5*. Temecula, CA: Okapi Educational Publishing. Retrieved from <https://flyingstarttoliteracy.com/>

SEAL (2018, Sep. 18). *Así se dice- That's how you say it – Bilingual 2nd + 3rd grade classroom* [Video File]. Retrieved from <https://www.youtube.com/watch?v=xxhogDsZhlA>

Teaching for Biliteracy. (2014, Dec. 11). *Biliteracy in Action Kindergarten Living and Non Living Things* [Video File]. Retrieved from <https://www.youtube.com/watch?v=Z2lYxZErB2g>

Teaching for Biliteracy (2014, Dec. 8). *El dictado en primer grado-Karen Beeman, Teaching for Biliteracy* [Video File]. Retrieved from <https://www.youtube.com/watch?v=cZFGmxV11Ak>

Teaching for Biliteracy (2015, Jul. 22). *Biliteracy unit in 2nd grade: The bridge* [Video File]. Retrieved from <https://www.youtube.com/watch?v=LG6hIK-WOTY>

Teaching for Biliteracy. (2016, Jun. 8). *La planta y los textos informativos: español A*. Retrieved from <https://www.youtube.com/watch?v=-VnkTIEE1h8>

Teaching for Biliteracy. (2016, Jul. 7). The elements of the bridge. Retrieved from <https://www.youtube.com/watch?v=zaZUlxrR6O4>

**LOG 6: Describe one of the above-mentioned strategies or resource, and its benefits. Due**  
**lay 27 11:59 p.m.**



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Demonstrate an awareness of the strategy or reading you are going to talk about. Open your response with an interesting statement. Describe the object, concept, process ... *what are your feelings about it?*

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▪ **FINAL DLBE Culminating Self Narrated Ppt/Video**

**Due by 05/30 \*11:59pm**

5-8 Minute Self-Narrated Video Recording. **20 PTS**

Connect to what Dual Language Bilingual Education is – goals; Guiding Principles; research; biliteracy; sustainability... The purpose is to capture what you learned about DLBE in this course, in an organized, interesting, and supported presentation. ***What will your leadership in DLBE look like?***

**RUBRIC ON BLACK BOARD**

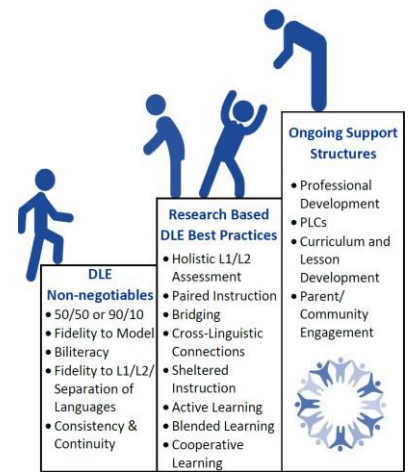
- It is taped/recorded so that we can see you;
- Include important visuals, slides, and/or data...
- Be creative. Present. DO NOT READ.
- It can be done in Spanish or English.
- Use APA guidelines for citations, references, quotes ...

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?***

### Dual Language Education Implementation

*Research Based*



<p><b>COMPETENCY 001</b>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>Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.          Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.          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.          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          b. ▲BLOGS          c. Self-Narrated Videos          ■ Discussion Questions:</p>
<p>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.          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          b. ▲BLOGS          c. Reading Responses          d. ■ Discussion Question</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 Chapter s
- Discussion

### 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 Schedule Assignment
- b. Testbook Chapter BLOG
- c. ■ Black Board Discussion Questions
- d. Text Research Activity

**3.7.** Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in LI 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 LI and L2, by including authentic children's literature in LI and L2) within the context of Dual Language Education.

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

**Competency 004**

The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

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

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

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.

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.

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.

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.

a. Biliteracy Schedule Assignment  
b. ▲ BLOG

a. Chapter  
b. ▲ BLOG

a. Chapter  
b. ▲ BLOG