



BED 4343 CRN 34859
TEACHING ACADEMIC ENGLISH
Summer 2021

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Virtual Office hours: Weds. 5-6:30, and by appointment, Email will respond within 24-48 hours

Text: [Remind](#) (class code @bed4343e)

COURSE INFORMATION

BED 4343 CRN: 34859 3 credit hours

Title: Teaching Academic English Formerly: Sheltered ESL Instruction

This course will be conducted **fully online**.

8 Weeks: June 7 - July 30 --- Finals Aug. 2 and Aug. 3

COURSE DESCRIPTION:

This course explores English language development and academic language socialization with ESL/ Bilingual students through the teaching of subject matter via a second language. The focus is twofold: (1) English as a Second Language development and methodology; and (2) Academic and cognitive development through sheltered instruction in content areas. (UTEP Catalog, 2020) *(Formerly titled: Sheltered ESL Instruction)*

Pre-Req: BED 4340.

COLLEGE'S CONCEPTUAL THEME

The course aligns with the College of Education's mission and vision addressing the preparation of educators with a special emphasis and support for student learning and development within linguistically and culturally diverse settings.

COURSE OBJECTIVES (See also Course Standards, Student Learning Outcomes and Module Assignments)

1. Understand the second language acquisition, its theories and language stages;
2. Integrate the skills of listening, speaking, reading, and writing to develop ESL students' English language proficiency.
3. Apply knowledge of theories, concepts, and research related to language learning to support students' language development in English;
4. Understand the critical issues of ELLs in schooling;
5. Understand and apply the ELPS in its four domains and content areas;
6. Identify the various assessment procedures for ELL such as TELPAS; LPAC.
7. Understand and apply the strategies of Sheltered Instruction;
8. Develop a sheltered lesson plan within the SIOP model;
9. Review knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture.

REQUIRED COURSE MATERIALS:

Textbook:

- Li, N. (2016). *Teaching ELLs Across Content Areas: Issues and Strategies*. Information Age Publishing.



Booklet:

- El Saber Enterprises (2009). *ELPS at a Glance: Flip Into Success*. El Saber Enterprises.



Other helpful resource materials: (Not required)

- Sheltered Content Instruction by Echevarria and Graves
- Working with English Language Learners edited by Huerta-Macias
- Reading, Writing, and Learning in ESL by Perego and Boyle
- Making Instruction Comprehensible for English Language Learners: The SIOP model by Echevarria, Vogt, and Short
- The Nature of Language:
<http://www.sil.org/lingualinks/languagelearning/prepareforlanguagelearning/ThreeViewsAboutTheNatureOfLang.htm>
- Language Concepts: <http://teachingtreasures.com.au/newsletters/language-con.htm>Teacher

Certification & Exams Information

- Texas Education Agency - <https://tea.texas.gov/texas-educators/certification>
- Texas Educator Certification Examination Program - <https://www.tx.nesinc.com/>

COURSE POLICIES

Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the Help Desk as they are trained specifically in assisting with technological needs of students.

Attendance Policy

Because this is an online course, attendance is determined by class participation online. Participation is determined by completion of the following activities:

- Reading/viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers
- Completing all module activities (assignments, quizzes, etc.)
- Completing all assignments

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. You are encouraged to use and develop your own bilingual/biliteracy skills in this course. You may submit any formal assignment in English, Spanish, or both. For discussions 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 variety(ies) of Spanish, English, both, or any other language, as long as the members of the group agree.

Academic Citations

Please provide APA-style in-text and bibliographic citations for all your written work. Help with APA style academic citations is available here:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Late Work Policy

No late work accepted. Assignments are posted ahead of time to give you enough time to plan and prepare. Know the expectations and deadlines for each assignment. Familiarize yourself with the syllabus to help you meet all the deadlines. However, if you are having stressful times, please contact me and we will see how to work through it.

Netiquette

- Always consider audience in discussions. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Information posted on these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

Inclusiveness and equity

Learning happens only when we feel respected as a whole human being. My top priority in our course is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our course is important for the sake of your learning in our class *and* for the sake of your future students' learning, so that you know how to cultivate such relationships with them. To that end, I want you to know that all of you is welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, and resources—our gender identities, our sexual

orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you shows respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair, Dr. Alyse Hachey, 915-747-7573 or ahachey@utep.edu, and/or you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or eoaa@utep.edu.

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.

Student Resources

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Changes to the syllabus

I strive to respond in my teaching to the sometimes-shifting conditions of our class community: current events, 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 and the updated syllabus will be made available on Blackboard.

BED 4343**GRADING SUMMARY**

Assignments/Tests	Points
Pre-Test (Pre-test score not included in grade calculations)	(No points)
Getting to Know You	5
Discussions (8x5 pts.)	40
Written Assignments (8x20 pts.)	160
A-Study Guide Response	5
B-Study Guide Responses	10
C-Study Guide Responses	10
D-Study Guide Responses	10
E-Study Guide Responses	10
One Page Commentary	5
Final Exam: Multiple choice post-test (1 pt. each x 50 questions)	50
Total	305

Note: You must complete all of the assignments for this class. Missing assignments/assessments affect the overall final grade.

Point Scale: 305-273	272-243	242-212	211-182	181 and below
Percentages: 100-90% (A)	89-80% (B)	79-70 (C)	69-60% (D)	59% (F)

The term "Assignments" includes: Assignments/summaries; discussions; tests etc.

Missing 3 assignments/discussion may result in receiving a final grade that is one grade lower.

COURSE SCHEDULE

BED 4343 Summer 2021 (Schedule Week 1 to Week 9)	
Weeks 1 - 9	<ul style="list-style-type: none"> • Readings, PPTs, and Weblinks to be viewed each week. • Assignments, Discussions and Study Guides to be submitted each week on due dates by 11:30 pm
Week 1 June 7 -13 Study	1. Take 50 item Multiple Choice Pretest exam. (Go to Course Menu: <u>Assessments-Test-pre and post</u>) by Wednesday, June 9. <p style="text-align: center;">Module 1</p> <p>Read and View</p> <ol style="list-style-type: none"> 1. Read: Ch. 2 “ELLs and L2 Acquisition Theories” 2. Review Syllabus and Blackboard Course Entries 3. View: PPT Module 1 (Ch. 2) 4. View: Web Links: Module 1
Post and submit	<ol style="list-style-type: none"> 1. Getting to know you. Post your Introduction in Flipgrid by Wednesday, June 9. Respond to two classmates by Friday, June 11. 2. Post response to Discussion 1 by Saturday, June 12. 3. Submit response to Module 1 (L2 Acquis.) by Sunday, June 13. 4. Submit response to Study Guide A by Sunday, June 13.
Week 2 June 14- June 20 Study	<p>Note: the chapters are not being covered in numerical order.</p> <p style="text-align: center;">Module 2</p> <p>Read and View</p> <ol style="list-style-type: none"> 1. Read: Ch. 3 “Teaching Language Arts to ELLs” 2. View: PPT Module 2 3. View: Web Links: Module 2
Post and submit	<ol style="list-style-type: none"> 1. Post response to Discussion 2 by Saturday, June 19. 2. Submit response to Module 2 (Lang. Arts) by Sunday, June 20. 3. Submit response to Study Guide B by Sunday, June 20.
Week 3 June 21-June 27 Study	<p style="text-align: center;">Module 3</p> <p>Read and View</p> <ol style="list-style-type: none"> 1. Topic: “Authentic Assessment” (Not in textbook) 2. View: PPT Module 3 (Authentic Assessment) 3. View: Web Links: Module 3
Post and submit	<ol style="list-style-type: none"> 1. Post response to Discussion 3 by Saturday, June 26. 2. Submit response to Module 3 (Auth. Assessment) by Sunday, June 27. 3. Submit response to Study Guide C by Sunday, June 27.

<p>Week 4 June 28 - July 4</p> <p>Study</p>	<p style="text-align: center;">Module 4</p> <p>Read and View</p> <ol style="list-style-type: none"> 1. Read: Ch. 9 “Increasing Academic Vocabulary for ELLs” 2. View: PPT Module 4 3. View: Web Links: Module 4
<p>Post and submit</p>	<ol style="list-style-type: none"> 1. Post response to Discussion 4 by Saturday, July 3. 2. Submit response to Module 4 (Acad. Vocab.) by Saturday, July 3.
<p>Week 5 July 5 - July 11</p> <p>Study</p>	<p style="text-align: center;">Module 5</p> <p>Read and View</p> <ol style="list-style-type: none"> 1. Read: Ch. 2 (pages 37-41 “Sheltered Instruction in Content Areas”) 2. View: PPT Module 5 3. View: Web Links: Module 5
<p>Post and submit</p>	<ol style="list-style-type: none"> 1. Post response to Discussion 5 by Saturday, July 10. 2. Submit response to Module 5 (SIOP Lesson Plan) by Sunday, July 11. 3. Submit response to Study Guide D by Sunday, July 11.
<p>Week 6 July 12 - July 18</p> <p>Study</p>	<p style="text-align: center;">Module 6</p> <p>Read and View</p> <ol style="list-style-type: none"> 1. Read: Ch. 5 “Teaching Math to ELLs” 2. View: PPT Module 6 3. View: Web Links: Module 6
<p>Post and submit</p>	<ol style="list-style-type: none"> 1. Post response to Discussion 6 by Saturday, July 17. 2. Submit response to Module 6 (Math) by Sunday, July 18. 3. Submit response to Study Guide E by Sunday, July 18.
<p>Week 7 July 19 - July 25</p> <p>Study</p>	<p style="text-align: center;">Module 7</p> <p>Read and View</p> <ol style="list-style-type: none"> 1. Read: Ch. 6 “Teaching Social Studies to ELLs” 2. View: PPT Module 7 3. View: Web Links: Module 7
<p>Post and submit</p>	<ol style="list-style-type: none"> 1. Post response to Discussion 7 by Saturday, July 24. 2. Submit response to Module 7 (Soc. Studies) by Sunday, July 25.

<p>Week 8</p> <p>July 26 - July 30</p> <p>Study</p>	<p style="text-align: center;">Module 8</p> <p>Read and View</p> <ol style="list-style-type: none"> 1. Read: Ch. 4 "Teaching Science to ELLs" 2. View: PPT Module 8 3. View: Web Links: Module 8
<p>Post and submit</p>	<p>Special Directions: You will post the Science PPT to the Discussion portal for the class to view. You will also upload the same Science PPT to the Assignment portal.</p> <ol style="list-style-type: none"> 1. Science Project – By Wednesday, July 28. <ul style="list-style-type: none"> • Post Power Point slides of Science Project to Discussion 8 portal • Submit Power Point slides of Science Project to Module 8 portal 2. Submit One Page Commentary to Assignment portal by Friday, July 30.
<p>Week 9</p> <p>Final Exam Aug. 2 or Aug. 3</p> <p>50 Item Multiple Choice Post-Test</p>	<p style="text-align: center;">Final Exam Schedule</p> <p>Take 50 item Multiple Choice exam . (Go to Course Menu: <u>Assessments-Test-pre and post</u>)</p> <p>You may take the final exam on either Monday, Aug. 2 or Tuesday, Aug. 3</p> <p>The test will end Aug. 3 at 11:30 pm.</p>

CRITERIA AND RUBRICS

Criteria for Multiple Choice Pre-test and Post-test

1. The pre and post Multiple-Choice exams are required assignments for this course.
2. You will take the pre-test on the first day of class and will not earn points for this.
3. You will take the Multiple-Choice post-test during finals week, and will earn 1 point for each of the 50 items on the exam that you answer correctly.
4. You need to plan ahead and select a time when you will not have any interruptions. The exam is time stamped. Once you log into the program to take the exam you have a set time to complete the exam. You are not allowed to log out and return to the test.

Criteria for Discussions:

1. Maintains contact with peers and professor
2. Interactive responses are well thought out and appropriate for each topic that is discussed.
3. Keeps up with the timelines for discussions.
4. The full 5 points are earned by responding to the discussion question for each module and for responding to at least one other student. (See Discussion rubric in this syllabus.)

Criteria for Written Assignments:

1. Writing is organized, clear, and concise and demonstrates depth of thought through analysis and synthesis of the information.
2. Submits written responses within the parameters of the posted deadlines.
3. It is expected that each of the written responses will contain no less than 300-400 words unless otherwise stated in the module directions (such as with charts or PowerPoint presentations.) (See Written Assignments rubric in this syllabus.)
4. All written assignments (non-discussions) must be submitted in **Word doc format**, which is the accepted format for all written assignments that are submitted to the Blackboard system. Furthermore, **do not post written assignments in the comments section of the Bb Assignments** portal because it is not easily readable. You are required to use one of the following browsers: Mozilla Firefox or Google Chrome. Use of other browsers are not compatible with the Blackboard Learning System.

Assessment Rubrics

Assessment Rubric for Discussion Board Modules 1-8 (5 points each)

Objective/Criteria	Performance indicator	
	Needs Improvement	Meets Expectation
Response to question	Less than 5 sentences, and narrow interpretation of topic 0 points	At least 5 sentences and demonstrates an understanding of the topic. 3 points
Response to at least one peer	No response to peers 0 point	Responds in at least two sentences related to the topic 2 points
Total	0	5

Assessment Rubric for Written Assignments Modules 1-8 (20 pts. per module)

Assessment Rubric for Study Guide Responses (5+10+10+10+10=45)

Objective/Criteria	Performance indicator	
	Needs Improvement	Meets Expectation
Accuracy of information	Information has inaccurate statements and or not appropriate for ELL students	Information is accurate and appropriate for ELL students
Lesson delivery when applicable	Lesson plans/Power Points/written response <u>do not contain</u> a balance of text and visuals (where applicable) appropriate for ELL students	Lesson plans/Power Points/Written response demonstrate a balance of text and visuals (where applicable) appropriate for ELL students
Following directions	Did not follow the directions related to the Module assignments	Follows the directions related to the Module assignments
Includes necessary details	Some necessary details were not present/or did not meet the 300-400 word requirement	Contains necessary details/ 300-400 words where applicable
Language mechanics	Sentence structure, spelling, and grammar have some inaccuracies	Uses correct sentence structure, spelling, and grammar
Total	Varies	Written Assignments: 20 Study Guide Responses: 45

SIOP LESSON PLAN FORMAT/TEMPLATE

Adapted Source:

http://www.kimberly.edu/KSD_Media/DistrictAdmin/Curriculum/SIOP_LESSON_PLAN_TEMPLATE.pdf

Your name _____

TEKS Standard (Write out; do not simply give numbers):

ELPS Standard (Write out; do not simply give numbers):

Topic:

Grade:

ELP Level:

Key Vocabulary:

Materials (Including Supplemental and Adapted):

Higher Order Thinking Questions:

Connections to Prior Knowledge/Building Background (link to experience/past learning):

Content Objectives (Write out a statement in language appropriate for ELL level of students):

Listening and Speaking- Meaningful Activities:

Listening and Speaking-Review/Assessment:

Reading and Writing-Meaningful Activities:

Reading and Writing-Review/Assessment:

Language Objectives (Write out a statement in language appropriate for ELL level of students):

Integration of Content with Language: Meaningful Activities

Integration of Content with Language: Review/Assessment

Review and Assessment (Check All That Apply):

Individual ____ Group ____ Written ____ Oral

ADDITIONAL RESOURCES (More may be added throughout the semester)

- Adamson, H.D. (1993). *Academic competence, theory and classroom practice: Preparing ESL students for content courses*. Longman.
- Allen, V.G. (1986). Developing contexts to support second language acquisition. *Language Arts*, 63, 61-66.
- Goldenberg, C. & Coleman, R. (2010) Academic instruction in a second language in Promoting academic achievement (pg. 81-100) in *English language learners: A guide to the research*.
- Herrera, S.G. & Murry, K.G. (2005). *Mastering ESL and bilingual methods*. Allyn and Bacon.
- Krashen, S.D. & Terrel, T.D. (1983). *The natural approach: Language acquisition in the classroom*. California: Alemany Press.
- Lamburg, W.J. & Lamb, C.E. (1980). *Reading instruction in the content areas*. Chicago: Rand McNally College
- Milk, R.D. (1985). The changing role of ESL in bilingual education. *TESOL Quarterly*, 19, 657-671.
- Seda, M., Liguori, O., & Seda, C. (1999). Bridging literacy and Social Studies: Engaging prior knowledge through children's books. *TESOL Journal*, 8, 34-40.
- Seda, M. and Seda, C. (1999). There's more to mathematics than choosing the letter C: The limitations of test-driven intervention. In *Changing the faces of Mathematics: Perspectives on Latinos* (Walter G. Secada, Luis Ortiz-Franco, Norma G. Hernandez, and Yolanda De La Cruz, Eds.), National Council of Teachers of Mathematics, 159-168.

- Tinajero, J.V. (1984). Some helpful strategies for the ESL content area teacher. *Reading Improvement*, 21, 332-337.
- Wong-Fillmore, L. with Valadez, C. (1986). *Teaching bilingual learners*. In M. Wittrock (Ed.), *Handbook of Research on Teaching*, Third Edition, New York: Macmillan.
- Zwiers, J. (2008) *Building Academic language: Essential classroom practices; Cultivating Academic Language Acquisition; Content area variations of academic language; academic classroom discussions*. Jossey-Bass Teacher.
- TEKS for English Language Arts and Reading (grades 2-8--TEKS 110.13; 110.14; 110.15; 110.16;110.18; 110.19; 110.20. <https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/texas-administrative-code-title-19-part-2>

Approved Educator Standards

With assistance from almost 2,000 Texas educators, parents, and business and community representatives, the State Board for Educator Certification (SBEC) has created many new sets of standards for beginning educators in an entry-level position. These standards are focused upon the Texas Essential Knowledge and Skills (TEKS), the required statewide public-school curriculum, and they reflect current research on the developmental stages and needs of children from Early Childhood through Grade 12.

BILINGUAL EDUCATION STANDARDS

- **Standard I.** The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).
- **Standard II.** The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
- **Standard III.** The bilingual education teacher knows the process of first- and second-language acquisition and development.
- **Standard IV.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.
- **Standard V.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of bi-literacy.
- **Standard VI.** The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.
- TEKS for English Language Arts and Reading (grades 2-8--TEKS 110.13; 110.14; 110.15; 110.16;110.18; 110.19; 110.20 <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

SBEC Course Standards and Corresponding Student Learning Outcomes

<u>Standard I: TEKS b (1-30)</u>	
<i>The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Review and demonstrate knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom;</i>	<i>a. Post online discussions related to Standard I b. Submit responses to posted assignments related to the nature of language. c. Study and review 25 item study guide.</i>
<i>Demonstrate, apply, and adapt knowledge of the functions and registers of language to develop and modify instructional materials,</i>	<i>a. Post online discussions related to Standard I b. Submit responses to posted assignments related to functions and registers of language. c. Study and review 25 item study guide.</i>
<i>Create lessons that demonstrate the integration of listening, speaking, reading, and writing to develop ESL students' English language proficiency.</i>	<i>a. Post online discussions related to Standard I b. Submit responses to posted assignments related to demonstration and integration of language skills. c. Study and review 25 item study guide.</i>
<u>Standard III: TEKS b (1-30)</u>	
<i>The ESL teacher understands the processes of first- and second-language acquisition and uses.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Apply knowledge of theories, concepts, and research related to language learning to support students' language development in English.</i>	<i>a. Post online discussions related to Standard III b. Submit responses to posted assignments related to language acquisition concepts and instruction. c. Study and review 25 item study guide.</i>
<u>Standard IV: TEKS b (1-30)</u>	
<i>The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL curriculum and instruction.</i>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<i>Devise and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS);</i>	<i>a. Post online discussions related to Standard IV b. Submit responses to posted assignments related to TEKS. c. Study and review 25 item study guide.</i>
<i>Modify planning procedures for effective, developmentally appropriate ESL instruction;</i>	<i>a. Post online discussions related to Standard IV b. Submit responses to posted assignments</i>

	<p><i>related to appropriate modifications for ESL instruction.</i></p> <p><i>c. Study and review 25 item study guide.</i></p>
<p><i>Integrate technological tools and resources into the instructional process;</i></p>	<p><i>a. Post online discussions related to Standard IV</i></p> <p><i>b. Submit responses to posted assignments related to instructional resources.</i></p> <p><i>c. Study and review 25 item study guide.</i></p>
<p><i>Engage students in critical-thinking processes;</i></p>	<p><i>a. Post online discussions related to Standard IV</i></p> <p><i>b. Submit responses to posted assignments related to critical thinking processes.</i></p> <p><i>c. Study and review 25 item study guide.</i></p>
<p><u>Standard V: TEKS b (1-30)</u> <i>The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.</i></p>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<p><i>Demonstrate knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture.</i></p>	<p><i>a. Post online discussions related to Standard V</i></p> <p><i>b. Submit responses to posted assignments related to factors associated with academic content, language, and culture.</i></p> <p><i>c. Study and review 25 item study guide.</i></p>
<p><i>Design instruction and devise activities that are responsive to diversity and individual student needs.</i></p>	<p><i>a. Post online discussions related to Standard V</i></p> <p><i>b. Submit responses to posted assignments related to responsiveness to diversity and individual student needs.</i></p> <p><i>c. Study and review 25 item study guide.</i></p>
<p><u>Standard VI: TEKS b (1-30)</u> <i>The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</i></p>	
<i>SLOs</i>	<i>Assignments and Assessment</i>
<p><i>Select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency);</i></p>	<p><i>a. Post online discussions related to Standard VI</i></p> <p><i>b. Submit responses to posted assignments related to assessments for different purposes.</i></p> <p><i>c. Study and review 25 item study guide.</i></p>
<p><i>Interpret results of standardized tests commonly used in ESL programs in Texas;</i></p>	<p><i>a. Post online discussions related to Standard VI</i></p> <p><i>b. Submit responses to posted assignments related to interpretation of standardized tests.</i></p> <p><i>c. Study and review 25 item study guide.</i></p>

<p><i>Summarize LPAC recommendations for LEP identification, placement, and exit.</i></p>	<p><i>a. Post online discussions related to Standard VI</i> <i>b. Submit responses to posted assignments related to familiarity with LPAC recommendations for ELLs.</i> <i>c. Study and review 25 item study guide.</i></p>
<p><i>Use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.</i></p>	<p><i>a. Post online discussions related to Standard VI</i> <i>b. Submit responses to posted assignments related to assessments and instructional adjustments for ELL students.</i> <i>c. Study and review 25 item study guide.</i></p>