University of North Texas at Dallas
Fall 2014
SYLLABUS

EDBE 4470D.020: Curriculum and Assessment for Bilingual and ESL Classrooms **3 Credit Hours**	

Division of Education & Human Services, Dr. Sheryl Santos-Hatchett, Dean	
Department of Teacher Education & Education Administration, Dr. Glenda Moss, Chair	

Instructor Name:	Dr. Uvaldina Janecek
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Office Hours:	**Mondays 11:30 – 2:30; Wednesdays 11:30 – 2:30; Saturdays 11:00 – 1:00 and by appointment**
Virtual Office Hours:	Emails received any time and phone calls received between the hours of 10:00 am and 4:00 pm Monday through Thursday will be responded to within 24 hours.

Classroom Location:	**DAL1 248**
Class Meeting Days & Times:	**Mondays and Wednesdays 10:00 – 11:20**

Course Catalog Description:	Examination of the organization of curriculum for second language learners with special focus on testing and evaluation procedures appropriate for bilingual and ESL classrooms; study of formal and informal assessment of language proficiency for instructional purposes and use of standardized achievement tests. Required for students seeking EC-6 or 4-8 generalist certification with specialization in bilingual or ESL education.

Prerequisites:	EDBE 3470, 3480 and admission to Teacher Education or consent of department.
Co-requisites:	May be taken concurrently with EDBE 4490.

Required Text:	Herrera, S. G., Murry, K. G., & Cabral, R. M. (2013) Second Edition. *Assessment accommodations for classroom teachers of culturally and linguistically diverse students.* Boston: Pearson Education. Brantley, D. K. (2007). *Instructional assessment of English language learners in the K-8 classroom*. NY: Allyn and Bacon.

Recommended Text and References:	Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing Culturally and Linguistically Diverse Students: A Practical Guide.* New York: Guilford Press. Texas Education Agency websites, LPAC Manual, STAAR Tests Samples, TELPAS, and List of Approved Placement Tests in Texas.

Access to Learning Resources:	UNT Dallas Library:
	      phone: 972-338-1616
	      web: http://www.untdallas.edu/our-campus/library
	
	UNT Dallas Bookstore:
	      phone: (972) 780-3652
	      e-mail: untdallas@bkstr.com

Course Goals or Overview:

The goal of this course is to help teacher candidates develop an understanding for assessment and evaluation of English language learners in bilingual and ESL classrooms.

Learning Objectives/Outcomes: At the end of this course, the student will

1	Understand state-mandated LEP identification procedures and placement and exit criteria, including the role of LPAC (ESL VI – 6.4k).
2	Understand relationships among state-mandated standards, instruction, and assessment in the ESL classroom (ESL VI – 6.5k, TESOL 4, INTASC 8).
3	Understand state educator certification standards in reading/language arts appropriate for the teacher's level of certification and distinctive elements in the application of the standards for English and the primary language (Bilingual IV- 4.1k).
4	Use a variety of literacy assessments to plan and implement literacy instruction in the primary language (Bilingual 4.3s).
5	Assess and monitor learners' level of proficiency in oral and written language and reading in L1 and L2 to plan appropriate literacy instruction (Bilingual 5.3s).
6	Develop informal (alternative) assessment measures, including portfolios and dialogue journals.
7	Assess an English Language learner to learn to make instructional decisions for placement.
8	Understand how to assist students in the transfer of literacy skills from L1 to L2 by using students' prior knowledge in L1 to facilitate the acquisition of L2.

Tk20

This course requires the case study to be uploaded the week before final exams and assessed by the instructor in the UNT Tk20 Assessment System. This will require a one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. Please go to the following web link for directions on how to purchase Tk20, http://www.coe.unt.edu/tk20. Announcements regarding training on use of the Tk20 system will also be posted on this webpage.

NEW EDUCATOR STANDARDS

The content and objectives of this course are aligned with the INTASC
Standards of the Department of Teacher Education, with the state of Texas ESL standards, and with the
National Teachers of English for Speakers of Other Languages (TESOL) standards.

- INTASC Standard - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

- TESOL Standard 4 Assessment - Candidates understand issues of assessment and use of standards-based measures with ESOL students.

- STATE Standards - State ESL Standard VI: The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL

programs and uses assessment results to plan and adapt instruction. State Bilingual Standard IV - The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

GRADING MATRIX & DUE DATES

DUE	Assignment	% Grade
Throughout the course *(Please see Point Value Matrix below)	**Attendance & Participation** • Attendance • Participation in class discussions, online assignments, and active listening during classmates' presentations Instructors have the capability of tracking your attendance and participation for online assignments. Your attendance and participation **will be** monitored and documented.	15%
SEPT 8	**Analyses of Assessments (2)** Synthesis about the administration and scoring of the Woodcock-Muñoz https://www.youtube.com/watch?v=hPiBQrgi1uc; analysis about the TELPAS and STAAR tests from TEA reports	5%
SEPT 22	**Assessment Quiz** A 10- item quiz over Brantley Chapter 3 and Herrera et. al. Chapter 2 will be available on Blackboard.	5%
OCT 13	**Informal Assessments** Creation of 4 informal classroom assessments for administration to an ELL student (listening, speaking, reading, and writing). Turn in on Blackboard. This is part of your Case Study.	10%
OCT 27	**Proficiency Level Descriptors Quiz** A 10- item quiz over the Texas PLDs and TELPAS.	5%
NOV 3 & 5	**ELPS Demonstration** Demonstration of modifications and accommodations for beginning, intermediate, advanced, and advanced high ELL students. This is part of your Case Study.	10%
DEC 8	**Case Study** Please refer to the assignment description and rubric. Sections of the Case Study will be due throughout the semester. Turn in on Blackboard.	25%
DEC 8 & 10	**Case Study Presentation**	10%
DEC 3	**Final Exam**	15%
	Total:	100 %

LETTER GRADE & SCALE

A	**100 -90**
B	**89 - 80**
C	**79 - 70**
D	**69 - 60**
F	**59 - 0**

*Attendance and Participation Point Value Matrix

DATE	ASSIGNMENT/ACTIVITY	MAXIMUM POINTS
All F2F Sessions	Attendance in Face-to-Face Classes (1 point per class)	15
All F2F Sessions	Active Listening and Participation in Face-to-Face Classes (1 point per class)	15
All Online Sessions	Discussion Board Responses (1 point per online session)	13
8/25	Response to Brantley Chapter 1 and Herrera et. al. Chapter 1 Readings	4
9/08	Analysis of TEA data	6
9/15	Response to Journal article on Assessment and ELLs	4
9/29	Response to RTI video and activities	4
10/06	Response to Chapter 5 Assessment of Language Proficiency	4
10/13	Assessing Oral Language activity (Cindy's Presentation)	4
10/20	Dialogue Transcript and Analysis	7
10/27	Response to video on Assessing Speaking and Listening	4
11/10	Interactive Journal Response	4
11/10	Rating Writing Samples	4
11/17	Response to Assessment in the Content Areas	4
11/24	Applying Brantley Chapters 10 and 11 Case Studies	4
11/26	Response to Herrera et. al. Chapters 7 and 8	4
	TOTAL	100

COURSE SCHEDULE
EDBE 4470D Curriculum and Assessment for Bilingual and ESL Classrooms

* *F2F = Face-to-Face session*

Date & Venue*	Topics	Assignment	Learning Objectives
Aug 25 **F2F** BRIEFLY, then **Online**	• **Introduction**: General information, syllabus, expectations, textbooks • Brantley **Chapter 1 English Language Learners in Today's Classrooms** • Herrera et. al. - **Chapter 1 Classroom Assessment amidst Cultural and Linguistic Diversity**	Read Brantley – Chapter 2 Understanding the Principles of Second Language Acquisition pp. 15-25	**LO 8**
W **F2F** Aug 27	• What is Assessment? • A Look at Texas Assessment & ELLs • Explanation of TEA Data Analysis Assignment	TEA Data Analysis	**LO 2**
M Sept 1	**LABOR DAY NO CLASS**		

W Sept 3 **F2F**	• Brantley - **Chapter 2 Understanding the Principles of Second Language Acquisition** • Examine Woodcock-Muñoz Language Survey and write a reflection	Read Brantley Chapter 3 Instructional and Theoretical Foundations of Assessment pp 15-25	**LO 1, 5, 6, 7**
M Sept 8 **Online**	• Analysis of TEA Data • Identify ELL student for Case Study	Turn in TEA Data Analysis	**LO 2**
W Sept 10 **F2F**	• Brantley **- Chapter 3 Instructional and Theoretical Foundations of Assessment**	Read Herrera et. al. Chapter 2 Authentic Assessment pp. 18-49	**LO 2**
M Sept 15 **Online**	• Journal Article on Assessment and ELLs and response	Work on one-page ELL Student Background paper	**LO 2**
W Sept 17 **F2F**	• Herrera et. al. - **Chapter 2 Authentic Assessment** • Turn in one-page student background paper	Study for Assessment Quiz	**LO 6**
M Sept 22 **Online**	• Assessment Quiz over Brantley Chapter 3 and Herrera et. al. Chapter 2	Read Herrera et. al. - Chapter 3 Response to Intervention, Preinstructional Assessment, and the CLD Student pp. 51-88	**LO 2, 6**
W Sept 24 **F2F**	• Herrera et. al. - **Chapter 3 Response to Intervention, Preinstructional Assessment, and the CLD Student**	Read Herrera et. al. Chapter 5 Assessment of Language Proficiency pp. 130-179	**LO 2, 3, 4, 7**
M Sept 29 **Online**	• RTI video & Activities	Turn in response to RTI videos	**LO 2, 3, 4, 7**
W Oct 1 **F2F**	• Herrera et. al. **Chapter 5 Assessment of Language Proficiency**	Read Brantley - Chapter 4 Oral Language/Vocabulary Assessment and Development pp. 41-58	**LO 5, 7**
M Oct 6 **Online**	• Discussion of Chapter 5 Assessment of Language proficiency • ELPS	Respond to Discussion questions on Chapter 5	**LO 1, 5, 7**
W Oct 8 **F2F**	• Brantley - **Chapter 4 Oral Language/Vocabulary Assessment and Development**	Brantley **-** Chapter 5 Reading Acquisition in the Primary and Secondary Language pp. 59-75	**LO 2, 7**
M Oct 13 **Online**	• Assessing Oral Language Activity (Cindy's Presentation)		**LO 2, 7**

W Oct 15 **F2F**	• Brantley **- Chapter 5 Reading Acquisition in the Primary and Secondary Language**		**LO 3, 4, 8**
M Oct 20 **Online**	• TELPAS • PLDs	Record dialogue between ELL student and teacher	**LO 1, 2, 5, 7**
W Oct 22 **Online**	• Dialogue Transcript & Analysis	Transcribe the audio recording and write a one-page reflection Study for TELPAS and PLD Quiz	**LO 5, 6, 7**
M Oct 27 **Online**	• TELPAS and PLD Quiz • Video on Assessing Speaking and Listening & Response	Brantley Chapter 8 Assessment and Development of Written Language/Spelling pp. 111-125	**LO 1, 2, 5, 7**
W Oct 29 **F2F**	• Brantley - **Chapter 8 Assessment and Development of Written Language/Spelling**	Prepare to demonstrate your intervention activity	**LO 3, 4, 5, 6, 7**
M Nov 3 **F2F**	• ELPS Demonstrations		**LO 2, 3, 4, 7**
W Nov 5 **F2F**	• ELPS Demonstrations		**LO 2, 3, 4, 7**
M Nov 10 **Online**	• Interactive Journal response • Rating Writing samples		**LO 4, 5, 6**
W Nov 12 **F2F**	• Brantley **- Chapter 9 Assessment in the Content Areas** • Herrera et. al. **- Chapter 6 Assessment of Content-Area Learning**	Read Brantley – Ch. 9 Assessment in the Content Areas pp. 127-135 Herrera et. al. - Chapter 6 Assessment of Content-Area Learning pp. 182-224	**LO 2, 3, 4, 8**
M Nov 17 **Online**	• Discussion of Assessment in Content Areas	Read Brantley - Chapter 10 Putting the Pieces Together pp. 137-150 Herrera et. al. – Ch. 11 Applying Instructional Assessment: A Case Study pp. 151-164	**LO 2, 3, 4, 8**

W Nov 19 **F2F**	• Brantley - **Chapter 10 Putting the Pieces Together** and **Chapter 11 Applying Instructional Assessment: A Case Study**		**LO 2, 3, 4, 8**
M Nov 24 **Online**	• Applying Brantley Chapters 10 and 11 Case Studies	Read Herrera et. al. – Chapter 7 Special Education Issues in the Assessment of CLD Students pp. 227-255 and Chapter 8 Postinstructional Assessment pp. 256-276	**LO 2, 3, 4, 8**
W Nov 26 **Online**	• Herrera et. al. **– Chapter 7 Special Education Issues in the Assessment of CLD Students** and **Chapter 8 Postinstructional Assessment**	Work on Case Study	**LO 2, 4, 5, 6, 7**
M Dec 1 **Online**	• LPAC and exiting criteria • Review for final	Study for Final Exam	**LO 1**
W Dec 3 **Online**	• **Comprehensive Final Exam on Blackboard**	Work on Case Study	**LO 1-8**
M Dec 8 **F2F**	• Case Study Presentations	Study for Final Exam	**LO 2- 8**
W Dec 10 **F2F**	• Case Study Presentations	Study for Final Exam	**LO 2- 8**

Identifying your ELL student
You will need to locate your own student early in the semester to be able to practice administering and scoring semi-formal and informal assessments. Possible sources include; public schools, private schools, preschools, day care centers, churches, friends, or neighbors. When you identify your ELL student, he/she should **not** be a child currently being evaluated for special education services.

Ethical and Legal Considerations
It will be helpful to have written consent from the parent or legal guardian for their child to be assessed. Results obtained are to be held confidential and are not to be discussed or shared with anyone. Please limit identifying information to student's first name and initial of last name when discussing your case in class. Do not reveal information that would make the student readily identifiable to any class member or the instructor. You are only assessing for practice purposes, assessment results will not be considered reliable or valid.

University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Dr. Jamaica Chapple at 972-338-1782.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. Throughout the semester I will request from the class to complete an evaluation form to determine areas of improvement and or maintain the pace of instruction and teaching style. Your comments will be greatly appreciated.

Assignment Policy:
APA style is required for all writing assignments. Refer to the 6th edition for additional information as it is a requirement in the Department of Teacher Education. All major writing assignments will require APA style.

Students are expected to pay attention to detail in their writing assignments, projects, and presentations. Late assignments will be subject to a deduction of points and/or to the lowering of the final letter grade for the course--at the discretion of the instructor. Late assignments may be turned in ONE week after due date. Late assignments will NOT be accepted after one week of due date. Late submission will be penalized 10% of the maximum grade.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Documentation for any medical treatment for personal or family illness (immediate family related) or attending a funeral of an immediate family member will be required. Rescheduled exam dates must be approved before the students can make-up the exam. A sick child during the exam must be addressed with the instructor ahead of time and it is the responsibility of the student to make the appropriate arrangements before attending class.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.untdallas.edu. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy: Attendance is required. This is a professional requirement and expectation of all students attending the University of North Texas Dallas campus and a disposition that demonstrates character and leadership. The University attendance policy is in effect for this course. The class is designed as a shared learning experience and essential to the acquisition process of new information and knowledge generally located in and outside of the textbook. Emphasis for this course will focus on group discussions throughout the semester in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a classmate to obtain a copy of the class notes and any handouts. Class participation and attendance will be considered in assigning the final course grade (3 absences = drop 1 letter grade; 4 or more absences = F for the course).

Students with small children are expected to make the appropriate arrangements for child care prior to the start of the semester.

NO CHILDREN ARE ALLOWED IN CLASS. Students are not to leave their children on the UNT Dallas campus unattended. Children may attend class only if the assignment or activities pertain to a particular chapter from the text or to provide supporting information and hands on practice. The instructor will inform the class ahead of time when such an activity will take place.

In case of an illness (family, personal or child), an excused absence will apply. Receiving medical treatment at a medical clinic or emergency room or attending a family funeral, an announcement or obituary and medical document from a clinic, hospital and or physician's office will be required. Information must be presented on letterhead.

At 5 minutes past the hour, a tardy will apply followed with an absence thereafter. All late entries to class will be considered unexcused. Early morning classes will require that students plan ahead and arrive on campus early in order to avoid heavy traffic situations, severe weather conditions, or any potential accidents while in route to campus. Class will begin as scheduled.

The following attendance policy will apply. 2 tardies = 1 unexcused absence   3 tardies = 2 absences
3 absences will merit scheduling a conference with the instructor. The instructor has the right to drop the student if there is a non-passing grade on record and evidence of unprofessional work submitted on or before the due date and failure to meet with the instructor.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Class and University Policies:

Use of WebCT/Blackboard – assignments, announcements, grades, and power point presentations will be posted on blackboard for hybrid and online courses.

Use of Cell Phones & other Electronic Gadgets in the Classroom –No texting. Stepping out of class to receive or make a call is discouraged. It is considered rude and shows a lack of respect for those students adhering to the policies set by the instructor and supported by the university.

Laptops: NO LAPTOPS will be in used during a lecture or presentations. Laptops will be used based on individual and or group research assignments when permitted by the instructor.

Food & Drinks in the Classroom: Students are to eat in the commons area in building one on the first floor or in the food court area in building two. No food or drinks other than water are allowed in class.

Grade of Incomplete, "I" – Students seeking to receive an incomplete will need to be in good standing, have 80 % of their work completed, must meet either one of the following: 1) emergency surgery, military duties, or family medical emergency and or attending a funeral of a family member. Documents will need to be presented to the instructor upon return to the classroom. Failure to submit a document from a medical office or hospital, military branch or and or funeral home will be considered unexcused and the request for an Incomplete will not apply. The student must submit a request for an incomplete in order to receive a decision prior to the end of the semester. If approved from the dean, all work must be completed within a time frame set by the instructor. Failure to meet these requirements may result in the student receiving a low or non-passing grade.

STUDENT RESPONSIBILITIES:
It is the responsibility of the student to keep a record of the number of tardies, absences, and due dates of assignments, projects, field work, student-service learning projects, quizzes, exam dates and other course work requirements. This disposition will be taken seriously from the instructor and others involved in the well-being and academic success of the student.

Course Evaluation Methods
This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – textbook readings, lecture notes, group discussions and class activities**.**

Assignments – All assignments must be presented in a professional manner. Writing assignments must written in APA style and with clarity. **All work done for class assignments must be typed with a cover page (12-pt, Font, Double-spaced, 1" Margins all around). Make sure your cover page includes: your name, assignment due date, date assignment was turned in and assignment name (There will be a 10% penalty for not using required format).** It is encouraged that students review their written assignments before submitting them on the due date. Outside sources will be considered as support for the written self-reflection on the advocacy plan and additional documents (letters, flyers, schedules, etc.). Please refer to the UNT Dallas Library's resource page for links to sites that offer tutorials and examples of APA format: http://www.untdallas.edu/writing-center/student-resources/citation-guides/videos-and-tutorials

Projects – PowerPoint presentations and the Case Study are to be delivered and presented with research support and in a professional manner.

Class Participation – daily attendance, participation in class discussions and online assignments are required. Full points will be awarded for students who demonstrate active participation, demonstrate leadership, model professionalism, demonstrate a positive disposition, and pay attention to detail.