TESL 760: Foundations in Cultural & Linguistic Diversity Education

Department of Early Childhood, Multilingual, and Special Education
College of Education, University of Nevada, Las Vegas
Preparing Professionals for Changing Educational Contexts

Course Information

Semester:
Credits:
Instructor:
Office:
 Phone:
Email:
Office Hours:

Class Location:

Meeting Day:
Time:

Course Description

This course will provide a space to discuss and deconstruct the history, theoretical foundations, and practices of emergent bilingual (EB) learners' (i.e., English learners') education in the United States. Participants will explore the definitions and characteristics of varying program models, including its historical, political, legal, and ideological foundations. As part of this exploration, course participants will also study what it means—linguistically, cognitively, socially, culturally, and politically—to be a school-age emergent bilingual child in the US, and what the process of language development entails.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, https://www.unlv.edu/about/statements- compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Personal Goal Statement

Although I will continue to strive to prepare you to deliver the most up-to-date evidence-based theories and practices related to the education of emergent bilingual students, I also aspire to prepare you for the future. I aspire to support you to become a critically reflective educator with the confidence and self- efficacy to educate the current and future generations of EB students.

Acknowledgement Statement

As we come together as a learning community, I acknowledge the land I live and work on by naming the Southern Paiute and Hualapai Peoples upon whose unceded and stolen territory the university stands.

Knowledge & Objectives

Upon completion of this course students will be able to meet the following objectives:
Objective 1: The learner will be able to understand how historical perspectives within linguistic theory influence policies and practices involving emergent bilingual learners.
Objective 2: The learner will understand that emergent bilinguals' language and literacy development is shaped by sociocultural influences and will thus learn about the wide range of behaviors, knowledge, actions, and practices that support emergent bilinguals' successful navigation of their multiply mediated worlds.
Objective 3: The learner will be able to identify approaches and characteristics for effective language instruction of emergent bilinguals.

Course Resources Required

Hopkins & Gándara (2010). Forbidden language: English learners and restrictive language policies. Teachers College Press: NY

Assignments

Assignment 1 - Analysis of current language policies and their implementation in Nevada (Group presentation and personal reflection) – 75 points for personal reflection + 25 points for group presentation = 100 points

You will reflect on the current language policies implemented at the federal, state, district, and school levels using book readings: Parts 1 & 2 (i.e., chapters 1 – 8), as well as research of past and existing policies using the UNLV library search engine, credible sources from the Internet (e.g., trusted authority on the subject), and resources found on Canvas. You will describe and analyze the extent to which policies have evolved for emergent bilinguals. For both (group presentation and your paper), you will explain the degree to which you and your peers were aware of existing policies and whether you are adhering to them, also identifying which policies are the most beneficial and problematic. Your personal reflection paper and group presentation need to include a minimum of 5 citations (specifying page numbers). In other words, much of your response should be well supported with evidence from the course readings and outside research. The personal reflection must adhere to APA 7th guidelines.

Personal reflection (75 points): Students will individually submit a personal reflection paper (minimum 4 pages, maximum 6 pages excluding cover page and references) addressing the topics mentioned above.

Group presentation (25 points): Each group will prepare a PowerPoint slideshow (minimum 10 slides) addressing the topics mentioned above and present their Analysis of Current Language Policies to the class (20 minutes maximum including Q&A). All group members are expected to present and actively participate in their group presentation. Groups will be randomly planned and will be available on Canvas-People section.

NOTE: To get credit, all group members must submit their PowerPoint presentation through their own Canvas account.

(PLEASE VISIT THE PEOPLE TAB ON THE LEFT-HAND BAR OF THE CANVAS MENU TO SEE GROUP ASSIGNMENTS)

Assignment 2 – The future of language policies in Nevada – 200 points
In a final paper, you will describe the restrictive language policies (which you have read during this course) and share what you envision as the future of language policies for emergent bilinguals considering the questions listed below:
What is happening right now?
What are the main issues?
What is your position?
What are possible solutions?
 Your discussion for this paper should focus on readings in Parts 3 and 4 (Chapter 9 – 13) of the text, including a minimum of 10 citations (specifying page numbers). Your paper needs to be 8 pages minimum, maximum 10 pages of content, excluding cover page and references. Much of your response should be well supported with evidence from the course readings and outsideresearch. This written assignment must adhere to APA 7th guidelines.

Grading Policy
A: 93.4 – 100%
A-:   90.1 - 93.3%
B+:   86.7 – 90.0%
B: 83.4 - 86.6%
B-:   80.1 - 83.3%
C+:   76.7 - 80.0%
C: 73.4 – 76.6%
C-:   70.1 – 73.3%
D+:   66.7 – 70.0%
D: 63.4 - 66.6%
D-:   60.1 – 63.3%
F: 0 – 60.0%

Assignment Notes
In completing assignments, please reference the syllabus as well as the assignment instructions on Webcampus. If there is a discrepancy between the assignment postings (syllabus, Webcampus) please let me know.

While no points are allocated for attendance and participation, you are expected to complete all online

activities prior to in-person meetings and are expected to attend all in-person learning sessions. All assignments will be uploaded to Webcampus via the appropriate assignment link. Assignments submitted via any other method will NOT be accepted.

All assignments are due by the date indicated in the syllabus; assignments submitted within 24 hours of the posted due date will be graded for full consideration. Any assignments submitted between 24.1 hours and three days (i.e., Wednesday following the original due date at 11:59 PM) after the posted due date will be graded but the final grade will be reduced by 10%. **No assignments will be accepted later than three days** after the posted due date unless other arrangements have been made with the instructor.

NOTE: These timelines have been shortened due to the modular nature of this course.

All assignments are to be typed and in **APA format**; a template for APA 7 will be provided.

Rubrics for these assignments will be posted on Canvas. Make sure to refer to **rubric** before you submit your assignment.

Samples of student assignments will be collected and submitted to faculty in the Department of Early Childhood, Multilingual, and Special Education for program evaluation and accreditation purposes. Names will be redacted from all submitted assignments. If you would **not** like samples of your work submitted, please let your instructor know in writing by the end of the second week of the course.

Attendance Policy

There are only 8 in-person meetings days with this class, therefore attendance is mandatory. You are allowed 1 missed class due to emergencies and/or school events. In the case of an absence, you are required to access the missed information from a class peer. Zoom recordings of the class will not be conducted. If you miss more than 1 class, the department chair and CCSD will be notified.

SPECIAL NOTES

Communicating with your Instructor—It is vital that you a) are timely with assignments and b) communicate any questions you may have with your instructor. It is your responsibility as a student to check in to webcampus and to check your rebelmail several times per week for any course announcements that are made.

Not having access to your UNLV email or CANVAS is not an excuse for not getting work done. Fix any technological issues prior to the course start date. Also, know that the UNLV IT phone help desk is available 7 days a week from 7AM – 11PM. https://oit.unlv.edu/help/it-help-desk

E-mail: To respond to you as efficiently as possible (and all other students), I will only respond to emails that meet the following criteria:

Email comes through CANVAS (or, in emergency in which you MUST email me through your REBEL email, subject line includes "TESL 758").

Written in a respectful and professional tone with your full name (first and last name).

Timeline: I will respond to emails within a *reasonable* time (for example, do not expect responses right before class, if you send something at 10PM, or on weekends), *given the email criteria are met above.*

Class Schedule

Week 1 - January 17th
Topics:
The changing linguistic landscape of the United States
Forbidden Language: A brief history of U.S. language policy
Readings:
Chapters 1 & 2
Task:
Read and Bring syllabus to class (print or digital copy). Secure a copy of the book. Check your assignment 1 presentation group on Canvas

Week 2 – January 24th
Topic:
Proposition 227 in California
Achievement of Arizona's emergent bilinguals under restrictive language policy
Readings:
Chapters 3 & 4
Task:
Work in class with your group peers on your Analysis of current language policies and their implementation in Nevada

Week 3 – January 31st
Topics:
Engagement and achievement of Boston's emergent bilinguals under restrictive language policy
State language policies, school language practices, and English learner achievement gap
Readings:
Chapters 5 & 6
Task:
Work in class with your group peers on your Analysis of current language policies and their implementation in Nevada

Week 4 – February 7th
Topic(s):
Emergent bilinguals' special education placement in English-only states
Teacher competencies under restrictive language policies
Readings:
Chapters 7 & 8
Task:
Work in class with your group peers on your Analysis of current language policies and their implementation in Nevada

Week 5 – February 14th
Topic(s):
Group Presentations

Assignment 1:
Analysis of current language policies and their implementation in Nevada personal reflection and presentation PowerPoint due on Sunday, February 19th by 11:00 pm.

Week 6 – February 21st
Topic(s):
The scientific basis for restrictive language policies
Learning in two languages
Readings
Chapters 9 & 10

Week 7 – February 28th
Topic(s):
Dual-language programs under restrictive language policies
Potential for overturning restrictive language policies
Readings
Chapters 11 & 12

Week 8 – March 7th
Topic(s):
Moving from failure to a new vision
Readings
Chapter 13

Assignment 2:
Analysis of the future of language policies in Nevada **final paper due on Friday, March 10th by 11:00 pm.**

University Policies

Public Health Directives

Face coverings are currently optional for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at Health Requirements for Returning to Campus, https://www.unlv.edu/coronavirus/health-requirements. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct
Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students

accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing a Course
Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct
Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor.
Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.
Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright
The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary

action under University policies. Additional copyright policy information is available at
https://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (Campus Resource Center (CRC) 1st floor,
https://www.unlv.edu/drc, telephone 702-895-0866) provides resources for students with disabilities.
Students who believe that they may need academic accommodations due to a permanent disability,
temporary or permanent medical need, or academic support due to pregnancy are encouraged to
contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what
options may be available to you. Students who are already registered with the DRC should request
their accommodations online each semester, and make an appointment to discuss their
accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time
specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester,
and the classroom locations are available approximately one month before the end of the semester. See the
Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification and Online Course Requirements

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.
UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic
Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which states that "acting or
attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic
evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with
another person may be considered an attempt to use a substitute, and could result in investigation and
sanctions, as outlined in the Student Academic Misconduct Policy. UNLV students enrolled in online courses
are also expected to read and adhere to the Acceptable Use of Computing and Information Technology
Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-
resources-policy, which prohibits sharing university accounts with other persons without authorization. To the
greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in
WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of
course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond
the student's control and acceptable to the instructor, and the instructor believes that the student can finish
the course without repeating it. For undergraduate courses, the incomplete work must be made up before the
end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level
courses have up to one calendar year to complete the work, at the discretion of the instructor. If course
requirements are not completed within the period indicated, a grade of "F" will be recorded, and the
student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for
the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics,
finding information, and evaluating sources. To make an appointment with a subject expert for this class,
please visit the Libraries' Research Consultation website,

https://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at https://ask.library.unlv.edu/.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=39&navoid=10666.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the
Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.
This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.
For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Title IX
UNLV is committed to providing an environment free of all forms of unlawful discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available. To learn more or to report an incident, please visit the Office of Equal Employment and Title IX website at https://www.unlv.edu/compliance. Please be aware that as an instructor, I am not a confidential resource, and I will need to report incidents of sexual misconduct to UNLV's Title IX Coordinator. You can also report concerns directly using the online reporting form, at

https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18, or via email at titleixcoordinator@unlv.edu or 702-895-4055. For confidential support in matters of sexual violence, relationship/family violence, or stalking, contact the Care Center at https://www.unlv.edu/carecenter or 702-895- 0602.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

988 FREE 24/7 SUICIDE & CRISIS LIFELINE

In addition to campus resources such as the Counseling and Psychological Services (CAPS) website at https://www.unlv.edu/caps, visiting the YOU@UNLV website at https://you.unlv.edu/, and Early Alert (for graduate students, at https://www.unlv.edu/graduatecollege/academy/early-alert), you may now call or text 988 or chat at 988lifeline.org if you or someone you know is in crisis and in need of support.

Knowledge, Objectives, and Related Standards

Objective 1

Objective 1**:** The learner will be able to understand how historical perspectives within linguistic theory influence policies and practices involving emergent bilingual learners.

Measurement/Evaluation
Group presentation on current policies
Reflection on current policies
Reflection on future vision

Aligned Standards

TESOL Standard: 5.a: ESL Research and History
  5.a.1: Demonstrate knowledge of language teaching methods in their historical context.
  5.a.2: Demonstrate knowledge of the evolution of laws and policy in the ELS profession.
INTASC Standard 9: Professional Learning and Ethical Practice
  Performance
9(c): Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
  Essential Knowledge

9(j): The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners reporting in situations related to possible child abuse).
  Critical Dispositions
9(n): The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
9(o): The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.
CEC Standard 1: Foundations
ICC1K4
Rights and responsibilities of students, parents, teachers and other professionals and schools related to exceptional learning needs.
ICC1K5
Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
ICC1K8
Historical points of view and contribution of culturally diverse groups.

Objective 2
Objective 2: The learner will understand that emergent bilinguals' language and literacy development is shaped by sociocultural influences and will thus learn about the wide range of behaviors, knowledge, actions, and practices that support emergent bilinguals' successful navigation of their multiply mediated worlds.

Measurement/Evaluation
Group presentation on current policies
Reflection on current policies
Reflection on future vision

Aligned Standards
TESOL Standard 2:   Culture as it Affects English Language Learning
TESOL Standard 5.b: Partnerships and Advocacy
  2.a: Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL.
  2.b: Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.
  2.c: Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.
  5.b.5: Advocate for ESOL students' access to all available academic resources, including instructional technology.
INTASC Standard 2: Learning Differences
INTASC Standard 9: Professional Learning and Ethical Practice
INTASC Standard 10: Leadership and Collaboration
  Performance
2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own

understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.

  Essential Knowledge

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

  Critical Dispositions

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and

their families

CEC Standard 1: Foundations

CEC Standard 3: Individual Learning Difference

CEC Standard 6: Communication

CEC Standard 10: Collaboration

ICC1K7 Family systems and the role of families in the educational process.

ICC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school.

ICC3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, families, and schooling.

ICC3K4 Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.

ICC6K2 Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of language.

ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.

Objective 3

Objective 3: The learner will be able to identify approaches and characteristics for effective language instruction of emergent bilinguals.

Measurement/Evaluation

Group presentation on current policies

Reflection on current policies

Reflection on future vision

Aligned Standards

TESOL Standard 1.b: Language Acquisition and Development

TESOL Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction

  1.b.1: Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.

  3.b.3: Provide activities and materials that integrate listening, speaking, reading and writing.

INTASC Standard 4: Content Knowledge

INTASC Standard 5: Application and Content

INTASC Standard 7: Planning for Instruction
INTASC Standard 8: Instructional Strategies
  Performance
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
5(h) The teacher develops and implements supports for learner literacy development across content areas
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
Essential Knowledge
5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
  Critical Dispositions
8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
CEC Standard 4: Instructional Strategies
ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.
ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

   COURSE OBJECTIVES/LEARNING OUTCOMES/ASSESSMENTS
Objectives
Following successful completion of this course, the student will be able to….
Identify the historical background, federal and state legislation, and major court decisions in EBs'

education.

Competencies

Candidates will demonstrate competence in the knowledge of the historical, philosophical and legal and theoretical underpinnings of differing educational program models as well as an as well as understanding of the range of programs and organizational models for providing instruction in a multilingual setting.

Candidates discuss major historical events related to bilingual education in the U.S.

Candidates identify and discuss major goals, objectives, and rationales given by both proponents and opponents of bilingual education.

Candidates identify and discuss major legislation and court cases that relate to the education of language minority students.

Objectives

Identify the theoretical and current research foundations of bilingual and second language education, to
include the relationship of language, culture, and cognition and theories concerning dual/English language
development for emergent bilingual children.

Competencies

Candidates identify and describe characteristics of major language and cultural groups in Nevada.

Candidates compare and contrast cultural values and behaviors of diverse language and cultural groups.

Candidates demonstrate successful interaction with persons of diverse backgrounds in a way that shows cultural understanding and sensitivity.

Objectives

Describe various program models and assess them in relation to the characteristics of culturally- and linguistically sustaining pedagogies for EB learners.

Competencies

Candidates demonstrate competence in the knowledge of the historical, philosophical and legal and theoretical underpinnings of bilingual education as well as an understanding of the range of bilingual programs and organizational models for providing instruction in a bilingual/multicultural setting.

Candidates describe at least four program models.

Objectives

Articulate a professional philosophy of EB instruction through the identification and application of theories of bilingual/second language acquisition.

Competencies

Candidates demonstrate competence in the knowledge of and experiences in how first and second language acquisition theories apply to teaching across grade levels.

Candidates identify and discuss at least three theories of second language acquisition and the instructional implications of each theory across grade levels.

Candidates explain differences and similarities between first and second language acquisition.

Candidates identify and explain factors that impact second language acquisition (age, motivation, personality, etc.)

Course Assessment

Group presentation on current policies
Reflection on current policies
Reflection on future vision