EDLD 603
Methods and Assessment for ESL and Bilingual Education
College of Education and Behavioral Sciences
University of Northern Colorado
3 Credits

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A. COURSE DESCRIPTION
This course, emphasizing culturally and linguistically responsive pedagogies, examines methods of instruction and assessment that target systematic integration of language and content in specific curriculum content areas. Course readings and projects strengthen teachers’ theoretical foundation while providing hands-on experience in implementing effective instruction and assessment that address the new Colorado English Language Proficiency Standards (WIDA) to enhance student learning. Topics include selection and effective use of resources and materials, instructional and assessment strategies, program planning and improvement, and communicating results of assessments to stakeholders.

B. PREREQUISITES
None

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE
This course is designed for educators seeking a K-12 endorsement or masters degree in linguistically diverse education. The course provides a breadth of hands-on experiences with culturally responsive instructional strategies and methods of assessment that further strengthen teachers’ knowledge and skills needed to work with CLD students in a variety of academic settings for students’ academic success.

D. PROFESSIONAL STANDARDS MET
Note: You are responsible for knowing these standards and working towards demonstrating that you meet the standards.

COLORADO CLD STANDARDS
8.22(1)(c) Written and oral discourse that includes intention and functions of speech, genres, and organizational features and patterns.
8.22(2)(b) The basic elements of literacy and the ability to provide effective instruction that is systematic, comprehensive and effective in support of the English language developmental needs of CLD students.
8.22 (3) (b) Effective instructional techniques, methodologies, and strategies to develop English language literacy and to meet the diverse needs of second language learners, including those students with learning disorders.
8.22 (3) (c) Effective instruction and instructional planning that is systemic, sequential, well-articulated, and delivered in an engaging environment.
8.22(2)(a) Literacy instruction, including the identification and use of linguistic interdependence, to support development of the four components of language development (listening, speaking, reading, writing and critical thinking) in English for CLD students.

8.22(3)(d) Selection and utilization of instructional materials and resources that are age, grade level, and language-proficiency appropriate, that are aligned with the curriculum, English language proficiency standards, and English language arts content standards, and that maintain and/or improve student achievement.

8.22 (4) (a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education.

8.22(4)(b) The role of culture in language development and academic success.

8.22(4)(c) The relation of cultural identity and heritage language to English language learning and academic success.

8.22 (5) (a) Assist content teachers in the interpretation of summative assessments of content knowledge, including national content assessments and Colorado-approved content assessments, for the purpose of guiding instruction and learning for CLD students;

8.22 (5) (b) Administer and interpret the results of summative assessments of English language proficiency, including national and Colorado-approved content assessments for the purpose of assessing English proficiency and guiding instruction;

8.22 (5) (c) Develop, administer and interpret the results of formative assessments and progress monitoring of English language proficiency that are appropriate for the language proficiency level of the student for the purpose of guiding instruction.

8.22 (5) (d) Demonstrate knowledge and ability to communicate and collaborate with other educators, service providers, and student population family members to identify and assist in the implementation of a comprehensive instructional plan that responds to the socio-economic, academic, and linguistic needs of CLD students.

Linguistically Diverse Education Specialist:
8.23(1)(a) A high level of proficiency in the standards noted in 8.22 (1-5);

8.23(1)(b) Ability to implement research-based knowledge to effectively deliver literacy and content instruction in a heritage language of a current Colorado student population;

8.23(1)(c) Research-based knowledge and ability to utilize students’ heritage language to help them transition skills and strategies learned in the heritage language to literacy and content areas in English;

TESOL STANDARDS:
Language: 1.b
Culture: 2
Planning, Implementing, and Managing Instruction: 3.a, 3.b, 3.c
Assessment for ESL: 4.a, 4.b, 4.c
Professionalism: 5.b

E. COURSE OBJECTIVES
By the end of the course, students will be able to implement instructional and assessment strategies for ELLs that address the WIDA standards, and reflect a culturally responsive approach to teaching culturally and linguistically diverse students.

Students will be able to:
1. Demonstrate the understanding of the relationship between academic success and content specific language/literacy development, and the ability to incorporate this understanding in standards-based content and ESL instruction. To be assessed by the Unit Design for Systematic integration of Language and Content.
2. Demonstrate an understanding of the purposes and quality indicators of assessment (including validity and reliability of instruments) as they relate to second language learners, and how to
use results to plan instruction. To be assessed by the Unit Assessment Plan.

3. Demonstrate the ability to use a range of informal and formal assessments to evaluate reading, writing, oral language, and comprehension among English language learners in the mainstream and ESL classroom, and to Spanish language speakers in dual language classrooms. To be assessed by the Unit Assessment Plan.

4. Demonstrate the ability to differentiate instruction based on the evaluation of student’s language proficiency and literacy levels. To be assessed by the Unit Design for Systematic integration of Language and Content, and on-site classroom observation.

5. Demonstrate an understanding of the requirements for identification, placement, monitoring, and exit from designated English Language Development programs. Develop and implement a content-based instructional unit and lessons that address national and state standards, that integrate school curriculum content, culture, and all language domains (reading, writing, listening, and speaking). To be assessed by the Unit Design for Systematic integration of Language and Content.

6. Demonstrate knowledge and ability to communicate and collaborate with other educators, service providers, and student population family members to identify and assist in the implementation of a comprehensive instructional plan that responds to the socio-economic, academic, and linguistic needs of CLD students.

F. COURSE CONTENT
1. Overview of the stages of language learning and literacy development among second language learners
2. Systematic Integration of language and content
3. Communicative and comprehension strategies
4. Scaffolding interaction and academic reading
5. Writing, reading, and viewing in the content areas
6. Listening and speaking for effective communication
7. Lesson preparation, developing and assessing learning objectives
8. Authentic assessment, standardized assessment
9. Identification and placement of ELLs
10. Individual response to intervention (RTI)
11. Effective instructional practices and assessment for literacy and biliteracy development.

G. COURSE REQUIREMENTS
You must have regular access to a functioning computer and internet in order to participate in this course. In addition, you must have audio and video streaming capacity on your computer, which for older computers may require the purchase of a small plug-in microphone and a webcam.

1. Participation and Professionalism (35%)
Engaged and meaningful participation in this course is important both for developing an understanding of the complex issues and concepts involved in educating culturally and linguistically diverse students, and for creating a community of learners. Participation consists of Blackboard-mediated synchronous (live) and asynchronous (not live) class discussion, group work, and presentations, and a variety of interactive activities related to the readings and project assignments. As indicated when you registered for this class, you are expected to attend monthly virtual sessions with the instructor. You will need to have Java Script downloaded onto your computer, as well as a plug-in microphone and webcam, if your computer does not already provide these. If you are not able to attend a virtual session, you will be required to view the session offline and submit work related to the session. See BB Assignments for Online Participation rubric.
2. Case Study, Instructional & Assessment Design (50%)
In teams conduct a case study of a student who is in the process of learning English, identified as CELP Level 3-4, and design lessons and performance-based assessments based on this student’s needs. Sections of the Case Study and IAD will be submitted throughout the semester with feedback and expectations for revisions. The project will be presented to the class in the form of a Power Point presentation at the end of the semester with tables of assessment results, artifacts, and references. Teams will consist of a Lead Teacher whose classroom will serve as the focus of the Case Study, and a Data Team which will assist the Lead Teacher in the analysis of data and the development of lessons and assessments. See BB Assignments for details and rubrics.
CLD 8.22 (4) (b), 8.22 (4) (c), 8.22 (5) (b), 8.22 (5) (c)

3. Personal Reflections and Philosophy of Assessment (15%)
This assignment consists of two short reflections and a final Philosophy of Assessment essay. The first 1-2 page (double spaced) paper you will reflect upon your learning about assessment during Part I of the Case Study assignment. In the second 1-2 page (double spaced) reflection you will discuss your learning and experience of collaboration in your the data team. At the end of the semester you will submit a 3-page (double spaced) Philosophy of Assessment that demonstrates your learning from course readings, discussions, and the Case Study. This essay should include your understanding of the purpose of assessment in general, and issues of assessment such as fair and balanced assessments, cultural and linguistic bias, political, social and psychological factors; the importance of standards; etc. See BB Assignments for details and rubric. Philosophy of Assessment is due March 27.

H. GRADING CRITERIA
1. Participation & professionalism 35%
2. Case Study, instructional & assessment Design 50%
3. Philosophy of assessment reflective essay 15%
Total 100%

Grading Scale
100-95 % = A 79-75 % = C+
94-90 % = A- 74-70 % = C
89-85 % = B+ 69-65 % = D
84-80 % = B ≤ 64 % = F

I. REQUIRED READINGS:


Required chapters, articles, and webpages available in Blackboard Course Materials:
CDE Guidebook on designing, delivering, and evaluating services for ELLs (available in BB Course Materials and at http://www.cde.state.co.us/cde_english/index.htm)
Colorado Academic Standards (CDE, 2013).
http://www.cde.state.co.us/standardsandinstruction/coloradostandards


Higher Education Linguistically Diverse Education (HELDE) Recommendations for READ Act Assessments for CLD Students (HELDE, 2014)


READ Act resource of approved assessments (CDE, 2013)
http://www.cde.state.co.us/coloradoliteracy/readact/resourcebank


J. SUGGESTED READING


K. DISABILITY ACCESS
Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or visit www.unco.edu/dss to certify documentation of disability and to ensure that accommodations are implemented in a timely fashion.

L. INCLUSIVITY IN THE CLASSROOM AND UNC COMMUNITY
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own. Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity/framework.html).

M. LATE AND INCOMPLETE POLICY
You will be allowed one week to turn in late assignments. After one week late work will no longer be accepted. University Policy on Incompletes:
An Incomplete grade is assigned due to unanticipated circumstances the last week of the term that make the student unable to complete course requirements within the allotted time (e.g. he/she
N. UNC PLAGIARISM POLICY

Plagiarism may result in one or all of the following: a zero on the assignment, failing the class, violation reported to the UNC Honor Code Committee, and/or violation reported on Personal and Professional Disposition for teacher education students. This is UNC policy regarding plagiarism, quoted from the Student Handbook:

Regarding written work in particular, direct quotations, statements which are the result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotations.

As long as a student adequately acknowledges his/her sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even though the form of the acknowledgment may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgment and some may evaluate a project on the basis of form.