



EDBE 4333 Bilingual Methods and Assessment
Midwestern State University
Gordon T. & Ellen West College of Education
Fall 2021

Professor Information

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Required Reading

Herrera, S.G., Murry, K.G., & Morales Cabral, R. (2007). Assessment accommodations for classroom teachers of culturally and linguistically diverse students. Boston: Pearson.

Ovando, C.J. (2018). Bilingual & ESL Classrooms: Teaching in Multicultural Contexts. (6th ed).

Additional Resource Material provided by professor

Instructor Response Policy

Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you. I will respond within 24 hours M-F

Course/Catalog Description

Curriculum, methods, materials, and assessment for bilingual education including instructional techniques, materials, evaluations, classroom management, and methods of assessing oral and written language.

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Objectives

- Students will learn how EC-6 students learn and apply mathematical, social science, and scientific knowledge and skills and use that to plan, organize and implement instruction and assess learning in the bilingual classroom.
- Students will learn how to manage learning activities, tools, materials, equipment and technologies in the bilingual classroom.
- Students will learn how mathematics, social science, and science impact the daily lives of EC-6 cultural and linguistically diverse students and interacts with and influences personal and societal decisions.
- Students will learn varied and appropriate assessments and assessment practices for monitoring students' progress and using that information to plan instruction.
- Students will learn specific assessment and instructional vocabulary, and understand how to assess oral and written language.
- Students will understand how to assess reading to plan and implement literacy instruction for ELLs.
- Students will be exposed to administration and interpretation of standardized tests in use within public schools with culturally and linguistically diverse (CLD) populations, and learn recommended strategies around the four critical dimensions of the CLD student biography: the sociocultural, linguistic, academic, and cognitive dimensions.

Bilingual Teacher Standards

Bilingual Education Standard VI: The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

TEExES Bilingual Supplemental Standards

Competency 004: The beginning Bilingual Education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

The beginning teacher:

- A. Knows how to assess bilingual students' development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to provide appropriate instruction in a manner that is linguistically accommodated (communicated, sequenced, scaffolded) to the students' levels of English language proficiency to ensure that the student learns the knowledge and skills across all content areas in both L1 and L2.
- B. Knows how to create authentic and purposeful learning activities and experiences in both L1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS), including developing the foundation of English-language vocabulary, grammar, syntax and English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards (ELPS).
- C. Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students' cognitive and linguistic development.
- D. Knows various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students' development of cognitive-academic language and content-area knowledge and skills and learning strategies in L2 (e.g., using prior knowledge, metacognition, and graphic organizers) across content areas.
- E. Knows how to differentiate content-area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students' needs.

Assessment

Students will demonstrate mastery of these standards by their participation in class, completion of class assignments, projects and lesson plans relating to bilingual content methods and assessment.

Grading Procedures

Grades

A 90 - 100%	Work is outstanding and exemplary
B 80 - 89%	Work that is above the minimum requirements
C 70 - 79%	Work meets expected level of performance for most students
D 60 - 69%	Work that falls short of minimum criteria
F 59% or below	Work that falls well below the expected level of performance for most students

Assignments

1. Lecciones: Matemáticas, Ciencias, y Estudios Sociales 45%

You are required to develop and create 3 original lesson plans in the following content areas: math, science, and social studies using the MSU lesson plan format. Each plan should incorporate multiculturalism and accommodations for emergent bilingual students and be written in Spanish.

2. TELPAS/LPAC Project 20%

Students will review the TELPAS site, ELPS/TELPAS Proficiency Level Descriptors, and samples of elementary Spanish/English bilingual education student writing. They will then review and rate the mock writing samples and analyze a mock sample of a Woodcock-Muñoz language survey test revised. Students will use this collected evidence to make a decision on the best plan of instruction for this student.

3. IRIS Modules 15%

Students will complete the IRIS Peabody Modules on ELLs and fully answer the assessment questions at the end of each of the following three modules:

Teaching English Language Learners: Effective Instructional Practices

Dual Language Learners with Disabilities: Supporting Young Children in the Classroom

Cultural and Linguistic Differences: What Teachers Should Know

4. Spanish Academic Vocabulary and Bilingual Literature 20%

Students will create a digital bookshelf of 15 books that are written in Spanish that can be used in math, science, and social studies in a bilingual classroom, five from each content area for a specific grade level. The bookshelf will include a link to the book, and an attached page with a 1-2 sentence summary of the book, 1-3

aligning TEKS, and 3-5 grade level appropriate Spanish academic vocabulary words listed with definitions to accompany each book.

Attendance Policy

You are expected to complete all coursework and fully participate in the online course.

Other Class Policies

- **Disability Support** - As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.
- **Academic Honesty Policy** - Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.
- **Professionalism Policy** - Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.
- **Late Assignment Policy** - Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.
- **Americans with Disabilities Act**-The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
- **Plagiarism Statement**-“By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but

shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook

- Senate Bill 11 Handgun Policy -Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#)

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The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140.

References

Midwestern State University. *Midwestern State University Undergraduate Catalog*, [MSU Catalog](#)

Midwestern State University. *Mustangs Midwestern State University Student Handbook*. [Student Handbook](#)

Adams, B. L. (2018). Toward Relevant Immigrant Pedagogy: Teacher and Student Interactions in an Urban Classroom. *Journal of Behavioral & Social Sciences*, 5(3), 119-135.

Collier, V.P., & Thomas, W.P. (2017). Validating the power of bilingual schooling: Thirty-two years of large-scale, longitudinal research. *Annual Review of Applied Linguistics*, 37, 1-15.

Herrera, S.G., Murry, K.G., & Morales Cabral, R. (2007). Assessment accommodations for classroom teachers of culturally and linguistically diverse students. Boston: Pearson.

Ovando, C.J. (2018). *Bilingual & ESL Classrooms: Teaching in Multicultural Contexts*. (6th ed).

[TEA TELPAS Resources](#)

[Culturally Relevant Books in the ELL Classroom](#)

[High Leverage Practices](#)

[ELL strategies-best-practices](#)