



**WESTERN OREGON UNIVERSITY BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
REGULAR TELEPHONIC MEETING
WERNER UNIVERSITY CENTER, OCHOCO ROOM
10:00-11:30 AM**

AGENDA

- (1) Call-to Meeting/Roll Call**
- (2) Approval of January 8, 2016 Draft Minutes**
- (3) ACTION ITEMS**
 - (a) Educator Equity in Teacher Preparation Institution Plan (HB3375)**
 - (b) Graduate Certificate, Dual Language/Bilingual Education**
- (4) REPORT/UPDATE ITEMS**
 - (a) Provost & Vice President for Academic Affairs**
 - (b) Vice President for Student Affairs**
- (5) Adjournment**



**WESTERN OREGON UNIVERSITY BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE (ASAC)
REGULAR TELEPHONIC MEETING**

JANUARY 8, 2016

**PRESIDENT'S CONFERENCE ROOM, LIEUALLEN ADMINISTRATION BUILDING
9:00-10:00 AM**

DRAFT COMMITTEE MINUTES

(1) Call-to-Meeting and Roll Call

Committee Chair John Minahan called the committee meeting to order at 9:00 am and called roll. All committee members—Trustees Minahan, Ingle, Llamas, Paraskevas, and Shetterly—were present. Provost & Vice President for Academic Affairs Steve Scheck and Vice President for Student Affairs Gary Dukes were also present.

The minutes of the May 27, 2015 committee meeting had been previously approved.

(2) Action Items

(a) Update on the Future Student Health and Counseling Center

Dukes reviewed the conceptual plans for constructing a new student health and counseling center on Monmouth Avenue, north of the Winters Math/Nursing Bldg. This new building would be in place of expanding the current clinical site on Church Street. Construction costs would be via student health fees. Dukes will also be sharing the conceptual plans with the Finance and Administration Committee.

Committee members unanimously approved moving forward on development of the construction plan and will move to the full Board's January 27, 2016 meeting as a consent item; financial aspects will be handled by the Finance and Administration Committee.

(b) Educational Psychology Minor

Scheck presented a proposal for a new minor in Educational Psychology and requested Committee approval to submit to the full Board as a consent item at the Board's January 27, 2016 meeting. Committee members unanimously approved forwarding the proposal to the full Board.

(3) Informational Items

- (a) Dukes updated committee members on the new staffing in the veteran's center.
- (b) Scheck updated committee members on two new campus committees now in place to better address assessment of general education: Faculty Senate General Education Committee, Assessment Facilitation Steering Committee.
- (c) Scheck described the editing process ongoing with preparation of the Northwest Commission on Colleges and Universities (NWCCU) 7-year self-study report. Board members will have the opportunity to read the document once editing is complete. The accreditation team will be on campus April 11-13. At the January 27th Board meeting, Minahan will call for Board volunteers to be present to meet with the accreditation team during the April site visit.

(4) Discussion Items

- (a) Scheck updated committee members on current enrollment statistics – winter term is approximately 3.5% down in FTE compared to January 2015. Closer examination of enrollment trends and actions to reverse the overall declining enrollment will be held at the annual retreat of the Board on March 11th.

(5) Adjournment

Chair Minahan adjourned the committee's meeting at 10:00 am.

ASAC, Educator Equity in Teacher Preparation Institutional Plan

In 2015, in the legislative effort to perfect higher education governance reform, ORS 342.437 was amended to state: “As a result of this state’s commitment to equality for the diverse peoples of this state, the goal of the state is that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.” See House Bill 3345 (2015). The Legislature charged the Higher Education Coordinating Commission with requiring “each public teacher education program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators to accomplish the goal described in ORS 342.437.” The HECC, in turn, adopts the plans for the public teacher education programs in the state.

This docket contains WOU’s Educator Equity in Teacher Preparation Institutional Plan as required by law.

STAFF RECOMMENDATION: Staff requests the ASAC approves the April 1, 2016 Educator Equity in Teacher Preparation Institutional Plan as included and recommends its approval to the full Board so that it might be transmitted to the HECC for adoption.



Western Oregon
UNIVERSITY

**Western Oregon University
College of Education**

**Educator Equity in Teacher Preparation
Institutional Plan
In accordance with HB 3375**

April 1, 2016

Introduction and context

Western Oregon University has a 150-year history and tradition of excellence in educator preparation. Known previously as Oregon Normal School and Oregon College of Education, our identity is tied directly to educator preparation. Western's College of Education (COE) is consistently one of the largest producers of teachers in the state, has earned numerous accolades and recognitions for this excellence, and has held national accreditation, continuously, since 1954. Throughout this time, we have valued the diversification of the educator workforce and the preparation of teachers able to help all children learn and grow. Western is pleased to submit this plan, pursuant to HB 3375, as a record of our commitments in these areas.

Note: HB 3375 includes efforts to increase the diversity of both the educator workforce and the administrator workforce. As Western Oregon University does not prepare administrators, our plan is focused on teachers.

"The goal of the state is that the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district" (ORS 342.437 as amended by HB 3375, Section 3, 2015).

According to Oregon Teacher Standards and Practices Commission, the following portrait of linguistically and culturally diverse completers at WOU is as follows (2015-2016 values are estimates). Data reflect that the proportion of white completers ranges from a high of 92% in 2013-2014 to 86% in 2015-2016 – confirming our early efforts to diversify our student pool appears to be moving in the desired direction.

	<u>White</u>	<u>American Indian/ AK Native</u>	<u>Asian</u>	<u>Black/ African American</u>	<u>Hispanic/ Latino</u>	<u>Native Hawaiian Pacific Islander</u>	<u>Two or More Races</u>	<u>Other or Not Specified</u>	<u>% Non- White</u>
2011-2012	155	2	6	0	9	0	3	3	11.1%
2012-2013	142	2	1	0	9	0	4	13	9.3%
2013-2014	124	0	1	0	4	1	2	3	6.0%
2014-2015	85	0	2	0	5	2	0	3	9.3%
2015-2016	102	2	1	0	8	0	0	5	9.7%

Diversity of current students at WOU

The table below shows the percentage of non-white students enrolled in various stages of educator programs as well as for all of WOU. As of now, it is fairly uncommon for international students to be enrolled in educator programs because of the significant licensure test requirements that are only offered in English. The all WOU numbers include international students (who account for approximately 5% of university enrollment) but, in all cases, there are considerably more non-white students studying in other programs at Western than in educator programs. More troubling, there is a significant decrease in each year between the percentages of non-white students in pre-education courses than in initial licensure courses. This suggests that WOU may not have an enrollment problem in educator programs but rather a retention

White	19	86.4%	17	94.4%	19	95.0%	37	80.4%	45	86.5%	45	90.0%
Two or more races	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Race/ethnicity unknown	0	0.0%	0	0.0%	0	0.0%	5	10.9%	4	7.7%	2	4.0%
Total	22	100.0%	18	100.0%	20	100.0%	46	100.0%	52	100.0%	50	100.0%
male	5	22.7%	13	72.2%	8	40.0%	17	37.0%	21	40.4%	19	38.0%
female	17	77.3%	5	27.8%	12	60.0%	29	63.0%	31	59.6%	31	62.0%
Total	22	100.0%	18	100.0%	20	100.0%	46	100.0%	52	100.0%	50	100.0%

	All COE Faculty n = x (%)			All WOU Faculty n = x (%)								
	2013-14	2012-13	2011-12	2013-14	2012-13	2011-12						
Hispanic or Latino	6	4.7%	8	6.0%	5	4.5%	22	4.4%	21	4.4%	17	3.6%
American Indian or Alaskan	1	0.8%	1	0.8%	1	0.9%	2	0.4%	2	0.4%	3	0.6%
Asian	2	1.6%	1	0.8%	0	0.0%	11	2.2%	10	2.1%	11	2.3%
Black or African American	2	1.6%	2	1.5%	2	1.8%	8	1.6%	6	1.3%	7	1.5%
Native HA or Pacific Island	0	0.0%	0	0.0%	0	0.0%	1	0.2%	1	0.2%	1	0.2%
White	110	85.9%	112	84.2%	98	88.3%	431	86.0%	412	86.4%	407	86.4%
Two or more races	0	0.0%	2	1.5%	2	1.8%	2	0.4%	2	0.4%	2	0.4%
Race/ethnicity unknown	7	5.5%	7	5.3%	3	2.7%	24	4.8%	23	4.8%	23	4.9%
Total	128	100.0%	133	100.0%	111	100.0%	501	100.0%	477	100.0%	471	100.0%
male	32	25.0%	42	31.6%	37	33.3%	226	45.1%	218	45.7%	223	47.3%
female	96	75.0%	91	68.4%	74	66.7%	275	54.9%	259	54.3%	248	52.7%
Total	128	100.0%	133	100.0%	111	100.0%	501	100.0%	477	100.0%	471	100.0%

Aligned initiatives at WOU

Relative to educator preparation, faculty in the College of Education have invested significantly in building a culture supportive of diversity and therefore aligned to the goals of HB3375.

COE Diversity Committee and the COE Diversity Action Plan. During the 2014-2015 academic year, the College of Education re-initiated an inactive Diversity Committee. This group meets quarterly to guide diversity related initiatives across academic programs within the College, seeks to interface effectively with the University Diversity Committee, and develops,

implements, and assesses a professional development plan relative to faculty, staff, and students around diversity and inclusivity outcomes. One of the major tasks of this group has been to develop a comprehensive COE Diversity Action Plan that exists, at this time, in draft. This group will move forward in its work further articulating and enacting this plan.

COE Faculty Professional Development Relative to Required ELL Standards. Teachers Standards and Practices Commission voted to include a rigorous set of standards relative to English Language Learners into all initial licensure programs in 2013-2014. These standards must also be met, through professional development, by faculty working in educator preparation programs. The College of Education submitted its plan for professional development relative to these ELL standards to Teacher Standards and Practices Commission in late December 2015 and is in the process of implementing plans now.

TeachOregon and the work of the Salem-Keizer Collaborative. During 2009-2010, faculty from Willamette University, Corban University and Western Oregon University began systematic and strategic collaborations with Salem-Keizer School District on the quality of educator preparation and PK-12 student learning. During the 2013-2014 year, the Chalkboard Project funded the SK Collaborative through a TeachOregon grant. This grant has many foci including recruiting, retaining, and graduating a more diverse educator workforce. Through this work, several innovations have been initiated and will be used strategically in implementation of this plan. These innovations include the Bilingual Teacher Scholars program and the Cadet Teacher program – each described below.

Bilingual Teacher Scholars program. During winter 2016, Western admitted the second cohort of Bilingual Teacher Scholars in collaboration with several partner school districts and Chemeketa Community College. This “grow your own” model braids resources from WOU (remission and scholarships) with resources from sponsoring school districts (in the form of after school program wages) to help culturally and linguistically diverse education majors earn teacher licensure. This program will be a major mechanism by which target pre-education majors are recruited and retained at Western.

Cadet Teacher Program in Salem-Keizer School District. As a part of the TeachOregon work previously mentioned, we will continue to collaborate with teachers and students in the Cadet Teacher Program as a means to recruit additional linguistically and culturally diverse high school students into pre-education majors.

Chemeketa Community College collaboration. During summer 2016, the Division of Teacher Education re-purposed existing resources in collaboration with the COE Dean’s Office to hire two, full-time academic advisors specific to pre-education. One of these academic advisors is bilingual and will be crucial to quality advising and recruitment at community and family events. These advisors have also taken the lead on updating and extending materials to support the articulation agreement between Chemeketa Community College and Western for pre-education majors.

Part I: Identification of specific, measureable goals

In recognition of current efforts, current status, and best predictions, Western Oregon University adopts the following major goal:

MAJOR GOAL: Beginning in 2016-2017, demonstrate a 5% point increase in the graduation of culturally and linguistically diverse educators, each year, until 2021-2022 when 35% point is achieved.

Many minor goals are identified in Part II: Identification and description of strategies to impact progress toward goals. We will use these minor goals to monitor progress but all are in service of the major goal identified above.

Baseline Years

2014-2015 Recruit 30 culturally and linguistically diverse education majors to WOU.

2015-2016 Recruit 40 culturally and linguistically diverse education majors to WOU.
Retain 80% (2015-2016 class) freshmen to sophomore.

Target Years

2016-2017 Recruit 50 culturally and linguistically diverse education majors to WOU.
Retain 80% (2016-2017 class) freshmen to sophomore.
Retain 70% (2015-2016 class) freshmen to junior.
Target graduation = 10% culturally and linguistically diverse educators.
Target graduation = 150 initial licensure, at least 15 culturally and linguistically diverse.

2017-2018 Recruit 60 culturally and linguistically diverse education majors to WOU.
Retain 80% (2017-2018 class) freshmen to sophomore.
Retain 70% (2016-2017 class) freshmen to junior.
Admit 60% (2015-2016 class) to educator preparation program.
Target graduation = 15% culturally and linguistically diverse educators.
Target graduation = 150 initial licensure, at least 23 culturally and linguistically diverse.

2018-2019 Recruit 70 culturally and linguistically diverse education majors to WOU.
Retain 80% (2018-2019 class) freshmen to sophomore.
Retain 70% (2017-2018 class) freshmen to junior.
Admit 60% (2016-2017 class) to educator preparation program.
Graduate 50% (2015-2016 class, 4-year graduation rate)
NOTE: Current 4-year completion = 12.15%
Target graduation = 20% culturally and linguistically diverse educators.
Target graduation = 150 initial licensure, at least 30 culturally and linguistically diverse.

2019-2020 Recruit 75 culturally and linguistically diverse education majors to WOU.

Retain 80% (2019-2020 class) freshmen to sophomore.
Retain 70% (2018-2019 class) freshmen to junior.
Admit 60% (2017-2018 class) to educator preparation program.
Graduate 50% (2016-2017 class, 4-year graduate rate).
Target graduation = 25% culturally and linguistically diverse educators.
Target graduation = 160 initial licensure, at least 40 culturally and linguistically diverse.

2020-2021 Recruit 75 culturally and linguistically diverse education majors to WOU.
Retain 80% (2019-2020 class) freshmen to sophomore.
Retain 70% (2018-2019 class) freshmen to junior.
Admit 60% (2017-2018 class) to educator preparation program.
Graduate 60% (2016-2017 class (4-year graduation rate)).
Graduate 80% of 2015-2016 class (6-year graduation rate).
NOTE: Current 6-year completion = 44.31%
Target graduation = 30% culturally and linguistically diverse educators.
Target graduation = 160 initial licensure, at least 48 culturally and linguistically diverse.

2021-2022 Recruit 75 culturally and linguistically diverse education majors to WOU.
Retain 80% (2019-2020 class) freshmen to sophomore.
Retain 70% (2018-2019 class) freshmen to junior.
Admit 60% (2017-2018 class) to educator preparation program.
Graduate 50% (2016-2017 class, 4-year graduation rate).
Graduate 80% of 2016-2017 class (6-year graduation rate).
Target graduation = 35% culturally and linguistically diverse educators.
Target graduation = 160 initial licensure, at least 56 culturally and linguistically diverse.

Repeat indefinitely while maintaining at least 35% culturally and linguistically diverse educators. These are ambitious goals and will require close cooperation with our feeder school districts and community colleges and will also depend upon adequate state funding to permit tuition/fee remission grants to this financially more in need population.

Part 2: Identification and description of strategies to progress toward major goal

To accomplish this goal, Western Oregon University will continue to invest – as funding permits – in several promising strategies including:

MAJOR GOAL: Beginning in 2016-2017, demonstrate a 5% point increase in the graduation of culturally and linguistically diverse educators, each year, until 2021-2022 when 35% of all initial licensure candidates will be culturally and/or linguistically diverse.

Goal #1: Recruit increasing numbers of culturally and linguistically diverse education majors.

Task #1: Continue the Bilingual Teacher Scholars program in partnership with Salem-Keizer SD, Hillsboro SD, Central SD, Corvallis SD, Chemeketa Community College, and other interested partners.

- Recruit, select, and admit annual cohorts of Bilingual Teacher Scholars in accordance with the plans and agreements as developed and reviewed annually by the BTS Steering Committee.
- Assure fiscal stability of the program (at full capacity).
- Seek to expand the Bilingual Teacher Scholars program with interested school districts using a “pay to play” model.

Task #2: Partner with the Salem-Keizer Cadet Teacher Program as a pipeline of freshmen education majors.

- Weekly participation of Division of Teacher Education faculty in Salem-Keizer Cadet Program.
- Organize and execute annual campus visits for Cadet teachers to visit educator preparation program at Western.
- Develop materials that partner teachers can distribute to recruit future teachers.

Task #3: Collaborate with Chemeketa Community College and other major feeder programs to recruit education transfer students.

- Create, maintain, and distribute articulation agreements for pre-education majors.
- Provide quarterly advising sessions at Chemeketa for potential pre-education transfer students.
- Invite Chemeketa students to all student professional development events just as though they are WOU students.
- Increase presence on-site at Chemeketa in collaboration with WOU academic advising, financial aid counseling, and admissions.
- Expand as necessary to include other major feeder community colleges.

Task #4: Develop recruiting materials that highlight successful culturally and linguistically diverse educators.

- Develop 2-minute video vignettes highlighting successful diverse graduates and current students.
- Develop full-color, bilingual brochure describing the Bilingual Teacher Scholars program

Task #5: More publicly and consistently demonstrate our institutional commitments to diversity via web, print, and practices.

- Develop a marketing plan that disseminates our institutional values around diversity and inclusivity.
- Produce more marketing materials in Spanish.
- Invest/support expansion of Latino Advisory Board model to other communities.

Goal #2: Retain culturally and linguistically diverse education majors.

Task #1: Enroll all Bilingual Teacher Scholars in 4-year On-track program.

- Enroll all BTS in 4-year On-track program.
- Connect DTE Academic Advising with On-track program to assure current advising.

Task #2: Develop a strong professional community of Bilingual Teacher Scholars.

- Hold quarterly community building events.
- Provide supplemental advising and academic support.
- Communicate weekly through email alerting students to professional development opportunities.

Task #3: Develop increasing numbers of bilingual courses both in COE and LAS targeting required courses for elementary education majors.

- Develop bilingual math sequence (MTH 211, 212, and 213).
- Develop bilingual history sequence (HST 201, 202, and 203).
- Develop bilingual introductory education core (ED 200).
- Develop other bilingual classes as appropriate.
- Collaborate with LAS faculty members to develop and promote stronger cross-program opportunities in Chicano Studies.

Task #4: Improve the quality of academic advising for pre-education majors in the Division of Teacher Education.

- Provide excellence in academic advising.
- Develop outstanding advising materials.
- Provide professional development for DTE faculty.
- Partner with Academic Advising and Learning Center as necessary.
- Partner with the Joint Committee on Educator Preparation as necessary.
- Train all DTE faculty members on Wolf Connection System.

Task #5: Continue to develop the Educator Preparation small grants program to meet the emergency financial needs of students.

- Seek additional donors to this fund.
- Allow use of these funds to pay for educator tests.
- Develop a “service integration” model that matches needs to resources.

Task #6: Continue to explore flexibly delivered preparation programs to accommodate working adults and those in need of a longer transition into teaching.

- Consider options and recommend one or more flexible delivery methods.

Task #7: Develop a faculty and staff workforce that is at least 35% culturally and linguistically diverse.

- Highlight a COE and WOU commitment to the diversification of our employees.
- Develop a strategic plan relative to this goal and pursue it doggedly over many years.
- Partner with strong doctoral programs at minority-serving institutions, with a focus on Hispanic Serving Institutions, in particular.

- Insist bilingual and bicultural staff serve in all units that intersect with students and the public.

Task #8: Continue to increase the cultural competence of faculty and staff through regular, strategic, compulsory professional development.

- Develop and execute a professional development calendar and manage resources accordingly.
- Using the Center for Academic Innovation, improve the capacities of faculty in teaching and learning for an increasing diverse student population.

Goal #3: Admit increasing numbers of culturally and linguistically diverse education majors into initial licensure programs.

Task #1: Reduce required educator assessments as the major barrier to admission to initial licensure programs for culturally and linguistically diverse candidates.

- Provide regular, ongoing, comprehensive educator test prep, one-on-one coaching, tutoring, and error analysis.
- Develop comprehensive resource library.
- Develop peer-tutoring program.

Goal #4: Ensure graduation of increasing numbers of culturally and linguistically diverse education majors across all initial licensure programs.

Task #1: Provide an efficacious educator preparation program focused on success in an increasingly diverse school system.

- Identify clear outcomes used to monitor efficacy of educator preparation relative to issues of diversity and inclusivity.

Progress Monitoring

This plan will be monitored annually by the College of Education Consortium and quarterly by the College of Education Licensure and Clinical Experiences Council. Individual components of the plan will be monitored on the timeline and according to the outcomes identified in the work scope.

Areas of concern

During summer 2015, the educator community worked with Teacher Standards and Practices Commission to eliminate the required Basic Skills tests for educators. There was no evidence that this test had any predictive value for estimated teacher effectiveness upon licensure and there was an ongoing concern it represented a needless barrier to the diversification of the work force. As Oregon ramps up adoption of the nationally normed, teacher performance assessment known as edTPA, TSPC will be required to set an acceptable cut score prior to the 2017-2018 academic year. Nationally, edTPA has been shown to be as culturally biased as other exams used widely in this country and so TSPC must be mindful to not set scores that inadvertently work against the goals of HB3375.

Similarly, as all Educator Preparation Programs (EPPs) in Oregon will be required to become CAEP accredited by the year 2021, it will become increasingly necessary for EPPs to be able to track graduates to various places of employment and to have access to statewide student performance data (and other teacher performance data) necessary to monitor the effectiveness of graduates in facilitating PK-12 student learning. The state must provide assistance to assure a system for tracking educators and linking their performance data back to EPPs. Without a statewide tracking system and the sharing of employment data with EPPs, programs will have few systematic ways to track preparation efficacy, including that of culturally and linguistically diverse educators and the learning of culturally and linguistically diverse children. This is essential to success of HB 3375 and meeting the goals of the Educator Equity Act.

Acronym Glossary:

BTS – Bilingual Teacher Scholars (WOU education majors)

CAEP – Council for the Accreditation of Educator Programs

COE – WOU College of Education

DTE – WOU Division of Teacher Education

edTPA – Nationally normed teacher performance assessment tool

ELL – English Language Learners

EPP – Educator Preparation Programs

LAS – WOU College of Liberal Arts and Sciences

TSPC – State of Oregon Teachers Standards and Practices Commission

ASAC, Graduate Certificate, Dual Language/Bilingual Education

Enclosed are materials outlines WOU's rationale to start a new graduate certificate program in Dual Language/Bilingual Education. The graduate certificate would be in the College of Education, Division of Teacher Education. Academic certificate programs, such as the one proposed here, must be approved by the university's Board of Trustees before transmittal to the Higher Education Coordinating Commission for approval.

STAFF RECOMMENDATION: Staff requests the ASAC approves the new graduate certificate program in Dual Language/Bilingual Education as proposed and recommends its approval to the full Board so that it might be transmitted to the HECC for approval.



HIGHER EDUCATION
COORDINATING
COMMISSION

PROPOSAL FOR A NEW ACADEMIC PROGRAM

Institution: Western Oregon University
College/School: College of Education
Department/Program: Division of Teacher Education
Proposed Degree and Title: Graduate Certificate -- Dual Language/Bilingual Education

1. Program Description

(a) Proposed Classification of Instructional Programs (CIP) number: 13.0201

Detail for CIP Code 13.0201 (from <http://nces.ed.gov/>)

Title: Bilingual and Multilingual Education.

Definition: A program that focuses on the design and provision of teaching and other educational services to bilingual/bicultural children or adults, and/or the design and implementation of educational programs having the goal of producing bilingual/bicultural individuals. Includes preparation to serve as teachers and administrators in bilingual/bicultural education programs.

(a) Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

As more schools and districts seek to deliver dual language/bilingual programs focused on preparing PK-12 children simultaneously in two languages, more educators require expertise in dual language/bilingual methods. Though there is not currently an educator credential that is required to serve as a dual language educator, many districts are clamoring to hire teachers with specialized expertise in this field. Teacher Standards and Practices Commission has adopted standards for this field but is unlikely to adopt an associated required credential. Rather, they will leave these standards and professional expertise as “value added” elements to an educator’s repertoire.

Given this context and the increasing desire for educators with dual language expertise, the Division of Teacher Education proposes a graduate certificate program in Dual Language/Bilingual Education. This 15-credit certificate is comprised of one existing, 3-credit class and four new 3-credit classes. Each

proposed class is aligned to TSPC competencies in dual language and this alignment is indicated on proposed syllabi.

- (b) Course of study (15 units) – proposed curriculum, including course numbers, titles, and credit hours.

The proposed course of study includes one existing and four new courses:

- ED 631: Foundations of Biliteracy (3 credits) – existing course
- ED 641: Theories of Bilingualism (3 credits)
- ED 644: Bilingualism in Socio-cultural Contexts (3 credits)
- ED 645: Instruction and Assessment in Dual Language/Bilingual Settings (3 credits)
- ED 647: Critical Inquiry and Reflective Practice for Dual Language/Bilingual Educators (3 credits)

See course syllabi, attached.

- (c) Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

This graduate certificate program will be delivered face-to-face on-campus at Western Oregon University, through hybrid delivery partially face-to-face and partially online, and on-site in collaboration with Oregon school districts.

- (d) Adequacy and quality of faculty delivering the program.

Western Oregon University currently employs two full-time, tenured professors in the area of Bilingual and ESOL education as well a number of part-time and well-qualified non-tenure track faculty. In addition, Western has just hired one Assistant Professor (tenure-track) and one Visiting Instructor (non-tenure track) specializing in Bilingual and ESOL Education who will be starting in the fall of 2016. All faculty are outstanding educators, leaders within the field, and recognized experts across the state. In addition, a strong network of school-based collaborators assures an adequate supply of both tenured and non-tenure track faculty.

A brief listing of faculty and relevant bio involved in the program:

- Dr. Maria Dantas-Whitney, Professor of ESOL/Bilingual Education, teaches in the areas of educational linguistics, second language acquisition, multicultural education, research methods, and instructional/assessment methods in ESOL and Bilingual Education.
- Dr. Carmen Cáceda, Associate Professor of ESOL and Bilingual Education, teaches in the areas of educational policy, multicultural education, bilingualism and biliteracy, and instructional methods in ESOL/Bilingual Education.

- Ms. Jessica Dougherty, non-tenure track Instructor of ESOL/Bilingual Education, teaches in the areas of instructional methods, educational linguistics, and acts as a clinical supervisor for the ESOL and ESOL/Bilingual practicum.
- Ms. Robin Farup-Romero, non-tenure track instructor, currently a principal in a dual language elementary school in Hillsboro, has over 25 years of experience as a K-12 educator. She teaches courses in bilingualism/biliteracy, multicultural education, and instructional methods in ESOL/Bilingual Education.
- Ms. Liset Gonzalez-Acosta, non-tenure track instructor, currently an English Language Acquisition Specialist in Salem-Keizer School District, has over 20 years of experience as a bilingual/ESOL teacher and coach. She teaches in the areas of multicultural education, educational linguistics, and instructional methods in ESOL/Bilingual Education.
- Dr. Joshua Schulze, newly hired Assistant Professor of ESOL/Bilingual Education, will teach in the areas of educational linguistics, educational policy, and instructional methods in ESOL/Bilingual Education.
- Ms. Teresa Tolento, newly hired non-tenure track Visiting Instructor of ESOL/Bilingual Education with over 15 years of experience as a bilingual teacher, bilingual coach, and principal in a dual language elementary school, will teach courses in multicultural education, educational policy, bilingualism/biliteracy, and instructional methods in ESOL/Bilingual education.

(e) Faculty resources – full-time, part-time, adjunct.

The College of Education at Western Oregon University has existing resources in both human and physical capacity. This proposed program and associated faculty is well supported.

(f) Other staff.

This proposed graduate certificate program is be supported by an existing staff serving a number of existing educator-oriented programs. We do not anticipate needing additional support to add this certificate.

(g) Facilities, library, and other resources.

Faculty teaching in this program will have access to all facilities, resources, and supports that accompany a comprehensive university with a strong, nationally accredited College of Education.

(h) Anticipated start date.

Summer 2016.

2. Relationship to Mission and Goals

- (a) Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

WOU's mission is to "provide effective learning opportunities that prepare students for a fulfilling life in a global society, support an accessible and diverse campus community, and to improve continuously our educational, financial, and environmental sustainability."

The proposed graduate certificate program in Dual Language/Bilingual Education is tightly aligned to this mission through increasing skillfulness of those working with children whose first language is not English and in districts using dual language method to deliver PK-12 education.

- (b) Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

With increasing numbers of students in Oregon schools who speak languages other than English at home, and increasing numbers of English-speaking families recognizing the value of bilingualism in our global society, there is a growing need for educators and supporting personnel with specialized knowledge aligned to this graduate certificate.

- (c) Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
- i. improve educational attainment in the region and state;
 - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
 - iii. address civic and cultural demands of citizenship.

These statewide goals require specialized skills and knowledge to support the learning of Oregon children that are culturally and linguistically diverse. This proposed graduate certificate program is tightly aligned to the cultural and civic goals identified above.

3. Accreditation

- (a) Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

Oregon Teacher Standards and Practices Commission (TSPC) has identified standards aligned to Dual Language/Bilingual Education though there is not currently a required educator credential in this area. Rather, a "value added" specialization credential exists in Oregon. The proposed program is aligned to these approved standards but will not culminate in the TSPC specialization. Western

Oregon University may pursue this option at a later date. In addition, all educator programs at Western Oregon University also meet NCATE/CAEP national accreditation standards and this proposed program would be no exception.

- (b) Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

The proposed program will join a large portfolio of nationally accredited educator programs in the College of Education at Western Oregon University. The program will align to the same high standards of professionalism and continuous improvement.

- (c) If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

NA

- (d) If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

NA

4. Need

- (a) Anticipated fall term headcount and FTE enrollment over each of the next five years.

We anticipate running one cohort of twenty students in this program annually over each of the next five years. It is likely that demand for this certificate program will grow but our estimates, at this time, are relatively modest.

- (b) Expected degrees/certificates produced over the next five years.

Approximately 20 per year over each of the next five years for a five-year total of 100 completers.

- (c) Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).

It is likely that this program will serve a wide variety of students including both part-time and full-time, traditional and nontraditional graduate students. In addition, we expect to serve many teachers in collaboration with partner school districts.

- (d) Evidence of market demand.

We have begun to pilot courses in this area in collaboration with Hillsboro School District and other districts have expressed similar interest. Despite the lack of a required educator credential in this area, the need for quality educator professional development aligned to rigorous statewide standards adopted for the field is evident.

- (e) If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

No graduate certificate programs currently exist in this field in Oregon.

- (f) Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

We believe this proposed graduate certificate will be an indication of quality and skillfulness attained by completers. Additionally, we anticipate several school districts will pay tuition for their employees to complete this program in an effort to bolster district capacities in this field. This graduate certificate is likely to add significant value to an educator's portfolio of skills and experience.

5. Outcomes and Quality Assessment

- (a) Expected learning outcomes of the program.

Learning outcomes

- Prepare teachers and other education professionals to apply theories of first and second language acquisition to their practice, and to use theoretical principles related to the role of culture and identity to foster an inclusive learning environment in dual language and bilingual settings.
- Prepare teachers and other education professionals to use evidence-based practices and strategies related to planning/developing/designing, implementing, and managing/assessing instruction in dual language and bilingual settings.
- Prepare teachers and other education professionals to act as a resource and advocate for multilingualism, and to collaborate with students, their families, and the community in order to meet the needs of multilingual students.

- (b) Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

As with all academic programs in the College of Education, student learning outcomes will be assessed annually and data will be aggregated and reported

consistently to facilitate continuous improvement. This work will be managed by the College of Education Licensure and Clinical Experiences Council.

- (c) Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Scholarly work equivalent to the expectations of tenured, tenure-track, and non-tenure track faculty at Western Oregon University as articulated in the Collective Bargaining Agreement.

6. Program Integration and Collaboration

- (a) Closely related programs in this or other Oregon colleges and universities.

As stated previously, no graduate certificate programs in this field currently exist in Oregon. However, most public universities offer endorsement programs in ESOL – a related but different field.

- (b) Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

The ESOL professional community in Oregon is very collaborative and we hope the addition of this certificate program will further these collaborations. Enormous synergy will exist between this proposed program and the menu of other educator programs at Western Oregon University.

- (c) If applicable, proposal should state why this program may not be collaborating with existing similar programs.

NA

- (d) Potential impacts on other programs.

It is anticipated this this proposed program will have a minimal impact on other related programs in the state. The need in the state in this area is significant and this proposed program helps to meet Oregon needs.

7. Financial Sustainability (*see Budget Outline form*)

- (a) Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

This proposed program joins an extensive portfolio of related educator programs. No significant additional resources are necessary to facilitate success for this program.

- (b) Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

No unique resources are necessary for this proposed graduate certificate program.

- (c) Targeted student/faculty ratio (student FTE divided by faculty FTE).

The target student/faculty ratio for this proposed program is 18:1.

- (d) Resources to be devoted to student recruitment.

An appropriate budget to support recruitment and marketing of existing graduate programs exists in the College of Education at Western Oregon University and this proposed program will benefit from these resources.

8. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

External reviews are not done for certificate programming.

9. Budget Analysis

Modest increases will be incurred to support this proposed graduate certificate program in Dual Language/Bilingual Education. This program will run on a cohort model; thus, costs will be predictable and manageable. A four-year analysis is included.

Instructions on Budget Outline form

1. Whose viewpoint?

The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

2. No additional resources needed?

If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.

3. Additional resources needed?

If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.

Budget Outline Form: Years 1-4 (yrs. 2, 3, and 4 would incur salary inflationary adjustments, only)

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: Western Oregon University

Academic Year: 2016-2017

Program: Dual Language/Bilingual Education Graduate Certificate Program

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)		.33 FTE (\$13,292)				.33 FTE (\$13,292)
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE		\$3,998				\$3,998
Nonrecurring						
Personnel Subtotal		.33 FTE (\$17,290)				.33 FTE (\$17,290)
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$54,200	.33 FTE (\$17,290)				.33 FTE (\$17,290)



Western Oregon UNIVERSITY

Division of Teacher Education

ED 631: Foundations of Biliteracy

Course Description

This course explores the relationship between first and second language literacy and between oral and written language skills. Examines ESOL and biliteracy teaching strategies for differentiated proficiency levels, as well as materials, classroom organizational structures, and assessment tools. Projects encourage participants to become reflective practitioners as they analyze and critique their own beliefs and teaching practices, and plan their professional growth.

Course Goals

The primary goal for this course is to understand what theories and research inform the skills and processes required in various educational settings to develop highly skilled, biliterate individuals, which includes:

- Explain, compare, contrast, and critique theories and research in the areas of language development and biliteracy.
- Summarize seminal literacy studies and articulate how these studies have impacted the biliteracy instruction.
- Examine historical development of the field of biliteracy.
- Examine the role vocabulary, background knowledge, bridging, and motivation play in the biliteracy continuum
- Explore ways to create a “balanced” biliteracy program
- Develop a project that addresses a crucial, professional question about biliteracy in the K-12 system.
- Analyze and critique own beliefs and teaching practices, develop a reflective stance, and plan for professional growth.

Required Articles

There will be a reading schedule of assigned articles and chapters (see schedule), and these will be available in Moodle.

Carrasquillo, A. (1998). Bases teóricas para la enseñanza de la lectura en español. In A. Carrasquillo & P. Segan (Eds.), *The teaching of reading in Spanish to the bilingual student (La enseñanza de la lectura en español para el estudiante bilingüe)* (2nd ed., pp. 1-16). New Jersey: Lawrence Erlbaum Associates.

Cassany, Daniel (n.d). Investigaciones y propuestas sobre literacidad actual: Multiliteracidad, internet

- y criticidad. *Catedra UNESCO*, 1-10. Retrieved from <http://www2.udec.cl/catedraunesco/05CASSANY.pdf>
- Cazden, C., Cope, B., Fairclough, N., & Gee, J. (1996). A pedagogy of multiliteracies: Designing social futures. *66, 1*, 60-92.
- Dávila de Silva, A. (2004). Emergent Spanish writing of a second grader in a whole-language classroom In B. Perez (Ed.), *Sociocultural contexts of language and literacy* (2nd ed., pp. 247-276). New Jersey: Lawrence Erlbaum Associates Publishers.
- Ek, L. D, Sánchez, S. E., & Guerra, J. M. (2016). Cultural multiliteracies: Integrating technology with Latino children's literature. In E. Clark Riojas, B. Flores Bustos, H. L. Smith & D. A. Gonzales (Eds.), *Multicultural literature for Latino Bilingual Children: Their words, their worlds* (pp. 207-222). Lanham, Maryland: Rowman & Littlefield.
- Ernst-Slavit & Mulhern, G. (2003). Bilingual books: Promoting literacy and biliteracy in the second-language and mainstream classroom. *Reading Online* (1-13). Retrieved on March 24, 2015 from <http://www.readingonline.org/articles/ernst-slavit/>
- Ferreiro, E. (1997). La revolución informática y los procesos de lectura y escritura. *Estudios Avancados*, 11(29), 277-285.
- Freeman, Y. S., & Freeman, D. E. (2009). *La enseñanza de la lectura y escritura en español y en inglés* (pp. 86-102). Portsmouth, NH: Heinemann.
- García, O. (2014). Becoming bilingual and biliterate. In C. A. Stone, E. R. Silliman, B. J. Ehren & G. P. Wallach (Eds.), *Handbook of Language and Literacy*. NY: The Guilford Press.
- Hornberger, N. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. *Bilingual education and bilingualism* 7(2 & 3), 155-171.
- Pérez, B. (2004). *Becoming biliterate: A study of two-way bilingual immersion education*. Mahwah, NJ: Erlbaum.
- Pérez, B. (2004). Language, literacy, and biliteracy. In B. Perez (Ed.), *Sociocultural contexts of language and literacy* (2nd ed., pp. 25-56). New Jersey: Lawrence Erlbaum Associates Publishers.
- Velasco, P. & García, O. (2014). Translanguaging and the writing of bilingual learners. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*, 37(1), 6-23.

Recommended textbook:

- Freeman, Y. S., & Freeman, D. E. (2009). *La enseñanza de la lectura y escritura en español y en inglés*. Portsmouth, NH: Heinemann.
- Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-Gonzales, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the start: Literacy squared in action*. Philadelphia, PA.

Optional readings

- García, O. (2010). Latino language practices and literacy education in the U.S. In M. Farr & L. S. J. Song (Eds.), *Ethnolinguistic Diversity and Education. Language, Literacy, and Culture* (pp. 193-211). New York: Routledge.

Beeman, K., & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages*. Philadelphia: Caslon.

Course Requirements

1	Professionalism/Attendance/Participation	20 points
2	Reflections and connections	25 points
3	Application of examples	25 points
4	A reflective classroom landscape	05 points
5	A reflective critical lens project	25 points
Total		100 points

1. Attendance/Participation (10 @02 points each =20 points)

Each session, you will be assigned readings from the textbook and/or related articles. To demonstrate your understandings and to clarify ideas related to the readings, you will participate in discussions. Everyone should do all the assigned readings, contribute, and add substantial content to the group's discussion. Be prepared to respond by **agreeing/disagreeing, making related comments, and/or asking additional questions.**

2. Reflections and connections (25 points)

You will be required to complete five assignments that require you to reflect and connect to what you are learning. Your reflection papers may use first person narrative, but must include citations and examples drawn from the text read and appropriate use of APA formatting (6th edition) as well as an academic and reflective voice.

1. A statement of your objectives for this course (1 page, typed, double-spaced)

2. A reflective narrative that deals with your personal experiences with biliteracy, both as a learner and as a teacher. Your narrative can be in form of an autobiography or autobiographical incident, a poem, a song (or combined). (3-4 typed pages and double-spaced).

3. Reading response paper should be 3-4 pages in length and double-spaced. It comes later in the course after you have spent some time applying what you are learning/ reading.

4. Final reflection paper. Self-reflection is a key component of this course. You are asked to revisit your "Personal narrative," (Writing 2) and reflect, add, or critique your personal biliteracy experience in light of the readings and discussions done in classes. You are also welcome to pose questions.

3. Application examples (5 @ 5 points each = 25 points)

Although our focus is on theory, research and foundations, application and practice are of essential importance to teachers. Each week you will bring an example of a

strategy, a pedagogical move, a lesson, an online resource, etc. that connects “theory into practice.” I will model this in Week Three before your first application is due. You will share these in small groups.

4. A reflective classroom landscape. (05 points)

After having read Cazden et. al. (1996) or Cassany (n.d.), re-visit your classroom and make notes to articulate a thoughtful report of what you see. You should:

- write about the classroom layout and the presence or absence of multi-literacies materials, and
- think of at least two possible changes to make in order to promote a more multi-literate classroom. Include at least two pictures to have a better idea of your classroom (2-3 typed pages and double-spaced)

5. Reflective critical lens project (Final course project) (25 points)

This project is an opportunity for you to intensively research the seminal work of a theorist or a concept [e.g., bridging] that has impacted the field of biliteracy in significant ways. The theorist and other theorists and concepts discussed in this course will eventually influence your own position statement on biliteracy. You will explore a question related to the historical, psychological, sociological, or linguistics perspectives of biliteracy. You will read three chapters/articles by the seminal author that you choose (a list of authors will be provided in class). You will then develop a graphic organizer with the author’s big idea/s (or concept/s). A position statement of what you think the author’s stance toward biliteracy will also be developed and turned in as part of this project. In addition, you will develop systematic ways of recording key passages and reflections from the readings. You are expected to develop your own philosophical stance of biliteracy based upon theory that will be written in personal position statements. Finally, you will draw connections between theories and practice (i.e., linking the original theories to how they can be/are applied in the classroom) and you will present your findings to your classmates. A detailed overview of this assignment will be provided during Week Two.

Moodle Course Site

A Moodle Course Site has been set up for this course. Please let me know if you have any difficulty in accessing the site. It contains a copy of this syllabus, readings which are not in your textbooks, general course information, Power Point slides and other materials used by me/us. Important announcements and updates will also be posted there during the course.

Guidelines for Course Assignments

- All assignments must be received by the instructor by the due date and time (**).
- **Pay close attention** to the self-scoring guide and submit one for each assignment and make sure you have addressed the requirements.
- If applicable, bring handouts for the class/group when you present your project/s.
- Use care in editing your written work.

- Use **APA style** (6th edition) for citing your sources. Easy-to-follow directions on how to use APA format can be found in Moodle and in the following website:
<http://research.wou.edu/apa>

****LATE WORK POLICY:** Work is due on the day listed on the syllabus unless I have made prior arrangements with you to turn it in at a later date. **Any work that is not turned in on time without prior arrangements, will receive a 25% reduction in points.** Any work not turned in by ONE week after its original due date will receive 0 points.

Punctuality is an absolute necessity for teachers. A proportionate penalty for excessive unexcused tardiness or leaving class early may be assessed. As a courtesy to the instructor and to avoid these penalties, please let me know before class if you need to leave early.

Attendance

This course does not rely on traditional midterms or final exams. Most of the learning takes place in class through interactive lectures, discussions, and cooperative learning. Thus, regular attendance and **participation is essential and mandatory. You are responsible for making sure you sign in the attendance sheet each week** and making up any absences. An absence will result in a **2-point deduction** from your attendance and participation grade. Students may **make-up no more than 1 absence.**

Absence Make-Up Procedures

Write a **two-page reflection** of the required reading/s and slides for the day. Make-up work must be turned in within **ONE week** after the absence.

Civility in the Classroom

Students are expected to assist in maintaining a classroom environment that is conducive to learning. To assure all students have the opportunity to gain from time spent in class; students are prohibited from engaging in any form of distraction (e.g., **texting**). This is especially important in an education course where most students are teachers, and behavior in this classroom is reflective of your “fitness to teach.” Inappropriate behavior in the classroom shall result, minimally, in a request to leave the classroom, and ultimately in a COE review of your fitness to teach.

Veterans and Military Personnel

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

Students Needing Class Accommodations

If you have a documented disability that requires any academic accommodations, you must contact the Office of Disability Services (ODS) for appropriate coordination of your

accommodations. You can visit APSC 405 or contact ODS at (503) 838-8250 (V, TTY) to schedule an appointment.

Student Success Specialist

If the instructor determines your performance in this class is placing you at academic risk, you may be referred to Jesse Poole, Western's Student Success Specialist. Jesse will offer to work with you to address issues and develop a student success strategy. Regardless of whether a referral has or has not been made, you are ultimately responsible for tracking your own progress in this course. **If you would like to meet with Jesse regarding any academic struggles you are experiencing, please contact the Academic Advising and Learning Center at 503-838-8428.**

Plagiarism is not tolerated

The Internet offers many resources, all easily downloaded. Use of another person's thinking, writing, graphic or visual presentation **without crediting the author is plagiarism.** All information not the student's original work must be cited with the appropriate information, in **APA style** (6th edition).

Grading System

A	94 – 100%	B-	80 – 83%	D+	67 – 69%
A-	90 – 93%	C+	77 – 79%	D	64 – 66%
B+	87 – 89%	C	74 – 76%	D-	60 – 63%
B	84-86%	C-	70 – 73%	F	Below 60%

Course Schedule, ED 631

Winter 2016

Date	Topic/s	Readings	Paper or Project Due
Week 1	<ul style="list-style-type: none"> - Introductions & course information - The socio-cultural view of (bi)literacy 	<ul style="list-style-type: none"> 📖 Pérez (2004). Language, literacy, and biliteracy 	
Week 2	<ul style="list-style-type: none"> - Exploration of notions connected to (bi)literacy - Discuss personal biliteracy histories 	<ul style="list-style-type: none"> 📖 Pérez & Huerta (2011) 	<ul style="list-style-type: none"> - Statement of objectives (Paper 1) - Reflective personal narratives (Paper 2) - Go over Project
Week 3	<ul style="list-style-type: none"> - El contexto para desarrollar la lectoescritura de los alumnos bilingües 	<ul style="list-style-type: none"> 📖 Freeman & Freeman (2009), Chap 1 	<p>Applications 1</p> <ul style="list-style-type: none"> - Connecting theory to your classroom -Sign up for Critical lens project theorist/concept
Week 4	<ul style="list-style-type: none"> - La concepción sociopsicolingüística de la lectura 	<ul style="list-style-type: none"> 📖 Freeman & Freeman (2009), Chap 3 	<p>Applications 2</p>
Week 5	<ul style="list-style-type: none"> - La historia de la enseñanza de la lectoescritura en español y en inglés 	<ul style="list-style-type: none"> 📖 Freeman & Freeman (2009), Chap 4 	<p>Applications 3</p>
Week 6	<ul style="list-style-type: none"> - Writing - Translanguaging in writing 	<ul style="list-style-type: none"> 📖 Dávila de Silva (2004). 📖 Velasco, & García (2014) 	<ul style="list-style-type: none"> - Work (such as drafts, articles, resources, related to final project)
Week 7	<ul style="list-style-type: none"> - (Bi)literacy in the bilingual/Dual language classrooms 	<ul style="list-style-type: none"> 📖 Carrasquillo (2012), Capítulo 1 📖 Beeman & Urow (2013), Chap 1 	<p>Applications 4</p>
Week 8	<ul style="list-style-type: none"> - The continua of biliteracy - Becoming a biliterate person 	<ul style="list-style-type: none"> 📖 Hornberger (2004) 📖 Garcia (2014) 	<ul style="list-style-type: none"> - Written response to readings about biliteracy (Paper 3)
Week 9	<ul style="list-style-type: none"> - Multiliteracies 	<ul style="list-style-type: none"> 📖 Cazden et al. (1996). 📖 Cassany, Daniel (n.d) 📖 Ferreiro (1997) 📖 Ek, Sánchez, & Guerra 	<ul style="list-style-type: none"> - A reflective classroom landscape <i>due</i> - Small group check in and

		(2016)	troubleshooting conversation for Critical Lens Project Applications 5
Week 10	- Academic biliteracy - Bilingual resources	📖 Pérez (2004), Chap 6 📖 Ernst-Slavit & Mulhern (2003)	- Written response about your changes/additions to previous paper (Paper 4)
Week 11	- Presentations: Biliteracy in the classrooms - Final Reflections	Sharing Critical lens projects	Reflective critical lens project (Final course project <i>due</i>)

Number:

Primera Auto-evaluación: Preparación y participación en clase

	PP*	SA	IA
Contenido (Semanas 1-5). Participo activamente en cada clase (en parejas y doy mi opinión a todo el grupo). Las ideas que doy están conectadas con los artículos que leo para la clase, con los artículos de las clases anteriores o con mi experiencia docente. Pregunto, agrego y cuestiono las versiones dadas por el instructor, por mis compañeras y por los artículos asignados y las acompaño con la base teórica respectiva. Hago todo lo anterior en forma respetuosa.	10		

PP: Possible points| SA: Self-assessment| IA: Instructor's assessment

Segunda Auto-evaluación: Preparación y participación en clase

	PP*	SA	IA
Contenido (Semanas 6-10). Participo activamente en cada clase (en parejas y doy mi opinión a todo el grupo). Las ideas que doy están conectadas con los artículos que leo para la clase, con los artículos de las clases anteriores o con mi experiencia docente. Pregunto, agrego y cuestiono las versiones dadas por la instructora, por mis compañeras y por los artículos asignados y las acompaño con la base teórica respectiva. Hago todo lo anterior en forma respetuosa.	10		

PP: Possible points| SA: Self-assessment| IA: Instructor's assessment

Auto-evaluación: **Primer Ensayo/Trabajo/Escrito**

	PP*	SA	IA
Content. Your first paper will be a statement of your objectives for this course. It should address the following two questions: what do you hope to get out of the course? And, what are your goals for learning?	4		

Editing, Presentation, APA, and Timeliness Uses appropriate grammar and punctuation. Follows APA style for citing and referencing (if applicable) and uses desired length (1 pages max). Completes assignment by due date.	1		
Total	5		

PP: Possible points| SA: Self-assessment| IA: Instructor's assessment

	PP*	SA	IA
Auto-evaluación: Segundo Ensayo/Trabajo/Escrito			
Content (1). This reflective personal narrative should examine your personal experiences with bi-literacy, both as a learner and as an educator. Respond to at least three questions from 1-5, and everyone answers question 6. (1) How did you learn to read in two languages? (2) How did you learn to write in two languages? (3) How do you use these skills in your daily life? (4) In what ways have you been challenged with these skills? (5) How did you learn to teach the bi-literacy process? (6) What are your beliefs about the biliteracy process?	4		
Editing, Presentation, APA, and Timeliness Uses appropriate grammar and punctuation. Follows APA style for citing and referencing (if applicable) and uses desired length (3-4 doubled-spaced pages max). Completes assignment by due date.	1		
Total	5		

	PP*	SA	IA
Auto-evaluación: Tercer Ensayo/Trabajo/Escrito			
Contenido. Para este ensayo, puedes escoger hacer la opción (A) u la opción (B). Responde las pregunta y asegúrate de escribir sobre tus conexiones con tu práctica docente. A. 1 ¿Por qué sería bueno entender el proceso de la bi/multi-literacidad como un proceso contínuo y no como un proceso dicotómico? 2. Selecciona a un alumno de tu salón , ¿dónde lo ubicas considerando los ítems presentados en la Fig. 3, p. 158?; 3. ¿Qué sabías de la bi/multi-literacidad antes de leer el artículo de Hornberger (2004)? B. 1. ¿Por qué sería bueno entender el proceso de la bi/multi-literacidad como un proceso continuo y no como un proceso dicotómico? 2. Re-analiza tu proceso de biliteracidad, ¿dónde te ubicas considerando los ítems presentes en la Fig. 3, p. 158? 3. ¿Qué sabías de la bi/multi-literacidad antes de leer el artículo de Hornberger (2004)?	4		

Edición, Presentación, el uso de la APA y fecha de presentación Usa la gramática y la puntuación apropiada. Hace uso de la APA para citar y hacer referencias bibliográficas específicas. Escribe su reflexión entre 3 y 4 páginas y a doble espacio. Presenta el trabajo en el día indicado y lo sube a Moodle.	1		
Total	5		

PP: Possible points| SA: Self-assessment| IA: Instructor's assessment

Auto-evaluación: Cuarto Ensayo/Trabajo/Escrito	PP*	SA	IA
Content. Revisits "Personal narrative" (Writing 2) and reflects, adds, or critiques his/her personal biliteracy experience in light of the readings and discussion done for this class. Poses unanswered questions. Also re-examine his/her beliefs about the biliteracy process.	4		
Editing, Presentation, APA, and Timeliness Uses appropriate grammar and punctuation. Follows APA style for citing and referencing (if applicable) and uses desired length (3-4 doubled-spaced pages max). Completes assignment by due date.	1		
Total	5		

PP: Possible points| SA: Self-assessment| IA: Instructor's assessment

Autoevaluación: Reflexión sobre el Paisaje de un salón	PP	Self	IA
Contenido y reflexión. Brevemente describe el salón de clase. Menciona si es un salón en el cual se puede encontrar evidencia de (multi)litteracias y da al menos dos ejemplos de ellas. Menciona por lo menos tres cambios que podría hacer en el salón para fomentar las (multi)litteracias.	3		
El uso de la APA. Hace referencia específica a los artículos leídos en clase.	1		
Edición, Presentación y fecha de presentación Usa la gramática y la puntuación apropiada. Hace uso de la APA para citar y hacer referencias bibliográficas específicas. Escribe su reflexión entre 2 y 3 páginas y a doble espacio. Presenta el trabajo en el día indicado y lo sube a Moodle.	1		
Total	5		

Auto-evaluación: Proyecto Crítico Reflexivo	PP	SA	IA
Contenido y reflexión. (a) En el escrito se encuentra su punto de vista o su "Declaración de posición" sobre la bi/multi-literacidad conectada a la/s idea/s de un teórico/investigador en el área; (b) brevemente resume por lo menos tres trabajos principales escritos por el teórico/investigador; (c) hace por lo menos tres conexiones entre los artículos leídos y su práctica docente; y (d) presenta un organizador	20		

donde resume las ideas principales del teórico.			
El uso de la APA. Hace referencia específica a por lo menos cuatro artículos.	2		
Edición, Presentación y fecha de presentación Usa la gramática y la puntuación apropiada. Escribe su reflexión entre 4 y 6 hojas y a doble espacio. Hace uso de la APA para citar y hacer referencias bibliográficas específicas. Presenta el trabajo en el día indicado y lo sube a Moodle.	3		
Total	25		

PP: Possible points| SA: Self-assessment| IA: Instructor's assessment

Auto-evaluación para los Ejemplos de aplicación

	App	PP	Self	IA
<p>1. Contenido y reflexión. La estrategia, la lección, el recurso sacado de la Internet ejemplifica “la teoría en la práctica.” Describe brevemente en forma escrita el ejemplo de aplicación compartido con el grupo.</p>	1	4		
<p>Referencia. Hace conexión específica con los artículos leídos para la clase.</p>		1		
<p>2. Contenido y reflexión. La estrategia, la lección, el recurso sacado de la Internet ejemplifica “la teoría en la práctica.” Describe brevemente en forma escrita el ejemplo de aplicación compartido con el grupo.</p>	2	4		
<p>Referencia. Hace conexión específica con los artículos leídos para la clase.</p>		1		
<p>3. Contenido y reflexión. La estrategia, la lección, el recurso sacado de la Internet ejemplifica “la teoría en la práctica.” Describe brevemente en forma escrita el ejemplo de aplicación compartido con el grupo.</p>	3	4		

Referencia. Hace conexión específica con los artículos leídos para la clase.		1		
4. Contenido y reflexión. La estrategia, la lección, el recurso sacado de la Internet ejemplifica “la teoría en la práctica.” Describe brevemente en forma escrita el ejemplo de aplicación compartido con el grupo.	4	4		
Referencia. Hace conexión específica con los artículos leídos para la clase.		1		
5. Contenido y reflexión. La estrategia, la lección, el recurso sacado de la Internet ejemplifica “la teoría en la práctica.” Describe brevemente en forma escrita el ejemplo de aplicación compartido con el grupo.	5	4		

Referencia. Hace conexión específica con los artículos leídos para la clase.		1		

PP: Possible points| SA: Self-assessment| IA: Instructor's assessment



**College of Education
Division of Teacher Education**

ED 641: Theories of Bilingualism

Course Description

This course focuses on theories of language acquisition and their application to the classroom. It also explores topics such as language ideology, learners' linguistic capitals, translanguaging, contrastive analysis, language transfer, and metalinguistic strategies. Participants engage in linguistic analysis and consider classroom practices that maximize dual language learning, development, and use. Projects encourage teachers to become reflective language learners and practitioners.

Course Objectives

- a) examine societal perceptions of languages and their impact on cultural and academic identity;
- b) examine first (L1) and second language (L2) acquisition and development theories and the interrelatedness and interdependence between L1 and L2 that results in a high level of multilingualism and multi-literacy;
- c) understand how the student's first language proficiency (listening, speaking, reading, and writing) **transfers** to an additional language; and
- d) explore the similarities and differences between aspects of L1 and L2 structures including: phonology (the sound system), morphology (word formation), syntax (phrase and sentence structure), semantics (meaning), and pragmatics (context and function).

Required Readings

- Azevedo, M. M. (2009). *Introducción a la lingüística española*, (3era ed.). Upper Saddle River: Prentice Hall.
- August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research & Practice*, 20(1), 50-57.
- Beeman, K., & Urow, C.. (2013). *Teaching for biliteracy: Strengthening bridges between languages*. Philadelphia: Caslon. Carlon, Ana R. . (2015). Influencia del vocabulario académico en la competencia lectora de estudiantes con español como lengua ge herencia. *NABE Perspectives*, July-September, 12-15.
- Garcia, Ofelia. (2013). El papel de translenguar en la enseñanza del español en los Estados Unidos. In D. Dumitrescu & G. Piña-Rosales (Eds.), *El español en los Estados Unidos: E pluribus unum? Enfoques multidisciplinaarios* (pp. 353-373).

- New York: Academia Norteamericana de la Lengua Español.
- Garcia, O., & Wei, L. (2014). *Translanguaging*. London: Palgrave Mcmillan.
- Goldernberg, C., & Wagner, K. (2015). Bilingual education: Reviving an American tradition. *American Educator*, 39(3), 28-32.
- Guerrero, M. D., & Guerrero, M. C. (2009). El (sub)desarrollo del español académico entre los maestros bilingües: una cuestión de poder? *Journal of Latinos and Education*, 8(1), 55-66.
- Murray, D., & Christison, M. (2011). *What English language teachers need to know: Volume I*. New York: Routledge.
- Razfar, A. (2005). Language ideologies in practice: Repair and classroom discourse. *Linguistics and Education*, 16, 404-424.
- Reyes, S. A., Galdón, S., & Morejón, J. (Eds.). (2014). *La palabra justa*. Portland, Oregon: DiversityLearningK12.
- Thomas, W. P., & Collier, V. P. (2012). *Dual language education for a transformed world*. Albuquerque, NM: Fuente Press. Chap. 2 (pp. 9-22)

Additional Readings

- Alanís, I., & Rodríguez, M. A. (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos and Education*, 7(4), 305-319.
- Escamilla, Kathy, & Hopewell, Susan. (2010). Transitions to biliteracy: Creating positive academic trajectories for emerging bilinguals in the United States. *International Perspectives on Bilingual Education: Policy, Practice, Controversy*.
- Gonzales, N. (2005). Children in the eye of the storm: Language socialization and language ideologies in a dual language school. In A. C. Zentella (Ed.), *Building on strength: Language and literacy in Latino families and communities*. New York: Teachers College Columbia University.
- Guerrero, M., & Valadez, C. (2011). Fostering candidate Spanish language development. In B. Flores Bustos, R. Sheets Hernandez & E. Clark Rojas (Eds.), *Teacher preparation for bilingual student populations* (pp. 59-72). New York: Routledge. Chapter 5
- Lee, J. S., & Oxelson, E. (2006). "It's not my job": K-12 teacher attitudes toward students' heritage language maintenance. *Bilingual Research Journal*, 30(2), 453-477.
- Lee, S. (2014). Language choice and language power: Children's use of Korean and English in two-way immersion. *Multicultural Education*, 22(1), 12-19.
- Lopez, M. M. (2011). Children's language ideologies in a first-grade dual-language class. *Journal of Early Childhood Literacy*, 0(0), 1-26.
- López Estrada, V., Gómez, L., & Ruiz-Escalante, J. (2009). Let's make dual language the norm. *Educational Leadership*, 66(7), 54-59.
- Razfar, A. (2003). Language ideologies in English language learner contexts: Implications for Latinos and higher education. *Journal of Hispanic Higher Education*, 2(3), 241-268. doi: DOI: 10.1177/1538192703002003003
- Razfar, A. (2011). The Linguistic Re-turn: The Moral and Practical Imperative of "Language" in Curriculum Studies. *Journal of the American Association for the Advancement of Curriculum Studies*, 7. Retrieved on 10/17/15, from

Course Requirements

Required Readings and Participation in Class	(35 points)
Translanguaging Samples Project	(25 points)
Article Response	(15 points)
Linguistic Challenges: A teacher' Voice	(25 points)

- 1. Required Readings and Participation in Class:** Each session, you will be assigned readings from the textbook and/or related articles. To demonstrate your understandings and to clarify ideas related to the readings, you will participate in discussions. Everyone should do all the assigned readings, contribute, and add substantial content to the group's discussion. Be prepared to respond by **agreeing/disagreeing, making related comments, and/or asking further questions.**
- 2. Article Response.** You asked to choose an article from the *Optional reading section*. Your presentation will be a response to this article in the form of a painting, film, dance, word performance, poem, commercial ad, or any other kind of response that fits your understanding of the article. Questions you may want to consider are: (a) What type of audience is this article trying to speak to? (b) What is the author trying to tell you in the article? (c) How has this article influenced (or will influence) your teaching practices? (d) What do you want educators to carry away from them after reading this article? (e) How can you encourage your colleagues to read the article? (f) Other questions you feel are important to you as an educator. Your artistic piece needs to "sell" the article in a way where teachers would want to read it. You will also be expected to take five minutes to explain your artistic piece and how your piece answers the questions above. There will be no papers or reports needed for this assignment. I will ask your colleagues in the class to write down comments and grade your presentation along with my grade. Final grade for this presentation will be from a combination of professor and classmates' reviews. You will share your article response in **Session 5**. Project developed by Dr. Graham.
- 3. Translanguaging Samples Project.** After having read the article/s in translanguaging, you are asked to submit at least four samples (preferably two audios or two written ones) of translanguaging instances that you read, listened to, or noticed when your students completed a task. A brief account of the context should accompany each sample. Also consider, when translanguaging occurred, why you think it happened, what you and the learners' peers thought of the outcome (if applicable), what you have learned about your learners' translanguaging process, and whether there are any connections to grammar, morphology, phonology, or syntax. You will share these samples in **Session 8**. The write-up of the project should be between 3-4 pages, excluding references.

4. Linguistic Challenges: A Teacher' Voice. Since “your voice” is not usually present in the books you read, you are asked to write a set of at least five linguistic challenges that you have experienced when learning, using, or teaching Spanish and/or English. Think of the lessons learned from those specific challenges. Having your voice “heard” will add to the collection of challenges that can help teachers understand why dual language/bilingual learners experience those challenges and how to help them hone their linguistic repertoire. A brief sample of this project will be shared in class. You will select to share two or your challenges in **Sessions 10 or 11.** The write-up of this project should be between 3-4 pages, excluding references

Moodle Course Site

A Moodle course site has been established for this course. Please let me know if you have any difficulty in accessing the site. It contains a copy of this syllabus, readings which are not in your textbooks, general course information, power point slides, and other materials used by me/us. Important announcements and updates will also be posted there during the course.

Guidelines for Course Assignments

1. All assignments must be received by the instructor by the suggested due date and time (**).
2. Please use **pseudonyms** for your participant/s (when applicable).
3. **Pay close attention** to the **self-scoring guide** for each assignment and make sure you have addressed the requirements.
4. When “presenting/sharing” your findings or projects, you can use any technology format (e.g., Prezy).
5. Use Times Roman 12 as the default font and all papers must be double-spaced!
6. Use care in editing your written work.
7. Use the **APA style** (6th edition) for citing your sources. Slides and an exercise on the APA style have been uploaded on Moodle or click <http://www.wou.edu/provost/library/instruct/citations/apa/index.php>

****LATE WORK POLICY:** Assignments are due on the day listed on the syllabus unless I have made prior arrangements with you to turn it in at a later date. **Any work that is not turned in on time without prior arrangements, will receive a 25% reduction in points.** Any work not turned in by ONE session after its original due date will receive 0 points.

****** Everyone is expected to participate in class, failure to do so will lower you grade.

Attendance

This course does not rely on traditional midterms or final exams. Most of the learning takes place in class through interactive lectures, discussions, and cooperative learning. Thus, regular attendance and **participation is essential and mandatory. You are responsible for making sure you sign in the attendance sheet each week** and making up any absences. An absence will result in a **2-point deduction** from your attendance and participation grade. Students may **make-up no more than 1 absence**.

Absence Make-Up Procedures

Write a **two-page reflection** of the required reading/s and slides for the day. Make-up work must be turned in within **ONE week** after the absence.

Civility in the Classroom

Students are expected to assist in maintaining an environment that is conducive to learning to assure that every student has the opportunity to gain from time spent in discussions. This is especially important in an education course where most students are teachers, and behavior in the discussion segment is reflective of your “fitness to teach.”

Veterans and Military Personnel

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these to the instructor in advance if possible.

Students Needing Class Accommodations

If you have a documented disability that requires any academic accommodations, you must contact the Office of Disability Services (ODS) for appropriate coordination of your accommodations. You can visit APSC 405 or contact ODS at (503) 838-8250 (VTTY) to schedule an appointment.

Student Success Specialist

If the instructor determines your performance in this class is placing you at academic risk, you may be referred to Jesse Poole, Western’s Student Success Specialist. Jesse will offer to work with you to address issues and develop a student success strategy. Regardless of whether a referral has or has not been made, you are ultimately responsible for tracking your own progress in this course. If you would like to meet with Jesse regarding any academic challenges you are experiencing, please contact the Academic Advising and Learning Center at [503-838-8428](tel:503-838-8428).

Plagiarism is not Tolerated

The Internet offers many resources, all easily downloaded. Use of another person's thinking, writing, graphic or visual presentation **without crediting the author is**

plagiarism. All information not the student's original work must be cited with the appropriate information, using the **APA style** (6th edition).

Grade Distribution



Sessions	1	2	3	4	5	6	7	8	9	10	11	Total
Required Readings and Participation in Class	X	X	X	X	X	X	X	X	X	X		35
Article Response					X							15
Translanguaging Samples Project								X				25
Linguistic Challenges: A Teacher' Voice										X	X	25

Grading system

A	94 – 100%	B-	80 – 83%	D	67 – 69%
A-	90 – 93%	C	77 – 79%	D+	64 – 66%
B	87 – 89%	C+	74 – 76%	D-	60 – 63%
B+	84-86%	C-	70 – 73%	F	Below 60%

ED 641: Theories of bilingualism

Sessions	Topics	Readings, Assignments, and/or Task due
Session 1	- Introductions, Course overview, and APA style - Language ideology	Student Profile 📖 Guerrero & Guerrero (2009) 📖 Razfar (2005)
Session 2	- Bilingualism (re)visited - The evolution of bilingual schooling in the US	📖 Thomas & Collier (2012), Ch 2 📖 Goldenberg & Wagner (2015)
Session 3	- Translanguaging	📖 Garcia (2013) 📖 Garcia & Wei (2014)
Session 4	- Spanish & English phonology (Contrastive analysis)	📖 AZE Capítulo 3 <u>or</u> 📖 Murray and Christison (2011), Chap 6
Session 5	- Application of knowledge of language structures, forms & functions in English and <i>en español</i> - Presenting: Article response	📖 Guerrero (2011) 📖 AZE Capítulo 4 <u>or</u> 📖 Murray and Christison (2011), Chap 8 Article response <i>due</i>
Session 6	- Spanish and English morphology	📖 AZE Capítulo 5 <u>or</u> 📖 Murray and Christison (2011), Chap 7
Session 7	- Transferable features between primary & target language - Metalinguistics (strategies to bridge between L1 & L2) - Sharing: Translanguaging samples project	📖 Carlton (2015) 📖 August, Calderón, & Carlo (2002) 📖 Beeman & Urraw (2013), Chap 4
Session 8	- Spanish/English for teachers: Content areas	📖 Reyes et al. (2014) 📖 García-Ruiz & Orozco Sánchez (2008) Tranlanguaging samples project <i>due</i>
Session 9	- Spanish/English for teachers: Content areas - Sharing: Linguistic challenges: A teacher's voice	📖 Reyes et al. (2014) 📖 García-Ruiz & Orozco Sánchez (2008) Linguistic challenges: A

		teacher'voice <i>due</i>
Session 10	<ul style="list-style-type: none"> - Language status (teacher, school, society) - Sharing: Discourse analysis audio-clip/s 	<ul style="list-style-type: none">  Lopez (2009)  Gonzales (2005) <p>Linguistic challenges: A teacher'voice <i>due</i></p>
Session 11	<ul style="list-style-type: none"> - Final reflections - Wrap-up session 	Discourse analysis audio-clips paper <i>due</i>



**College of Education
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ED 644: Bilingualism in Socio-cultural Contexts

Course Description

This course examines the concept of culture and its manifestation in schools and communities, with an emphasis on dual language/bilingual classrooms in the U.S. Informed by up-to-date theory and research, participants examine socio-cultural and historical forces that impact the educational process. Strategies that capitalize on learning and using cultural and community resources in dual language/ bilingual classrooms are emphasized. Partnerships with families, schools, and communities are an important focus of the course. Projects encourage participants to become reflective practitioners.

Course Objectives

- a) examines the benefits of multilingualism and multiculturalism in a global society;
- b) develops an understanding of how systemic, institutional, and individual sociocultural and historical forces affect cross-cultural interaction;
- c) explores the impact of social injustice on the lives of students and families;
- d) develops an understanding of the importance of the sociocultural and historical context of diverse students, families, schools and communities; and
- e) develops an understanding of the importance of student cultural and academic identity development and how development will vary depending on the individual student's background and experiences.
- f) develops an understanding of the value of engaging students, families, and community members in contributing to an inclusive learning environment;
- g) explores culturally and linguistically responsive classroom practices that capitalize on families' and communities' multiple funds of knowledge; and
- h) examines their role and responsibility to create alliances for the empowerment of families and communities.

Required Readings

- Cheatham, G. A., & Ostrosky, M. M. (2013). Goal Setting during Early Childhood Parent-Teacher Conferences: A Comparison of Three Groups of Parents. *Journal of Research in Childhood Education*, 27(2), 166-189.
- Cuero, Kimberly. (2010). Artisan with words: Transnational funds of knowledge in a bilingual Latina's stories. *Language Arts*, 87(6), 427-436.
- de la Piedra, M. T. (2011). Literacidad híbrida y bilingüismo en dos comunidades de

- Texas. In S. Frisancho, M. T. Moreno, P. Ruiz Bravo & V. Zavala (Eds.), *Aprendizaje, cultura y desarrollo* (pp. 199-209). Lima, Peru: Fondo Editorial PUCP.
- Gallo, S., & Link, H. (2015). "Diles la verdad": Deportation policies, politicized funds of knowledge, and schooling in middle childhood. *Harvard Educational Review*, 88(3), 357-382. doi:http://dx.doi.org/10.17763/0017-8055.85.3.357
- Garcia, O., Espinet, I., & Hernandez, L. (2013). Las paredes hablan en El Barrio: Mestizo signs and semiosis. *Revista Internacional de Lingüística Iberoamericana*, 21(1), 135-152.
- Herrera, S. (2010). *Biography-driven culturally responsive teaching*. New York: Teachers College. Chapter 10
- Herrera, S. G., Perez, D. R., & Escamilla, K. (2010). *Teaching reading to English language learners: Differentiated literacies*. Boston: Allyn & Bacon. Chapter 8
- Lathan, C. (2014). Queridos maestros blancos. *Rethinking Schools*, 29(1), 14-18.
- Moll, L., Amanti, C., Neff, D., & Gonzales, N. (2005). Funds of knowledge for teaching: Using qualitative approach to connect homes and classrooms. In N. Gonzales, L. Moll & C. Amanti (Eds.), *Funds of knowledge: Theorizing practices in households, communities, and classrooms* (pp. 71-88). NJ: Lawrence Erlbaum.
- Morales, A., & Hanson, W. (2005). Language brokering: An integrative review of the literature. *Hispanic Journal of Behavioral Sciences*, 27(4), 471-503.
- Norton, B. (2013). *Identity and language learning: Gender, ethnicity, and educational change*. Harlow, England: Longman Pearson Educational. Introduction.
- Philips, S. (1983). *The invisible culture*. Illinois: Weaverland Press, Inc. Chapters 4 & 5
- Potowski, K. (2007). *Language and identity in a dual immersion school*. Clevedon: Multilingual Matters. Chapter 5
- Reyes, A., & Kleyn, T. (2014). *Teaching in Two Languages: A Guide for K-12 Bilingual Educators*. Thousand Oaks, CA: Corwin. Chapter 2
- Valdés, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools* New York: Teachers College, Columbia University. Chapter 3.
- Valenzuela, A. (1999). *Subtractive schooling U.S.-Mexican youth and the political of caring*. Albany, New York: State University of New York Press. Chapter 3
- Zentella, A. (1997). *Growing up bilingual* (Chapter 2, pp.17-40). New York: Blackwell Publishers. Chapter 2

Optional Readings

- de la Piedra, M. T. (2011). "Tanto necesitamos de aquí como necesitamos de allá": "Leer juntas" among Mexican transnational mothers and daughters. *Language and Education*, 25(1), 65-78.
- Langman, J., Bailey, R., & Caceda, C. (2015). Second language socialization in adolescence: Exploring multiple trajectories. *International Journal of TESOL and Learning*, 4(1), 32-49.
- Súarez-Orozco, C., Suárez-Orozco, M., & Todorova, I. (2008). *Learning a new land: Immigrant student in American society*. Cambridge, MA: The Belknap Press of Harvard University Press.

Course Requirements

Required Readings and Participation in Class	(30 points)
Video Watching Analysis	(20 points)
Home Visit: Dual Language/ Bilingual Learner's Funds of Knowledge	(25 points)
Community and School Mapping	(25 points)

- 1. Required Readings and Participation in Class.** Each session, you will be assigned readings from the textbook and/or related articles. To demonstrate your understandings and to clarify ideas related to the readings, you will participate in discussions. Everyone should do all the assigned readings, contribute, and add substantial content to the group's discussion. Be prepared to respond by **agreeing/disagreeing, making related comments, and/or asking additional questions.**
- 2. Video Watching Analysis.** You are asked to watch a movie (e.g., *Speaking in tongues* or any other similar video) that has or lacks the support of the community so that learners have a positive climate to use the languages they learn at school. As you watch it, extract at least five main themes that interweave the family, community, and school. You are then asked to reflect on the changes you could make in order to have a (more) favorable connection among the educating and socializing members. **Alternatively,** you could write up a different beginning or ending of the movie, focusing on (better/stronger) connections between the educating and socializing members. Your write-up should be 3-4 pages, excluding references, and it should be submitted in Session 5.
- 3. Home Visit: Dual Language/Bilingual Learner's Funds of Knowledge:** You are asked to do a home visit of one DL/bilingual learner in order to explore his/her funds of knowledge as much as you can. You are strongly advised to schedule the home visit as early as possible in the term. Before visiting the family, write at least five assumptions you have about the learner and his/her funds of knowledge (or about his/her family). After visiting the family, annotate the ideas that challenged your assumptions and how your thinking evolved as you spent some time knowing your learner and the family as unique individuals. You will present your findings in the classroom in Session 7. Your write-up should be 3-4 pages, excluding references.
- 4. Community and School Mapping:** Teachers sometimes do not live in their DL/ bilingual learners' communities, and some are unaware of the resources their students have or lack in order to achieve linguistic and academic success. This project requires that you take a look at the community of one of your DL/Bilingual learner in order to document (e.g., by taking pictures) of the places that are in close proximity to school so that you have a sounder idea of the (cultural and linguistic) resources your students have or lack that support or hinder the learning of both languages. Having an idea of your bilingual/DL learners surroundings will give you a

glimpse of the access to language/s they have. Your write-up should be 3-4 pages, excluding references and photos, and it should be submitted in Week 10.

Moodle Course Site

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4. When “presenting/sharing” your findings or projects, you can use any technology format that has voice.
5. Use Times Roman 12 as the default font and all papers must be double-spaced!
6. Use care in editing your written work.
7. Use the **APA style** (6th edition) for citing your sources. Slides and an exercise on the APA style have been uploaded (see Moodle or click <http://www.wou.edu/provost/library/instruct/citations/apa/index.php>)

****LATE WORK POLICY:** Assignments are due on the day listed on the syllabus unless I have made prior arrangements with you to turn it in at a later date. **Any work that is not turned in on time without prior arrangements, will receive a 25% reduction in points.** Any work not turned in by ONE session after its original due date will receive 0 points.

Attendance

This course does not rely on traditional midterms or final exams. Most of the learning takes place in class through interactive lectures, discussions, and cooperative learning. Thus, regular attendance and **participation is essential and mandatory. You are responsible for making sure you sign in the attendance sheet each week** and making up any absences. An absence will result in a **2-point deduction** from your attendance and participation grade. Students may **make-up no more than 1 absence.**

Absence Make-Up Procedures

Write a **two-page reflection** of the required reading/s and slides for the day. Make-up work must be turned in within **ONE week** after the absence.

Civility when Discussing

Students are expected to assist in maintaining an environment that is conducive to learning to assure that every student has the opportunity to gain from time spent in discussions. This is especially important in an education course where most students are working towards becoming a teacher, and behavior in the discussion segment is reflective of your “fitness to teach”.

Veterans and Military Personnel

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these to the instructor in advance if possible.

WOU Writing Center

If you feel you need additional assistance with your writing, I encourage you to take advantage of the writing center. Help is available. For further information go to: www.wou.edu/writingcenter.

Student Success Specialist

If the instructor determines your performance in this class is placing you at academic risk, you may be referred to Jesse Poole, Western’s Student Success Specialist. Jesse will offer to work with you to address issues and develop a student success strategy. Regardless of whether a referral has or has not been made, you are ultimately responsible for tracking your own progress in this course. If you would like to meet with Jesse regarding any academic struggles you are experiencing, please contact the Academic Advising and Learning Center at 503-838-8428.

Students Needing Class Accommodations

If you have a documented disability that requires any academic accommodations, you must contact the Office of Disability Services (ODS) for appropriate coordination of your accommodations. You can visit APSC 405 or contact ODS at (503) 838-8250 (VTTY) to schedule an appointment.

Plagiarism is not Tolerated

The Internet offers many resources, all easily downloaded. Use of another person's thinking, writing, graphic or visual presentation **without crediting the author is plagiarism**. All information not the student's original work must be cited with the appropriate information, using the **APA style** (6th edition).

Grade Distribution

Sessions	1	2	3	4	5	6	7	8	9	10	11	Total
Required Readings and Participation in Class	X	X	X	X	X	X	X	X	X	X	X	30
Video Watching					X							20
Home Visit							X					25
Community and School Mapping										X		25

Grading System

A	94 – 100%	B-	80 – 83%	D	67 – 69%
A-	90 – 93%	C	77 – 79%	D+	64 – 66%
B	87 – 89%	C+	74 – 76%	D-	60 – 63%
B+	84-86%	C-	70 – 73%	F	Below 60%

Course Schedule, ED 644: Bilingualism in Socio-Cultural Contexts

Sessions	Topics	Readings, Assignments, and other Tasks
Session 1	- Introductions & Course information - Needs of the multi-lingual/cultural student population - Fostering cross-cultural/intercultural knowledge and pedagogy	Student Profile 📖 Reyes and Kleyn (2010), Chapters 1 & 2
Session 2	- Oral traditions vs. print culture - Multiple levels: Classroom, school, events, & organizations	📖 Herrera, Perez, & Escamilla (2014), Chapter 8 📄 de la Piedra (2011)
Session 3	- Patterns of verbal & non-verbal communication	📖 Phillips (1983)
Session 4	- Socialization & acculturation experiences of “target group” - Video watching project sharing	📖 Valdés (1996), Chapter 3 📖 Valenzuela (1999), Chapter 3
Session 5	- How students’ motivation, identity, participation, investment, and achievement are influenced by classroom, school, and the community climate	📖 Norton (2013). Introduction 📖 Potowski (2013), Chapter 5 📖 Herrera (2010), Chapter 10 Video watching write-up <i>due</i>

Session 6	<ul style="list-style-type: none"> - Intersections of society, culture, and the learner/child translators - Immigration status (DACA, undocumented terminology, deportation laws etc.) 	<ul style="list-style-type: none"> 📄 Morales & Hanson (2005) 📄 Morales et. al. (2012) 📄 Gallo & Link (2015)
Session 7	<ul style="list-style-type: none"> - Home visits/Parent Interviews - Families as cultural and linguistic resources - Authentic parent and family participation/engagement/connections 	<ul style="list-style-type: none"> 📄 Moll et. al. (2005) 📄 Lathan (2014) 📄 Cuero (2010) <p>Home visit project: DL/Bilingual learner's funds of knowledge <i>due</i></p>
Session 8	<ul style="list-style-type: none"> - Culturally responsive parent-teacher conference - Gaining entry to diverse sociocultural context 	<ul style="list-style-type: none"> 📄 Cheatham & Ostrosky (2013). 📄 de la Piedra (2011)
Session 9	<ul style="list-style-type: none"> - Explaining student progress, achievement, and assessment results 	
Session 10	<ul style="list-style-type: none"> - The community: <i>El bloque</i> - Identify and use community resources: - Family, school, & community partnership 	<ul style="list-style-type: none"> 📖 Zentella (1997), Chapter 2 or 📄 Garcia et. al. (2013) <p>Community & school mapping project <i>due</i></p>
Session 11	<ul style="list-style-type: none"> - Final class: Presentation/Sharing of community and school mapping - Final reflections - Wrap up 	

**College of Education
Division of Teacher Education**

ED 645: Instruction and Assessment in Dual Language/Bilingual Settings

Course Description

This course focuses on curriculum development, assessment practices, and design of materials for dual language and bilingual classrooms. Informed by current research and theory, participants plan, develop and implement instructional strategies and assessment tools that foster academic and linguistic development. Projects encourage participants to become reflective practitioners, as they critique and analyze their teaching practice in dual language/bilingual settings, and plan their professional growth.

Course Objectives

- a) examine the characteristics, goals, benefits, and limitations of various types of multilingual education models and programs; understands research related to the effectiveness of various multilingual (bilingual) education models; and understands features that distinguish additive versus subtractive multilingual education programs;
- b) identify potential linguistic and cultural biases of pedagogies, curricula, and assessments when determining classroom practices;
- c) take into account principles of biliteracy, bilingual language development, and content learning in instructional planning
- d) assess learners' prior knowledge to facilitate their acquisition of language and literacy in the second language;
- e) use multiple measures to assess language, literacy and content in L1 and L2;
- f) use formative assessments in literacy and in the content areas in both L1 and L2, and utilizes results to design and differentiate instruction

Required Textbook

Carrasquillo, A., & Phillip, S. (2012). *The teaching of reading in Spanish to the bilingual student. [La enseñanza de la lectura en español para el estudiante bilingüe.]* New York: Routledge.

Additional Readings

- Arreguin-Anderson, M.G., & Ruiz-Escalante, J. (2016). *Dichos y adivinanzas: Literary resources that enhance science learning and teaching in the bilingual classroom* In E. Clark Riojas, B. Flores Bustos, H. L. Smith & D. A. Gonzales (Eds.), *Multicultural literature* (pp. 1967-1982). Lanham, Maryland: Rowman & Littlefield.
- Bedore, L. M., & Peña, E. D. (2008). Assessment of bilingual children for identification of language impairment: Current findings and implications for practice. *International Journal of Bilingual Education and Bilingualism*, 11(1), 1-29.

- Berens, M. S., Kovelman, I., & Petitto, L. (2013). Should bilingual children learn reading in two languages at the same time or in sequence? *Bilingual Research Journal*, 36(1), 35–60. <http://doi.org/10.1080/15235882.2013.779618>
- Clark, S. K., Jones, C. D., & Reutzell, D. R. (2012). Using the text structures of the information books to teach writing in the primary grades. *Early Childhood Education Journal*, 40.
- DeNicolo, C. (2016). Embracing the complexity of language: Bridging all forms of knowledge into language arts through Latino Children's literature. In E. Clark Riojas, B. Flores Bustos, H. L. Smith & D. A. Gonzales (Eds.), *Multicultural literature* (pp. 123-144). Lanham, Maryland: Rowman & Littlefield.
- DePalma, R. (2010). *Language use in the two-way classroom: Lessons from a Spanish-English bilingual classroom*. Buffalo, USA: Multilingual Matters. Chapter 4
- Edwards, V., & Walker, S. (1996). Some status issues in the translation of children's books. *Journal of Multilingual and Multicultural Development*, 17(5), 339-348.
- Escamilla, K. (2006). Monolingual assessment and emerging bilinguals: A case study in the U.S. . In O. Garcia, T. Skutnabb-Kangas & M. Torres-Guzman (Eds.), *Imagining multilingual schools* (pp. 184-199). Clevedon: Multilingual Matters.
- Ernst-Slavit, G., & Mulhern (2003). Bilingual books: Promoting literacy and biliteracy in the second-language and mainstream classroom. *Reading Online*, 1-13.
- Garcia-Ruiz, L., & Orozco Sánchez, L. (2008). Orientando un cambio de actitud hacia las Ciencias Naturales y su enseñanza en profesores de educación primaria. *Revista electrónica de enseñanza de las ciencias*, 7(3).
- Huerta Soto, M. E., & Tafolla, C. (2016). *En aquel entonces y hoy en día: Using Latino Children's literature to situate social studies education*. In E. Clark Riojas, B. Flores Bustos, H. L. Smith & D. A. Gonzales (Eds.), *Multicultural literature* (pp. 145-166). Lanham, Maryland: Rowman & Littlefield.
- Lewis, M. (2005). Towards a lexical view of language: A challenge for teachers. *Babylonia: The Journal of Language Teaching and Learning*, 3, 7-10.
- López-Leiva, C., & Kyung Sung, Y. (2016). *Tiempo y cultura: Exploring Latino stories through mathematics*. In E. Clark Riojas, B. Flores Bustos, H. L. Smith & D. A. Gonzales (Eds.), *Multicultural literature* (pp. 183-204). Lanham, Maryland: Rowman & Littlefield.
- Peña, E. D. (2007). Lost in translation: Methodological considerations in cross-cultural research. *Child Development*, 78(4), 1255-1264. doi: DOI: 10.1111/j.1467-8624.2007.01064.x
- Umansky, I. M., & Reardon, S. F. (2014). Reclassification patterns among Latino English learner students in bilingual, dual immersion, and English immersion classrooms. *American Educational Research Journal*, 51(5), 879-912.
- Thomas, W.P., & Collier, V. (2012). *Dual language education for a transformed world*. Albuquerque, NM: Dual Language Education of New Mexico – Fuente Press.
- Turkan, S., & Oliveri, M. (2014). Considerations for Providing Test Translation Accommodations to English Language Learners on Common Core Standards-Based Assessments. ETS Research Report Series, ETS RR–14-05, 1-13. doi:10.1002/ets2.12003
- Wright, W., Boun, S., & Garcia, O. (2015). *The handbook of bilingual and multilingual education* Chichester, England: Wiley.

Zentella, A. (1997). *Growing up bilingual*. Oxford, England: Blackwell Publishers. Ch. 5

Optional Readings

- Bedore, L. M., Fiestas, C. E., Peña, E. D., & Nagy, V. (2006). Cross-language comparisons of maze use in Spanish and English in functionally monolingual and bilingual children. *Bilingualism: Language and Cognition*, 9(3), 233-247.
- Marchman, V. A., Fernald, A., & Hurtado, N. (2010). How vocabulary size in two languages relates to efficiency in spoken word recognition by young Spanish-English bilinguals. *Journal of Child Language*, 37(4), 817-840.

Course Requirements

- | | |
|--|-------------|
| (1) Required Readings and Participation in Class | (25 points) |
| (2) (Re)Designing Lesson Plans | (15 points) |
| (3) Reflective Teaching Video Clip | (20 points) |
| (4) Dual Language/Bilingual Learner Portfolio | (20 points) |
| (5) Design of Materials/Book | (20 points) |

1. **Required Readings and Participation in Discussions**. Each session, you will be assigned readings from the textbook and related articles. In order to demonstrate your understandings and to clarify ideas related to the readings, you will participate in discussions. Everyone should do all the assigned readings, contribute, and add substantial content to the group's discussion. Be prepared to respond by **agreeing/disagreeing, making related comments, and/or asking additional questions**.

2. **(Re)Designing Lesson Plans**

You are asked to (re)design two lesson plans. Each lesson should consider the following:

Section 1: Introduction: Questions:

- What are the characteristics of the students for whom your lesson is designed in terms of grade, native language(s), and language proficiency levels?
- How did you choose the content for the lesson? Of what relevance is it to your students? How does the lesson connect to the corresponding standards (e.g., math, science, or social studies)?

Section 2: Lesson Plan

This section is the most important part of the assignment. As you (re)design your lesson, make sure it connects to the standards, and it should also have language objectives. Make sure to incorporate at least (a) three strategies covered in our course and highlight or underline them in your lesson plan; and (b) two forms of assessment.

Section 3: Samples of Materials

This section will include the visuals, handouts, or worksheet samples designed for the lesson. These can be either your originally designed materials or commercially developed materials.

3. **Reflective Teaching Video Clip**. Choose one of the strategies from your lesson plan and teach it to your students. **Videotape or audiotape yourself and your students**. After you teach the strategy, **write a reflection** in which you provide a **thorough evaluation/analysis** of your teaching and consider ideas for improving its design or delivery. Your reflection should be between 3-4 pages in length. Do not forget your video clip, too, for class discussion. Below are some prompts to help you. Make sure you address at least four questions.

- How did you feel about the lesson? How did it go overall?
- How did your learners perform in the strategy?
- Did they reach the objectives of the activity? How do you know?
- What went well?
- What happened that you wish had gone differently? Why did it happen?
- What would you modify for future lessons?

4. **Dual language/Bilingual Learner Portfolio**. You are asked to choose a student and collect all the materials he/she produces for one of your classes (e.g., mathematics). The portfolio will be divided into three sections: (a) Profile, (b) Learning, and (c) Assessments. Plan to collect materials for each section as soon as you can. Further details of the portfolio will be given in class.

5. **Design of Materials/Book**. You are asked to design a set of materials or a book for one of your dual language/bilingual lessons and/or classes. You will then share what you wrote with your peers so that each one of you begins to own his/her materials written and designed by teachers and for teachers. You can even think of selling them in the TPT (Teachers pay teachers) website. More details will be given class.

Moodle Course Site

A Moodle course site has been established for this course. Please let me know if you have any difficulty in accessing the site. It contains a copy of this syllabus, readings which are not in your textbooks, general course information, video-lectures and other materials used by me/us. Important announcements and updates will also be posted there during the course.

Guidelines for Course Assignments

1. All assignments must be received by the instructor by the suggested due date and time (**).
2. Please use **pseudonyms** for your participant/s.
3. **Pay close attention** to the **self-scoring guide** for each assignment and make sure you have addressed the requirements.

4. When “presenting/sharing” your findings or projects, you can use any technology format (e.g., Prezy).
5. Use Times Roman 12 as the default font and all papers must be double-spaced!
6. Use care in editing your written work.
7. Use the **APA style** (6th edition) for citing your sources. Slides and an exercise on the APA style have been uploaded (see Moodle or click <http://www.wou.edu/provost/library/instruct/citations/apa/index.php>)

****LATE WORK POLICY:** Assignments are due on the day listed on the syllabus unless I have made prior arrangements with you to turn it in at a later date. **Any work that is not turned in on time without prior arrangements, will receive a 25% reduction in points.** Any work not turned in by ONE session after its original due date will receive 0 points.

** Everyone is expected to participate in the forums on time, failure to do so will lower you grade.

Civility when Discussing

Students are expected to assist in maintaining an environment that is conducive to learning to assure that every student has the opportunity to gain from time spent in discussions. This is especially important in an education course where most students are working towards becoming a teacher, and behavior in the discussion segment is reflective of your “fitness to teach”.

Veterans and Military Personnel

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these to the instructor in advance if possible.

Students Needing Class Accommodations

If you have a documented disability that requires any academic accommodations, you must contact the Office of Disability Services (ODS) for appropriate coordination of your accommodations. You can visit APSC 405 or contact ODS at (503) 838-8250 (VTTY) to schedule an appointment.

Plagiarism is not Tolerated

The Internet offers many resources, all easily downloaded. Use of another person's thinking, writing, graphic or visual presentation **without crediting the author is plagiarism.** All information not the student's original work must be cited with the appropriate information, using the **APA style** (6th edition).

Grade Distribution

Sessions	1	2	3	4	5	6	7	8	9	10	11	Total
Required Readings and Participation in Class	X	X	X	X	X	X	X	X	X	X		25
(Re)Designing Lesson Plans						X						15
Reflective Teaching Video Clip								X				20
DL/Bilingual Learner Portfolio										X		20
Design of Materials/Book											X	20

Grading System

A 94 – 100%
A- 90 – 93%
B 87 – 89%
B+ 84-86%

B- 80 – 83%
C 77 – 79%
C+ 74 – 76%
C- 70 – 73%

D 67 – 69%
D+ 64 – 66%
D- 60 – 63%
F Below 60%

ED 645: Instruction and Assessment in Dual Language/Bilingual Settings

Sessions	Topics	Readings, Assignments, and other Tasks
Session 1	Introductions, Course overview, and APA style (Best) Instructional practices for dual language/ bilingual students	Student Profile 📖 Thomas & Collier (2012)
Session 2	- (Re)Visiting bilingual/multilingual education models and programs - Additive & subtractive multilingual education	📖 Umansky & Reardon (2014) 📖 Lindholm-Leary (2012)
Session 3	- Linguistic and cultural biases of pedagogies, curricula, and assessments	📖 Wright (2015) 📖 Bedore & Peña (2008) 📖 Escamilla (2006)
Session 4	- Assessment (Translation) - Language objectives & linguistic scaffolding	📖 Turkan & Oliveri (2014) 📖 Peña (2007) 📖 Lewis, M.(2005)
Session 5	- Standards-aligned content instruction - Material selection (thematic)/adaptation	📖 Arreguin-Anderson & Ruiz (2016) 📖 DeNicolò (2016) 📖 Huerta Soto & Tafolla (2016) 📖 López-Leiva & Kyung Sung (2016) 📖 Garcia-Ruiz & Orozco Sánchez (2008)
Session 6	Multicultural and bilingual materials (quality of translations)	📖 Ernst-Slavit & Mulhern (2003) 📖 Edwards & Walker (1996)
Session 7	(Re)Designing lesson plans	Lesson plan/s <i>due</i>
Session 8	Standard and non-standard assessments	📖 Carrasquillo & Phillip (2012)
Session 9	Grade level expectations Content objectives Reflective teaching video clip sharing	📖 Clark, Jones, & Reutzel (2012) Reflective teaching video clip <i>due</i>
Session 10	About “Spanglish”	📖 Zentella (1997) 📖 DePalma (2010)

	Dual language/Bilingual learner portfolio sharing	DL/Bilingual learner portfolio <i>due</i>
Session 11	Final project: Design of materials/books sharing Wrap up session	Design of materials/book <i>due</i> TPT (Teacher Pay Teachers) Website



**College of Education
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ED 647: Critical Inquiry and Reflective Practice for Dual Language/Bilingual Educators

Course Description

This course focuses on a critical examination of educational policies, instructional practices, and curricula in dual language/bilingual settings. Participants work to transform their own educational practice as they engage in self-reflection, conduct research, develop advocacy and leadership skills, and plan for professional growth.

Course Objectives

- a) critically examine the learning processes and educational experiences of dual language/bilingual learners;
- b) understand that advocacy requires knowledge of one's own cultural background and self-reflection;
- c) recognize own role as an advocate in elevating the benefits and status of multilingualism;
- d) develop skills for leadership within the school, district, and community;
- e) analyze and critique own beliefs and teaching practices, develop a reflective stance, and plan for professional growth.

Required Textbook

Portes, P. R., Spencer Salas, P., & Baquedano-López, P. (2014). *U.S. Latinos and education policy research-based directions for change*: Routledge.

Additional Readings

Alanís, I., & Rodríguez, M. A. (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos and Education*, 7(4), 305-319.

Alfaro, C. (2008). Teacher education examining beliefs, orientations, ideologies & practices. In Bartolome, L. (Ed), *Ideologies in education: Unmasking the trap of teacher neutrality*. Vol. 319, Peter Lang Publishing Group.

Berens, M. S., Kovelman, I., & Petitto, L.-A. (2013). Should bilingual children learn reading in two languages at the same time or in sequence? *Bilingual Research Journal*, 36(1), 35–60. <http://doi.org/10.1080/15235882.2013.779618>

Bartolome, L. (2008). (Ed). *Ideologies in education: Unmasking the trap of teacher neutrality*. Vol. 319, Peter Lang Publishing Group.

Clark Riojas, E., Jackson, L., & Prieto, L. (2010). Identity: A central facet of culturally

- efficacious bilingual educators teachers In B. F. Bustos, R. Sheets Hernandez & E. Clark Riojas (Eds.), *Teacher Preparation for Bilingual Student Populations* (pp. 29-39). New York: Routledge.
- Cline, Z. & Necochea, J. (2006). Teacher dispositions for effective education in the Borderlands. *The Educational Forum*, 70, 268-282.
- Darder, A. (2012). Culture and power in the classroom: Educational foundations for the schooling of bicultural students. New York: Paradigm Publishers.
- de Jong, E. (2002). Effective bilingual education: From theory to academic achievement in a two-way bilingual program. *Bilingual Research Journal*, 26(1), 1-19.
- DePalma, R. (2010). *Language use in the two-way classroom: Lessons from a Spanish-English bilingual classroom*. Buffalo, USA: Multilingual Matters. Gándara, L.
- Ek, L., & Chávez, G. (2015). Proyecto Bilingüe: Constructing a figured world of bilingual education for Latina/o bilingual teachers. *Bilingual Research Journal*, 134-151
- Flores, N. & García, O. . (2013). Linguistic third spaces in education: Teachers' translanguaging across the bilingual continuum. In D. Little, C. Leung & P. V. Avermaet (Eds.), *Managing diversity in education: Languages, policies, pedagogies* (pp. 243-256). Bristol, UK: Multilingual Matters.
- Fránquiz, M., Salazar, M., & Denicolo, C. (2011). Challenging Majoritarian Tales: Portraits of Bilingual Teachers Deconstructing Deficit Views of Bilingual Learners. *Bilingual Research Journal*, 279-300.
- Garcia, O. (2014). Multilingualism and language education. In C. Leung & B. Street (Eds.), *The Routledge Companion of English Studies* (pp. 84-99). New York: Routledge.
- Hinton, K. A. (2015). "We only teach English": An examination of bilingual-in-name-only classrooms. *Research on Preparing In-service Teachers to Work Effectively with Emergent Bilingual*, 24, 265-289.
- Hubbard, R., & Power, B. (2003). *The art of classroom inquiry*. Portsmouth, NH: Heinemann.
- Lee, S. (2014). Language choice and language power: Children's use of Korean and English in two-way immersion. *Multicultural Education*, 22(1), 12-19.
- Palmer, D., & Martinez, R. (2013). Teacher Agency in Bilingual Spaces: A Fresh Look at Preparing Teachers to Educate Latina/o Bilingual Children. *Review of Research in Education*, 269-297.
- Potowski, K. (2009). Forms and functions of code-switching by dual immersion students: A comparison of heritage speaker and L2 children. In M. Turnbull & Miles & J. Dailey-O'Cain (Eds.), *First language use in second and foreign language learning* (87-114). Bristol, UK: Multilingual Matters.
- Quezada, R. & Alfaro, C. (2012). Moving pedagogical mountains: Cutting to the core. *Language Magazine*, 11(12), 19-22.
- Reyes, A., & Kleyn, T. (2010). *Teaching in Two Languages: A Guide for K-12 Bilingual Educators*. Thousand Oaks, CA: Corwin. Chapter 9.
- Rodríguez, M.A. & Alanís, I. (2011). Negotiating linguistic and cultural identity: One borderlander's leadership initiative. *International Journal of Leadership in Education: Theory and Practice*, 14(1), 103-117. DOI: 10.1080/13603120903386951.
- Romo, J. J., & Chavez, C. (2006, June). Border pedagogy: A study of pre-service

teacher transformation. *The Educational Forum*, 70(2), 142-153. Taylor & Francis Group.

Course Requirements

- | | |
|---|-------------|
| 1. Required Readings and Participation in class | (25 points) |
| 2. Inquiry Project: Poster Presentation | (20 points) |
| 3. My Critical Project | |
| Section A: Trajectory | (15 points) |
| Section B: Instructional practice or curriculum | (20 points) |
| Section C: Advocacy Component | (20 points) |

- 1. Required Readings and Participation in Class.** Each session, you will be assigned readings from the textbook and related articles. In order to demonstrate your understandings and to clarify ideas related to the readings, you will participate in discussions. Everyone should do all the assigned readings, contribute, and add substantial content to the group's discussion. Be prepared to respond by **agreeing/disagreeing, making related comments, and/or asking additional questions.**
- 2. Inquiry Project: Poster Presentation.** Begin the planning of this project early in the term. Reflective teaching implies looking for ways to do things differently when objectives/goals/outcomes are not achieved as planned. One way to find out how things work is by inquiring or researching. For this project, you are asked to choose ONE topic/theme/teaching strategy that you would like to inquiry/ research (i.e., using syllables instead of individual sounds when teaching reading to dual language/bilingual learners). As you begin to design this inquiry project, we suggest that you consider the following questions: what the inquiry project is about, who you will do it with, how you will do it, when you will do it, why you will do it, and what you learned from the process. After having conducted your inquiry project, you will submit a poster to share your findings in Week 11. More details will be given in class.
- 3. My Critical Project** consists of three sections:
Section A: Trajectory Project: What I have learned/added to my repertoire: For this section, you are asked to submit a trajectory project (in any form you like [e.g., a video clip, a "diary," or a poem]) that captures what you have learned or added to your learning/teaching repertoire as you experience taking the dual language/bilingual courses. Think about your growth, your beliefs, your challenges, or your "aha" moments you have had in the different sessions in which you participated. In particular, you are asked to critically examine your teaching/learning practices and the content of the curriculum in light of what you have read and discussed in classes.

Section B: Re(Design) of Materials/Book. You are asked to critically revisit the materials you wrote for the *Instruction and Assessment in Dual Language/Bilingual Settings* course. As you re-examine the materials or the book one more time, you are asked to produce a reflective paper (of 4-5 pages) considering the following questions:

What is your overall reaction as you see your written production another time? How appealing are the materials or the book you wrote for any dual language/bilingual learner in Oregon and in the US? To what extent do the materials reflect dual language/bilingual learners' contexts? What language/s did you use when you first wrote the materials or the book? If you were to re-write them, what further changes will you make?

Section C: Advocacy Component. As a committed teacher to social justice and equity for every learner, there are times when you have advocated/will advocate for your learners. For this section, you are asked to write a reflective paper (of 4-5 pages) and refer to at least five instances of advocacy. Write about the context, the person/s involved, the outcome/s, and how things could have been approached differently so that the outcome was more beneficial to the learner or the situation described.

Moodle Course Site

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9. Please use **pseudonyms** for your participant/s.
10. **Pay close attention** to the **self-scoring guide** for each assignment and make sure you have addressed the requirements.
11. When "presenting/sharing" your findings or projects, you can use any technology format (e.g., Prezy).
12. Use Times Roman 12 as the default font and all papers must be double-spaced!
13. Use care in editing your written work.
14. Use the **APA style** (6th edition) for citing your sources. Slides and an exercise on the APA style have been uploaded (see Moodle or click <http://www.wou.edu/provost/library/instruct/citations/apa/index.php>)

****LATE WORK POLICY:** Assignments are due on the day listed on the syllabus unless I have made prior arrangements with you to turn it in at a later date. **Any work that is not turned in on time without prior arrangements, will receive a 25% reduction in points.** Any work not turned in by ONE session after its original due date will receive 0 points.

** Everyone is expected to participate in the forums on time, failure to do so will lower you grade.

Absence Make-up Procedures

Write a **two or three page reaction** to the required reading/s and the slides for the day. Make-up work must be turned in within **ONE week** after the absence.

Civility when Discussing

Students are expected to assist in maintaining an environment that is conducive to learning to assure that every student has the opportunity to gain from time spent in discussions. This is especially important in an education course where most students are working towards becoming a teacher, and behavior in the discussion segment is reflective of your “fitness to teach”.

Veterans and Military Personnel

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these to the instructor in advance if possible.

Students Needing Class Accommodations

If you have a documented disability that requires any academic accommodations, you must contact the Office of Disability Services (ODS) for appropriate coordination of your accommodations. You can visit APSC 405 or contact ODS at (503) 838-8250 (VTTY) to schedule an appointment.

Plagiarism is not Tolerated

The Internet offers many resources, all easily downloaded. Use of another person's thinking, writing, graphic or visual presentation **without crediting the author is plagiarism**. All information not the student's original work must be cited with the appropriate information, using the **APA style** (6th edition).

Grade Distribution

Sessions	1	2	3	4	5	6	7	8	9	10	11	Total
Required Readings and Participation in Class	X	X	X	X	X	X	X	X	X	X		
Inquiry Project: Poster Presentation											X	
My Critical Project: Section A: My trajectory					X							
My Critical Project: Section B: Instructional Practice or Curriculum							X					

My Critical Project: Section C: Advocacy Component									X			
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Grading System

A	94 – 100%	B-	80 – 83%	D	67 – 69%
A-	90 – 93%	C	77 – 79%	D+	64 – 66%
B	87 – 89%	C+	74 – 76%	D-	60 – 63%
B+	84-86%	C-	70 – 73%	F	Below 60%

ED 647: Critical Inquiry and Reflective Practice for DL/Bilingual Educators

Sessions	Topics	Readings, Assignments, & tasks
Session 1	- Introductions, Syllabus, Course Overview, and APA style - The dual language/bilingual field: Beliefs, orientation, and practices	Student Profile 📄 Alfaro (2008) 📄 Berens, Kovelman, & Petitto (2013)
Session 2	- Re(Examining) current instructional program models	📄 Alanís & Rodríguez (2008) 📄 Hinton (2015)
Session 3	- Teachers’ repertoires: Identity and dispositions and leadership skills	📖 Clark, Jackson, & Prieto (2010) 📄 Cline & Necochea (2006)
Session 4	- Current and research in the dual language/bilingual field	📖 de Jong (2002) 📖 DePalma, (2010) 📄 Lee (2014)
Session 5	- Bi/Multilingual language policies - My Critical Project Section A Sharing	📄 Garcia (2014) 📄 Flores & García (2013) 📄 Potowski (2009) My Critical Project: Section A due
Session 6	- Advocacy - Being a resource and advocating for equitable responsibilities & the profession in contexts outside of the classroom	📖 Reyes, A., & Kleyn, T. (2010)
Session 7	- Re(Examining) the curriculum for dual language/bilingual classes - Views on bilingual learners	📄 Quezada & Alfaro (2012) 📄 Romo & Chavez (2006, June) 📄 Fránquiz, Salazar, &

	- My Critical Project: Section B: Sharing	Denicolo(2011) My Critical Project: Section B:
Session 8	- Teacher research/Classroom inquiry	📖 Hubbard & Power (2003)
Session 9	- Critical conscious teachers - My Critical Project: Section C Sharing	📖 Arellano, Cintrón, Flores & Berta- Ávila (in press). 📄 Darder (2012) My Critical Project: Section C due
Session 10	- Leadership in school/district - Teacher agency - Reflective Practice	📄 Rodríguez & Alanís (2011) 📄 Ek & Chávez (2015) 📄 Palmer & Martinez (2013)
Session 11	- Inquiry Project: Poster Presentation - Wrap up session	Inquiry Project <i>due</i>