

**CIEP 471: FOUNDATIONS OF TEACHING ENGLISH AS A SECOND LANGUAGE  
AND BILINGUAL EDUCATION**

**Principal Preparation**

School of Education

Loyola University Chicago

Spring 2016

Name: Mandy Roudebush

Email: aroudebush@luc.edu

Office: Lewis Towers 1061, (WTC)

Office Hours: Before/after class, by appointment

Class Day/Times: Tuesdays and Thursdays, 5:00-8:00PM

Class Location: Corboy, 205

---

**Course Description:**

This course introduces future principals to an understanding of the historical, political, philosophical, and socioeconomic issues of English as a second language (ESL) and bilingual education policies, programs, and services for English language learners (ELLs). Topics will include language learning and acquisition theories, linguistically responsive practice in classroom assessment and instruction, and broader school-wide reform for ELLs through standards-based instruction and assessment. Current state and national educational legislation that impacts ELLs will be discussed.

---

**Readings:**

Required Texts:

- Crawford, J., & Krashen, S. (2007). *English learners in American classrooms: 101 questions, 101 answers*. New York: Scholastic.
- Hamayan, E., & Freeman Field, R., (2012). *English language learners at school: A guide for administrators*. Pennsylvania: Caslon, Inc.
- Miramontes, O., Nadeau, A., & Commins, N. (2011). *Restructuring schools for linguistic diversity: Linking decision making to effective programs*. New York: Teachers College Press.

Additional articles and readings posted on Sakai:

- Gandara, P. & Contreras, F., (2009). *The Latino education crisis: The consequences of failed policy*. Harvard, MA: Harvard University Press. Introduction, Chapters 1-4.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press. Chapters 1 & 2.

- Heineke, A., Coleman, E. Ferrell, E. & Kersemeier, C. (2012). Opening doors for bilingual students: Recommendations for building linguistically responsive schools. *Improving Schools* 15(2) pp 130-147 DOI: 10.1177/1365480212450235
  - Jung, L. & Guskey, T. (2010). Grading exceptional learners. *Educational Leadership*, 67(5), 31-35.
  - Lucas, T. & Villegas, A., (2013). Preparing linguistically responsive teachers: Laying the foundations in preservice teacher education. *Theory into Practice*, 52, 98-109.
  - Montgomery, W., (2001). Creating Culturally Responsive, Inclusive Classrooms. *Teaching Exceptional Children*. 33(4), 4-9.
  - Ovando, C., (2003). Bilingual education in the United States: Historical development and critical issues. *Bilingual Research Journal*, 27(1), 1-24.
  - World Class Instructional Design and Assessment (WIDA). (2012). *Amplification of the English Language Development Standards*. University of Wisconsin Madison: Wisconsin Center for Education Research. Available: <http://wida.us/standards/eld.aspx>
- 

### **Goals and Outcomes:**

As part of this course candidates will gain an understanding of:

- Second language acquisition theory and how this acquisition displays itself in second language learners P -12.
- State and federal laws, regulations and case law regarding programs for students with disabilities and ELLs.
- The role of the first language in second language acquisition and learning, including listening, speaking, reading and writing.
- Research-based ELL strategies for effective teaching of Basic Interpersonal Communication Skills (BICS) for students P -12.
- Research-based ELL strategies for effective teaching of Cognitive Academic Language Proficiency (CALP) for students P- 12.
- Best practices for assessing students' native and English language development.
- Best practices for assessing ELL students' academic content knowledge.
- ELL students' ACCESS scores to ensure appropriate services for ELL students.

### **Topical Outline:**

- The politics of language and education
- History of language education and policies in the U.S.
- Relationship between legislation and bilingual education
- First and second language acquisition and learning theories
- Teaching with WIDA standards and assessments
- School foundations, structures and systems
- Language policies, planning, and practice
- Program models for bilingual and English instruction
- Classroom instruction and assessment for ELLs
- The role of culture in learning and language learning
- Engaging the families, caregivers and communities of ELLs

## **Course Standards:**

### **SREB 13 Critical Success Factors/Functions & ISLLC Standards**

**CSF 1:** The school leader is able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.

- Aligns with 2008 ISLLC Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- Functions:
  - A. Collaboratively develop and implement a shared vision and mission
  - B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
  - C. Create and implement plans to achieve goals
  - D. Promote continuous and sustainable improvement
  - E. Monitor and evaluate progress and revise plans

**CSF 2:** The school leader is able to set high expectations for all students to learn high-level content.

- Aligns with 2008 ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Functions:
  - A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
  - B. Create a comprehensive, rigorous, and coherent curricular program
  - C. Create a personalized and motivating learning environment for students
  - D. Supervise instruction
  - E. Develop assessment and accountability systems to monitor student progress
  - F. Develop the instructional and leadership capacity of staff
  - G. Maximize time spent on quality instruction
  - H. Promote the use of the most effective and appropriate technologies to support teaching and learning
  - I. Monitor and evaluate the impact of the instructional program

**CSF 3:** The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.

- Aligns with 2008 ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Functions:
  - A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
  - B. Create a comprehensive, rigorous, and coherent curricular program
  - C. Create a personalized and motivating learning environment for students
  - D. Supervise instruction
  - E. Develop assessment and accountability systems to monitor student progress
  - F. Develop the instructional and leadership capacity of staff
  - G. Maximize time spent on quality instruction

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

I. Monitor and evaluate the impact of the instructional program

**CSF 4:** The school leader is able to create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.

- Aligns with 2008 ISLLC Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- Functions:
  - A. Ensure a system of accountability for every student's academic and social success
  - B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
  - C. Safeguard the values of democracy, equity, and diversity
  - D. Consider and evaluate the potential moral and legal consequences of decision-making
  - E. Promote social justice and ensure that individual student needs inform all aspects of schooling

**CSF 5:** The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement.

- Aligns with 2008 ISLLC Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Functions:
  - A. Collect and analyze data and information pertinent to the educational environment
  - B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
  - C. Build and sustain positive relationships with families and caregivers
  - D. Build and sustain productive relationships with community partners

## **IDEA Instructional Objectives**

Essential learning objectives for this course:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
4. Learning to analyze and critically evaluate ideas, arguments, and points of view

At the conclusion of the course you will complete the course evaluation at

<http://luc.edu/idea/> using the ***Student IDEA Log In***.

---

## **Dispositions**

- Please see attached rubric for dispositions that will be assessed in this course.
- 

## **Evaluation:**

- Assignments will not be accepted past the stated due date on the syllabus. All assignments will be maintained and posted on an electronic portfolio on LiveText, unless otherwise directed by the professor. All assignments will be submitted adhering to APA 6<sup>th</sup> edition style. A rubric for each assignment is attached to this syllabus.  
<http://www.luc.edu/education/admission/tuition/course-management-fee/>

**Description of Assignments:**

*The four numbered assignments below will be combined to create one school restructuring portfolio. Assignments must be conducted at a school with ELLs in the student population. These can be done in partners or small groups.*

Assignment Title	Assignment Goal and Description	%
<b>1. School Foundations for ELL Student Achievement</b>	In this assignment, the school leader will create a focused mission to improve ELL student achievement and a vision of the elements of school, curriculum, and instructional practices that make higher ELL student achievement possible (CSF 1; ISLLC 1). Participants will (a) collect and use data (including students’ ACCESS or other related assessment score data) to recognize the individual needs and promote learning of ELLs at the school, (b) collaboratively develop a shared vision that incorporates and values linguistic diversity, (c) define a mission with goals to guide daily practice with ELLs, (d) cultivate and nurture a culture of democracy, equity, achievement and diversity, and (e) promote school improvement through the monitoring and evaluation of these foundations.	<b>20%</b>
<b>2. Structures and Systems for ELL Student Achievement</b>	In this assignment, the school leader will create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult (CSF 4; ISLLC 5). Participants will (a) investigate language policies and guidelines and consider the moral and legal consequences of decision making, (b) outline the social, linguistic, and academic needs of ELLs grounded in appropriate data collection and analysis, (c) create school structures, systems, and schedules to support students’ social, linguistic, and academic achievement, and (d) reflect on structures to ensure investment of the faculty and that individual ELL student needs inform all aspects of schooling.	<b>20%</b>
<b>3. Instructional Programming for ELL Student Achievement</b>	In this assignment, the school leader will recognize and encourage implementation of good instructional practices that motivate, increase and hold high expectations for ELL student achievement (CSF 2 & 3; ISLLC 2). Participants will (a) identify and evaluate the program model and the fidelity to the program model’s use of classroom instruction and assessment of ELLs, (b) improve the program model to provide comprehensive, rigorous, and coherent curriculum that is motivating and personalized to ELLs, (c) develop assessment and accountability systems to monitor student	<b>20%</b>

	progress, (d) devise a plan for professional development to support the above programmatic plan.	
--	--	--

<b>4. Family and Community Engagement in ELL Student Achievement</b>	In this assignment, the school leader will use data to initiate and continue improvement in school and classroom practices and ELL student achievement (CSF 5; ISLLC 4). Participants will (a) collect and analyze data and information pertinent to the educational environment, (b) outline ways to promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources, and (c) design a plan to build and sustain positive and productive relationships with families, caregivers and community partners.	<b>20%</b>
<b>Class Facilitation</b>	In small groups candidates will facilitate class discussion on the assigned readings for that class session. Candidates will be assessed on the ability to foster deep conversation and critical analysis of the topics in the assigned readings. The discussion should be for one hour of the class session.	<b>10%</b>
<b>Assigned Readings and Course Participation</b>	This will include assigned and supplemental readings to be provided by the instructor throughout the course. It is expected that participants will read all selections thoroughly and deeply prior to class sessions. Class dialogue is an essential component of this course.	<b>10%</b>
<b>FINAL GRADE</b>		<b>100%</b>

---

**School of Education Information and Policies**

**School of Education Conceptual Framework:**

This course places educational equity and advocacy for English language learners as foundational tenets to the discipline as well as fundamental aspects of social justice. The course specifically addresses the following conceptual framework standards:

- CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
- CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

**Diversity:**

Content for this course is designed to highlight theoretical considerations of educational equity for English language learners. Both linguistic and cultural diversity are addressed within this framework. This course centers specifically on teaching and learning with ELLs and other culturally and linguistically diverse students, families, and communities.

Policies and information related to Academic Honesty, Accessibility, Conceptual Framework, the EthicsLine Reporting Hotline, and the Electronic Communication and Guidelines can be found at: <http://luc.edu/education/syllabus-addendum/>

## Tentative Course Schedule

<b>Class</b>	<b>Course Topics &amp; Activities</b>	<b>Readings</b>	<b>Assignments</b>
<b>Class 1</b> 5/24/16	<b>Course Introduction</b> Syllabus & Course Overview	Heineke et al. Takacs	
<b>Class 2</b> 5/26/16 <i>Online</i>	<b>The Politics of Language &amp; Education &amp; Historical and Legal Precedents</b> U.S. Language Education History Current Context of Language & Education	Crawford & Krashen, pp. 38-87 Gandara & Contreras, Introduction & Chaps. 1-4 Ovando	Online Forum Completed by Sunday, 5/29/16
<b>Class 3</b> 5/31/16	<b>Second Language Teaching and Learning</b> Second Language Acquisition Theories WIDA Standards & ACCESS Tests	Crawford & Krashen, pp. 12-16, 24-36 Hamayan & Freedman Field, Chap. 2 WIDA 2012, Introduction WIDA –Mission and Story WIDA ACCESS - About Miramontes <i>et al.</i> , Foreword & Introduction	
<b>Class 4</b> 6/2/16 <i>Online</i>	<b>School Foundations, School Structures, &amp; Systems for ELLs</b> School Vision & Mission School-wide Culture & Community Social Networks & Relationships School-wide Schedules & Planning	Miramontes <i>et al.</i> , Chaps. 1 & 2 Hamayan & Freedman Field, Chaps. 1 & 5	Online Forum Completed by Sunday, 6/5/16
<b>Class 5</b> 6/7/16	<b>Language Policy, Planning &amp; Practice</b> Nation & State Language Policies Layers of Language Policy Appropriation	Crawford & Krashen, pp. 67-75 Hamayan & Freedman Field, Chap. 3 Miramontes <i>et al.</i> , Chap. 3	Group 1 Facilitation
<b>Class 6</b> 6/9/16	<b>Program Models for ELLs</b> Bilingual Program Models & Goals English Program Models & Goals	Hamayan & Freedman Field, Chap. 4 Miramontes <i>et al.</i> , Chap. 4	<b>Assignment #1</b> (Foundations)
<b>Class 7</b> 6/14/16	<b>Classroom Instruction for ELLs</b> Four Domains of Language BICS and CALP in Instruction Sheltered Principles & Strategies	Crawford & Krashen, pp. 17-26 Miramontes <i>et al.</i> , Chaps. 5 & 6 Hamayan & Freedman Field, Chap. 6	Group 2 Facilitation
<b>Class 8</b> 6/16/16	<b>Classroom Assessment of ELLs</b> Formative Assessment for ELLs Issues in Summative Assessment with ELLs	WIDA – Focus on Formative Assessment Jung	<b>Assignment #2</b> (Structures)



<b>Class 9</b> <b>6/21/16</b>	<b>The Role of Culture in Learning</b> Deep & Surface Culture Background Knowledge	Gay, Chaps. 1 & 2 Lucas & Villegas Montgomery	Group 3 Facilitation
<b>Class 10</b> <b>6/23/16</b>	<b>Engaging Families &amp; Communities</b> Home & Family Funds of Knowledge Communities & Schools	Miramontes <i>et al.</i> , Chap. 7 Hamayan & Freedman Field, Chap. 7	<b>Assignment #3</b> (Instruction)
<b>Class 11</b> <b>6/28/16</b>	<b>Course Closure</b> Sharing ELL School Change Portfolio Closing Thoughts & Reflections	Miramontes <i>et al.</i> , Chaps. 8 Hamayan & Freedman Field, Chap. 8	Group sharing of Portfolios
<b>Class 12</b> <b>6/30/16</b>	No class Meeting		<b>Assignment #4</b> (Community)

**Rubrics for Assignments/Assessments/Field Experiences:**

**Assignment 1: School Foundations for ELL Student Achievement**

<b>Elements</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>ELL Needs</b> (Function G)	The social, cultural, linguistic and academic needs of ELLs are clearly outlined.	The social, cultural, linguistic, and academic needs of ELLs are vaguely described.	The needs of ELLs are not described.
<b>ELL Data</b> (Function G)	Foundations are clearly grounded in and aligned with ELL achievement data (e.g., ACCESS).	Foundations are somewhat grounded in and aligned with ELL achievement data.	Foundations are not grounded in or aligned with ELL achievement data.
<b>ELL Vision</b> (Function F)	The shared vision explicitly incorporates and values linguistic diversity.	The shared vision implicitly incorporates and values linguistic diversity.	The vision does not incorporate or value linguistic diversity.
<b>ELL Mission</b> (Function F)	The mission statement explicitly defines goals that guide practice with ELLs.	The mission statement implicitly defines goals that guide practice with ELLs.	The mission statement does not define goals for ELLs.
<b>School Culture</b> (Function G)	The culture plan outlines explicit ideas to cultivate and nurture democracy, equity, achievement and diversity.	The culture plan outlines vague ideas to cultivate and nurture democracy, equity, achievement and diversity.	The culture plan does not outline ideas for democracy, equity, achievement or diversity.
<b>Evaluation</b> (Function H)	The school foundation assignment outlines a clear plan for ongoing monitoring and evaluation.	The school foundation assignment outlines a vague plan for ongoing monitoring and evaluation.	The school foundation assignment does not give a plan for monitoring and evaluation.

## Assignment 2: Structures and Systems for ELL Student Achievement

<b>Elements</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Policy Analysis</b> (Function D)	Assignment outlines all national, state, and local language policies and laws that guide decision making.	Assignment outlines some national, state, and local language policies and laws that guide decision making.	Assignment does not outline language policies and laws.
<b>ELL Needs</b> (Function E)	Assignment uses data to outline social, linguistic, and academic needs of ELLs.	Assignment outlines social, linguistic, and academic needs of ELLs.	Assignment does not outline the needs of ELLs.
<b>Social Structures</b> (Function A)	School structures adequately support the social needs of ELLs.	School structures somewhat support the social needs of ELLs	School structures do not support the social needs of ELLs.
<b>Linguistic Structures</b> (Function A)	School structures adequately support the linguistic needs of ELLs.	School structures somewhat support the linguistic needs of ELLs.	School structures do not support the linguistic needs of ELLs.
<b>Academic Structures</b> (Function A)	School structures adequately support the academic needs of ELLs.	School structures somewhat support the academic needs of ELLs.	School structures do not support the academic needs of ELLs.
<b>Alignment</b> (Function C)	School structures are clearly aligned with school foundations and values.	School structures are somewhat aligned with school foundations and values.	School structures are not aligned with school foundations or values.
<b>Reflection</b> (Function B)	Assignment includes reflection on both faculty investment and student achievement.	Assignment includes reflection on either faculty investment or student achievement.	Assignment does not include a reflection.

### Assignment 3: Instructional Programming for ELL Student Achievement

<b>Elements</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Program Evaluation</b> (Functions B, C & G)	Clear identification and thorough evaluation of current program model(s) and fidelity in classroom instruction and assessment of ELLs.	Identification and evaluation of current program model(s) without analysis of fidelity in classrooms.	No identification or evaluation of current program model(s).
<b>Program Revisions</b> (Functions B, C & G)	Revisions improve the program model to provide comprehensive, rigorous, and coherent curriculum to ELLs	Revisions improve the program model to provide comprehensive and coherent curriculum.	Revisions to the program model are not comprehensive or coherent.
<b>Assessment</b> (Functions E & I)	Program revisions include a clearly outlined assessment and accountability plan to monitor student progress and program impact.	Program revisions include a vaguely outlined assessment and accountability plan to monitor student progress and program impact.	Program revisions do not include an assessment and accountability plan.
<b>Technology</b> (Function H)	Program revisions promote use of effective and appropriate technologies to support teaching and learning.	Program revisions promote technology to support teaching and learning.	Program revisions do not promote technology.
<b>Professional Development</b> (Functions A & F)	Clear, collaborative, and rigorous plan for professional development that explicitly supports the program revisions.	Clear and collaborative plan for professional development that somewhat supports program revisions.	No plan for professional development.

**Assignment 4: Family and Community Engagement in ELL Student Achievement**

<b>Elements</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Asset Inventory</b> (Function A)	Thorough outline of family and community assets, including many and varied social, cultural, linguistic, and intellectual resources.	Outline of family and community assets, including some social, cultural, linguistic, and intellectual resources.	No outline of family and community assets.
<b>Community Engagement Plan</b> (Functions B & D)	Engagement plan effectively builds and sustains positive and productive relationships with community partners.	Engagement plan builds or sustains relationships with community partners.	No plan to engage community partners.
<b>Family Engagement Plan</b> (Functions B & C)	Engagement plan effectively builds and sustains positive and productive relationships with families and caregivers.	Engagement plan builds or sustains relationships with families and caregivers.	No plan to engage families and caregivers.

**Class Facilitation:**

<b>Criteria</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Discussion Preparation</b>	Students demonstrate ample preparation in advance of facilitation, including a thorough written plan/agenda and prepared materials.	Students demonstrate some preparation in advance of facilitation, including a rough written plan/agenda.	Students demonstrate no preparation in advance of facilitation.
<b>Content Knowledge</b>	Students demonstrate deep and accurate knowledge and understanding of the topics presented in assigned readings.	Students demonstrate knowledge and understanding of the topics presented in assigned readings.	Students demonstrate lack of knowledge and understanding of the topics presented in assigned readings.
<b>Content Application</b>	Students explicitly include guided practice for participants to apply their learning from the assigned readings to their related assignments for the course.	Students implicitly include guided practice for participants to apply their learning from the assigned readings to some facet of their practice as educators.	Students do not include guided practice time or opportunity for participants to apply their learning from assigned readings.
<b>Interactive Discussion</b>	All class participants are highly engaged throughout the discussion on topics directly related to the assigned readings.	Some class participants are engaged during the discussion on topics somewhat related to the assigned readings.	Class participants are unengaged during the discussion. Discussion is not related to the assigned readings.
<b>Overall Facilitation</b>	Students highly engage the class in a thoroughly planned and effectively executed discussion on policies and practices in schooling for ELs.	Students somewhat engage the class in a pre-planned and executed discussion on education topics related to ELs.	Students do not engage the class in a discussion on educational policy, practice, or education topics related to ELs.

## Dispositions

	Acceptable (0 pt)	Unacceptable (0 pt)	Target (0 pt)
Professionalism IL-LUC-DISP.1	Demonstrates all behaviors at acceptable level and all of the following: Takes initiative. Serves as a model for peers. Actively problem solves. Is resilient.	Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
Fairness IL-LUC-DISP.2	Demonstrates all behaviors at acceptable level and all of the following: Advocates/intercedes for others. Sees and accepts individual differences as strengths. Serves as a model for peers.	Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners' needs.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
All Students Can Learn IL-LUC-DISP.3	Demonstrates all behaviors at acceptable level and all of the following: Advocates for students/learners. Serves as a model for peers. Is reflexive: aware of the foundation that guides their professional practices, and regularly examines the origins and influence these foundations have on student learning.	Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.

