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Preparing people to lead extraordinary lives

TLSC 240: Language, Culture, and Pedagogy in Spanish Bilingual Classrooms **Supplemental Sequence: Exploring Language, Culture, and Pedagogy: Bilingual and Bicultural Education**

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Summer Session 2016

Instructor Information

Name: Joseph Elliott, M.A.

E-mail: jelliott1@luc.edu

Cell: 847-542-0025

Office hours: before or after class or by appointment

Module Information

Dates: June 7th – July 28th

Days: Tuesdays and Thursdays

Times: 8:30am-11:30am

On-Campus Location: Lake Shore Campus, Mundelein Center, Room 515

School-Site Location: Kingsley Elementary School, 2300 Green Bay Road, Evanston, IL, 60201

Module Description

This module specifically focuses on bilingual education, schools, classrooms, and learners. Teacher candidates will learn about and engage with culturally and linguistically diverse students in bilingual settings– primarily ELLs who speak Spanish as their native language. A key emphasis of this module is building off of the cultural and linguistic resources that students bring to the classroom, as well as maintaining and utilizing students’ native language (L1). In order to accomplish these important building blocks of bilingual education, teacher candidates will learn about and engage with students’ parents, families, and communities. In this module, candidates will inquire into and analyze the school’s approach to family and community involvement with a specific lens on L1 maintenance and bilingualism.

Candidates will also engage with parents, families, and communities in order to inform the analysis of the school and classroom’s alignment to language use in homes and communities.

Module Goals

Essential Questions:

- What program models of bilingual education are commonly used in schools?
- How does a student’s native language (L1) support learning in a second language (L2)?
- What instructional methods and strategies should be used in bilingual classrooms to support L1 and L2 development?

- What principles and approaches should be used in schools and communities to support and promote L1 and L2 development?
- What are the instructional, leadership, and advocacy roles of bilingual teachers?

As a part of this module, candidates will understand that effective educators:

- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- Apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families.
- Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.
- Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).

As a part of this module, candidates will:

- Describe the necessary professional knowledge to support and enhance the whole child, including meeting student needs across physical, social, psychological, linguistic, and intellectual contexts. (b1E, b1H) (IB)
- Describe how English language proficiency standards build on second language acquisition and support instructional planning for language development. (b1H, c1A) (IB)
- Explain core principles and features of culturally responsive practice to meet the needs of diverse learners across general and specific classroom settings (e.g., bilingual, ESL, self-contained). (d1B) (IB)
- Explain how the social, cultural and historical context affects the expectations of students, utilizing ideas and principles related to social, cultural, linguistic, and economic capital. (c1C)
- Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers, and schools. (a1A, c1C) (IB)
- Communicate effectively with a wide range of educational professionals, parents and guardians, as well as community members and organizations to benefit student development. (h1H, h1I, i2D) (IB)
- Collaborate with a wide range of professionals and community members to provide an appropriate and equitable education for students. (h1H, h1I, h2J, i1F, i2F) (IB)
- Discern the most appropriate actions needed to serve the best interests of diverse students and families. (h1H, i2I)
- Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (a1A, a2A, b2E, b1E, c2J, e2E) (IB)
- Evaluate and support the social, emotional, cultural, linguistic and academic needs and backgrounds of children and families as they transition into American society. (h2G; i1F; i2I)

Dispositions

- Develop awareness that teaching is a complex practice with inherently political and ethical implications. (i1F)
 - Ground advocacy efforts in ethical convictions that promote social justice and affect policy design and implementation. (i2I)
 - Value diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J)
 - Value the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F)
 - Recognize the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national, and international educational organizations.
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Grading Policy & Scale:

Final grade is based upon completion of course requirements, as weighted above and following this scale:

93%-100%	A	73%-76%	C
90%-92%	A-	70%-72%	C-
87%-89%	B+	67%-69%	D+
83%-86%	B	63%-66%	D
80%-82%	B-	60%-62%	D-
77%-79%	C+	Below 60%	F

Module Assignments

- **Module Participation: 15%**
Candidates are expected to consistently and actively participate in all module session activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read the assigned article, and having completed a reading reflection in their dialogue journal.
- **Reader Response/Dialogue Journal: 20%**
Candidates will complete weekly reflections on their readings and clinical experiences in the form of a dialogue journal to be shared with the instructor on a weekly basis.
- **Reading Facilitations: 5%**
Candidates will present on a research article in an engaging way by conveying the content of the article, connecting the article to course content, and engaging the class in a meaningful activity or dialogue.

Summative Assessment Assignments

- **Community Profile: 20%**
Explore the community of the school we are visiting and analyze the linguistic and cultural funds of knowledge and resources in and around the community. Grounded in the sociolinguistic tradition, the profile will share how community members use language and literacy at homes

and in the community. Provide an introduction to the community, findings related to how the members of the community use language and literacy at homes and in the community, and recommendations for how these linguistic assets could be utilized in formal educational settings. Rubric will be provided.

- **Interview Profile: 20%**

Interview a teacher who provides ESL, Bilingual or Dual Language instruction. Provide a detailed summary of your interview. Questions will be developed in collaboration during class. Rubric will be provided.

- **Recommendations for Language Teaching and Learning Presentation: 20%**

Discuss how the cultural and linguistic assets and resources of the community could be built upon and infused into the school and classroom. Describe how you would plan to implement your findings to advocate for EL/bilingual students and families. Explore and analyze the school-based language environment and programs. Recommendations will include findings to improve language teaching and learning in that specific community – both continuing the positive aspects of language teaching and learning that exist and suggestions for changing or adding other aspects and practices. Analyze the linguistic environment and language teaching and learning. Share the approaches to teaching language, including programs, curriculum, instruction, and assessment, as well as parent and family involvement.

Module Text

Escamilla, K. (2014). *Biliteracy from the start: Literacy squared in action*. Philadelphia: Caslon Publishing.

Additional Readings

To be provided by instructor

School of Education Policies and Information

Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance social action through education, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

The following Conceptual Framework Standard is specifically addressed in this course:

CF1--Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF4-- Candidates demonstrate skills that will enable them to work effectively with diverse clients. Crucial to bilingual education, candidates must: (a) recognize the cultural and linguistic assets of families, homes, and communities, (b) critically evaluate classroom and school practices for culture and language, and (c) propose solutions to align language use inside and outside of school in order to build upon and value students' funds of knowledge.

IDEA Objectives

To facilitate the process for online course evaluations, the following 5 objectives are considered essential and important for this course:

1. Gaining a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Learning to apply knowledge and skills to benefit others or serve the public good

Dispositions

Each course in the School of Education focuses on one or more professional dispositions. In this course students are offered opportunities to receive feedback on their dispositional growth in the areas of *professionalism, fairness and/or the belief that all students can learn.*

Technology

To complete the policy and practice analysis for this course, candidates will regularly engage with technology. Teacher candidates will (1) seek out information on the internet and in databases about various policies, programs, and contexts, (2) use software to organize and analyze data for the case study, and (3) observe various uses of technology in classroom rounds.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can also include the following hyperlink to offer students additional information about [LiveText](#).

Diversity

By focusing on the policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to: the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml.

For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

www.luc.edu/its/itspoliciesguidelines/index.shtml

Course Overview

Class Sessions Tu/Th	Location	Topic
Week 1 – 6/7, 6/9 Segment 1	LSC	Language Development, Acquisition, & Learning
Week 2 – 6/14, 6/16 Segment 1	Kingsley	
Week 3 – 6/21, 6/23 Segment 2	LSC/Add'l off-site location TBD	Community Linguistic & Cultural Funds of Knowledge
Week 4 – 6/28, 6/30 Segment 2	Kingsley	
Week 5 – 7/5, 7/7 Segment 3	LSC	Bilingual Methods & Strategies
Week 6 – 7/12, 7/14 Segment 3	Kingsley	
Week 7 – 7/19, 7/21 Segment 4	LSC	Instructional Implementation, Advocacy & Summative Assessment
Week 8 – 7/26, 7/28 Segment 4	LSC	

Segment 1

- Teacher candidates reflect upon their own cultural and linguistic background, with an emphasis on language development, acquisition, and learning. Those reflections serve as springboards to access prior knowledge and build background related to pertinent theories and principles of first language development and second language acquisition.

Segment 2

- Teacher candidates, partnering with community members near the school site (e.g., community centers, parent volunteers, restaurants, libraries, and other public locations), explore the use of language external to the formal school setting.
- Teacher candidates, using the information and observations gleaned in fieldwork outside of the school setting, explore pertinent facets of language and linguistics, including language structures, functions, varieties, and patterns.
- Teacher candidates, using the *funds of knowledge* lens, highlight the cultural and linguistic strengths and resources that students bring to the classroom from their unique homes and communities.

Segment 3

- Teacher candidates, in partnership with an expert bilingual teacher, explore, plan, and practice the methods and strategies of bilingual instruction in bilingual classrooms.
- Teacher candidates observe and analyze language use in the bilingual classroom, noting the various uses, purposes, and values placed on both L1 and L2.
- Teacher candidates observe and analyze language use in the school, noting the various uses, purposes, and values placed on both L1 and L2.
- Teacher candidates interview a bilingual teacher, mentor or another non-classroom teacher at the school site (e.g., special education teacher, school administrator) to inquire into language use at classroom and school level, as well as inquire into advocacy roles for bilingual students, programs, and practices.

Segment 4

- Teacher candidates connect the observations and experiences of language use inside and outside of school to complete the summative assessment (see below).
- Teacher candidates, working with the bilingual teacher mentor, use the findings from the community and interview profile to plan and implement a lesson that incorporates students' cultural and linguistic funds of knowledge.
- Teacher candidates share findings from the community and interview profile, as well as the corresponding classroom lesson, with peers and colleagues.
- Teacher candidates reflect upon the role of the bilingual teacher as an instructional leader and advocate for bilingual students, families, and communities.

TLSC 240 Summative Assessment Presentation

Central to this class is the exploration of multiple facets of language learning, education, and practice, specifically focusing on the language and linguistics that exists in homes and communities and the alignment (or lack of alignment) between those language and linguistic practices and those that occur in classrooms and schools. The first portion will focus on the community profile, they will utilize qualitative research methods to research and explore how community members use language and literacy at homes and in the community and then study and analyze language, linguistic patterns, language varieties, and linguistic funds of knowledge and resources. The second portion will focus on the interview profile; participants will explore and analyze the school-based language environment and programs. The final portion of the larger assignment will include an overall evaluation of the alignment of language and linguistics between the community, families, and school and candidates will share findings and recommendations to improve language teaching and learning in that specific community.

Assessment Details:

- ***Community Language Profile:*** Provide an introduction to the community, findings related to how the members of the community use language and literacy at homes and in the community, and recommendations for how these linguistic assets could be utilized in formal educational settings.
- ***Interview Profile:*** Interview a teacher who provides ESL, Bilingual or Dual Language support at the school we are visiting. Provide a detailed summary of your interview. Questions will be developed in class.
- ***Recommendations for Language Teaching and Learning:*** Discuss how the linguistic assets and resources of the community and the interview profile could be built upon and infused into the school and classrooms. Describe how you would plan to share your findings with the school to advocate for EL students and families. Analyze the linguistic environment and language teaching and learning. Share the approaches to teaching language, including programs, curriculum, instruction, and assessment, as well as parent and family involvement.

TLSC 240 Summative Assessment Presentation Rubric

Criteria	Mastering	Developing	Beginning
<p>Community Language Profile TESOL 1.b.4. TESOL 2.d.</p>	<p>Candidate investigates language use and communicative patterns in one community, including sociocultural, psychological, and political facets. Candidate thoroughly analyzes and thickly describes community language use.</p>	<p>Candidate observes the sociocultural, psychological, and political facets of language use and communication in one community. Candidate analyzes and describes community language use.</p>	<p>Candidate demonstrates awareness of the sociocultural, psychological, and political variables within a community.</p>
<p>School Language Profile TESOL 1.b.5. TESOL 5.a.3.</p>	<p>Candidate designs and conducts classroom research. Candidate provides thorough description and critical analysis of the school's learning environment and language instruction.</p>	<p>Candidate conducts school and classroom research. Candidate provides description and analysis of the school's learning environment and language instruction.</p>	<p>Candidate demonstrates familiarity with the basics of classroom research. Candidate provides description of the school's learning environment and language instruction.</p>
<p>Language TESOL 1.a.1. TESOL 1.a.3.</p>	<p>Candidate thoroughly uses a variety of examples of rhetorical and discourse structures and conventions from the data to identify similarities and differences between community and school language use.</p>	<p>Candidate adequately uses examples of rhetorical and discourse structures and conventions to identify similarities and differences between community and school language use.</p>	<p>Candidate demonstrates awareness of rhetorical and discourse structures and conventions of language.</p>
<p>Linguistics TESOL 1.a.1. TESOL 1.a.2.</p>	<p>Candidate clearly describes and applies the components and elements of language to recognize the similarities and differences between community and school language use.</p>	<p>Candidate describes the components and elements of language to recognize the similarities and differences between community and school language use.</p>	<p>Candidate demonstrates understanding of the components and elements of language (i.e., phonology, morphology, syntax, semantics, pragmatics).</p>
<p>Community Suggestions TESOL 5.b.6.</p>	<p>Candidate makes suggestions to create empowering circumstances and environments for ELs and families and engage with community members and policymakers on issues affecting ELs.</p>	<p>Candidate makes suggestions to provide ELs and families with information, support, and assistance to fully access the resources of community and school language education.</p>	<p>Candidate makes suggestions that demonstrate familiarity with community language education and other resources available to EL students and families.</p>

<p>School Suggestions TESOL 5.b.5.</p>	<p>Candidate advocates for ELs and families by making aligned, appropriate, and comprehensive suggestions to improve the school's learning environment and language instruction.</p>	<p>Candidate advocates for ELs and families by making aligned and appropriate suggestions to improve the school's learning environment and language instruction.</p>	<p>Candidate makes suggestions that demonstrate an understanding of the importance of advocacy for EL students and families.</p>
<p>Collaborative Solutions TESOL 5.b.3. TESOL 5.b.5. TESOL 5.b.7.</p>	<p>suggestions and describes his or her leadership role in collaboration with general and specialist school staff to improve school practice with ELs and families.</p>	<p>Candidate makes suggestions for collaboration with general and specialist school staff to improve school practice with ELs and families.</p>	<p>Candidate makes suggestions that demonstrate the importance of establishing collaborative relationships among school personnel.</p>