

## **Theory/Foundations of ESL and Bilingual Programs**

**Brandman Course Number: ILLINOIS: EDEU 500 / OTHERS: EDEU 9388**

*In IL, this course applies only to the ESL endorsement.*

*Those pursuing an IL Bilingual endorsement will take EDEU 9393 (Theory/Foundations of Bilingual Programs)*

### **Course Syllabus – Fully Online**

**Instructor:** Found in the OnlineClassroom

**Email:** To communicate with the Coach/Mentor, select the Coach/Mentor tab on the menu in the OnlineClassroom. Then, select the check box, and click MESSAGE.

**Meeting dates/times/locations:** Piccolo School | Tuesdays | March 10 – Apr 21

**Final due date for submission of all work:** Posted in OnlineClassroom

#### **Section 1: Description**

Explore how historical, political, sociocultural, and educational events, policies, laws, and issues drive and affect education of linguistically and culturally diverse students in programs serving English Learners in schools. Become familiar with services and programs are to be provided to ELL students in ESL and Bilingual programs based on local, state, and federal policies and laws. Explore program delivery models and various theories of Second Language Acquisition (SLA), bilingualism, and sociocultural variables. Twenty (20) hours of practical experience is required.

#### **Section 2: Optional credit**

Upon successful completion of all activities and assignments **including proof of membership in the IL Association of Multicultural and Multilingual Education, (or for those outside of IL, the State's local affiliate of the National Association of Bilingual Education, and active participation in at least two Facebook groups for ESL/Bilingual teachers,** graduate credit is available from Brandman University School of Extended Education, Irvine, CA, for course EDEU 500 (Illinois) OR EDEU 9388 (all others), for an additional fee paid directly to Brandman. This fee is set at Brandman's sole discretion and is subject to change at any time with or without notice. Brandman is accredited by the Western Association of Schools and Colleges.

TO REGISTER FOR GRADUATE CREDIT: Follow the link provided in the ASPD OnlineClassroom. Registration as a student at Brandman University is completed anytime before the end of the 4<sup>th</sup> week of this course.

Graduate credit is only awarded to those with a Bachelor's Degree, or higher.

#### **Section 3: Goals/Outcomes**

1. Analyze, explain, and apply knowledge about the history, research, and current policies and practices in the field of EL education, nationally and within one's own state
2. Analyze and explain the historical, political, sociocultural, and educational concepts and issues that affect education of linguistically and culturally diverse students in schools
3. Compare and contrast stages of L1 and L2 language development and the impact on BICS and CALPS
4. Compare and contrast additive and subtractive theories of bilingual education, including principles, characteristics, and terminology
5. Explain the effects of additive and subtractive theories of bilingual education on students, families, and communities
6. Explain how each theory of bilingual education influences program development and implementation
- 7. Analyze programs serving English Learners within one's school to determine the degree to determine their theoretical foundations**
- 8. Demonstrate ability to advocate for English Learners and/or families**
9. Analyze and explain local, state, and federal policies/laws regarding entitlement and appropriate school services for English Language Learners
10. Demonstrate ability to distinguish between issues related to L2 development and disabilities
11. Explain issues and practices related to assure fair and equitable assessment of ELs with perceived learning disabilities
12. Demonstrate understanding of professionalism such as ethics, the role of the EL teacher as advocate for students and families, and resources for continued professional growth
13. Utilize resources from national and local professional organizations, social media groups, local community organizations, and other sources available to support professional growth opportunities to issues emerging in practice for teachers of English Learners

#### Section 4: Text/Materials

##### **FREE DOWNLOADS:**

##### **ENGLISH LEARNER TOOL KIT, US Department of Education**

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf>

##### **Guiding Principles for Dual Language Education, 3<sup>rd</sup> Ed.**

<http://www.cal.org/resource-center/publications-products/gp3-pdf>

**Additional materials are included in the OnlineClassroom or as required by the course coach.**

## Section 5: Standards

### IL State Standards for Teachers: Section 27.425 Rules - Effective 2018

IL27.425-a5A1: demonstrates knowledge of history, research, and current policies and practices in the field of EL education and applies this knowledge to meeting the needs of ELs

IL27.425-a5A2: demonstrates knowledge of both additive and subtractive theories of bilingual education and understands the effects of these practices on students, families, and communities

IL27.425-a5B1: participates in professional growth opportunities, collaborates and builds partnerships with other professionals and community organizations, and advocates for ELs

IL27.425-a5C1: demonstrates understanding of the benefits of multilingualism and incorporates ELs' cultural and linguistic assets into their practice in order to help ELs be socially and academically successful

IL27.425-a5C2: demonstrates understanding of how to work collaboratively with families of ELs and communities to improve the learning environment, provide support, and advocate for ELs and their families

IL27.425-a5D: demonstrates an understanding of the relationship between language and power

IL27.425-b2C: knows and understands research-based models of bilingual education and their features, including components, goals, benefits, limitations, and factors that determine the implementation of a particular bilingual program in a school or district

### TESOL STANDARDS FOR PROFESSIONALISM AND LEADERSHIP - Effective in IL 2024

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice.

5a: Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

5b: Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.

5c: Candidates practice self-assessment and reflection, make adjustments for self improvement, and plan for continuous professional development in the field of English language learning and teaching.

## Section 6: Content/Outline (pacing and delivery to be determined by course coach)

### THEME 1: Legal foundations for educating English Language Learners

- Laws, decisions of the courts, and actions of the Executive Branch of government drive programs and practices in the education of English Learners in districts, schools, and classrooms in the United States
- Professional and legal obligations of teachers in educating English Learners

### THEME 2: Serving the needs of English Language Learners

- Requirements for identification, assessment, instruction of English Language Learners
- Determining when a student may exit a program serving English Learners
- Role and rights of parents

### THEME 3: Models for instruction

- Additive and Subtractive Theories and Models of Second Language Learning
- Common instructional models associated with additive and subtractive theories, including Dual Language Programs
- Effects of programs based on additive and subtractive theories
- How theories drive one's personal practice in educating English Learners

### THEME 4: Supporting English Learners in special populations

- Identifying and responding to needs of Newcomers
- Identifying and responding to the needs of migrant students
- Identifying and responding to needs of refugee students
- Differentiating between Second-Language Learning and Cognitive Disabilities in ELs
- Supporting ELs with disabilities

### THEME 5: Philosophy, Advocacy, and Professionalism

- Determining one's philosophy for educating English Learners
- Advocacy role for teachers of English Learners
- Obtaining support from formal and informal professional groups and organizations available for teachers of English Learners

## Section 7: Requirements

Attend and participate in all class sessions

Submit Facebook posts regularly throughout the course

Complete all activities successfully

Complete an assessment of content

## Section 8: Evaluation of work

Prompts for each assignment define content, format, and language expectations.

All assignments, projects, and activities are assessed using a rating of satisfactory and unsatisfactory. Those seeking Brandman University credit will be eligible for credit after receiving a satisfactory rating on all assignments, projects, and activities.

## Section 9: Brandman University Grading

- Successful completion of all assignments will translate to an “A”
- A final grade reduction of 1/3 will occur for each week in which at least two legitimate posts are not made (e.g., A to A-, A- to B+, B+ to B, etc.)

## SECTION 10: Projects

### PROJECT 1: Professional and Advocacy (30%)

#### TASK

1. Locate two reputable community agencies serving immigrants and refugees from TWO different ethnic/cultural groups. Schedule a site visit and

One list of possibilities in the Chicago area can be found in the PARTNER ORGANIZATIONS section found under the ABOUT tab at <https://www.icirr.org>

2. Develop a 10-13 page paper summarizing the issues facing multiple immigrant and refugee groups, how these impact the work of schools, how schools can benefit from the work of community-based agencies, and what might be done in your school *and your classroom* to identify and remove known and unknown barriers for immigrant and refugee students. (If you do not currently teach children of immigrants and/or refugees, you may write about future plans.)

#### WHAT TO DO

Schedule and interview staff at TWO community based agencies serving immigrants and refugees of different ethnic/cultural groups to develop an understanding of the range of needs and services facing immigrants and refugees and how policies and practices in area and school districts advance and hinder immigrant and refugee families.

When scheduling the site visit, request to have two or more staff present for the interview to provide an opportunity to obtain different perspectives and insights.

1. Select agencies that address the needs of ONE dominant language group in your community, ONE secondary or emerging language/immigrant group, and/or ONE language/immigrant group with which you have no familiarity. *At least ONE agency MUST provide support for refugees.*
  - a. If your school currently does not have English Learners, select an agency serving Spanish speaking immigrants, Arabic/Muslim immigrants, and one serving African or Asian populations. *At least ONE agency MUST provide support for refugees.*
2. Develop a set of interview questions that will reveal a) the cultural, linguistic, social, religious, educational, political, economic, health, and other needs and challenges of the population(s) served by the agency, b) the services available, c) the degree to which services are available and accessible, d) policies, practices, laws, rules, cultural, community, and other factors that promote or impede access and support, e) specific school/district policies and practices that create challenges to/for immigrant and refugee families, and f) insights these community-based professionals might have for schools serving students from immigrant and refugee families.
3. Conduct the interview. Take notes, gather documents, etc.

4. Develop an 10-13 page paper (double spaced) to address how to work collaboratively with families of ELs and communities to improve the learning environment, provide support, and advocate for ELs and their families. In general, address the following:
  - a. Issues facing immigrant and refugee families in each group (including similarities and differences)
  - b. How these issues impact your school, and more importantly, your classroom
  - c. How your school and staff can benefit from the work of community-based agencies
  - d. Ideas and suggestions for what might be done in your school *and your classroom* to identify and remove known and unknown barriers for immigrant and refugee students
  - e. Closing reflection about your experience and what this means for you as a professional working with (or who will work with) English learners of immigrant and/or refugee families
  - f. **INLCUDE ARTIFACTS** such as images of the facility, services, program brochures, including some in which you are included (e.g., such as a picture of you with the staff, etc.)

**PROJECT 2: Professionalism (30%)**

**WHAT TO DO:**

1. Join a few professional social media networks of ESL/Bilingual educators.
2. As a member, be an active and contributing member of multiple professional ESL/Bilingual teacher Facebook groups *with regularity* throughout the course.
3. When posting, provide sufficient detail for clarity, *as well as some type of citation/reference to support your idea(s)*.
  - a. Share a successful strategy
  - b. Share a valuable resource which you found or developed (provide an explanation)
  - c. Respond to “calls for help” by other members (consider that members are from different states, and sometimes different countries – limit the use of acronyms or IL/district-specific terms)
  - d. Provide feedback/response about posts/responses from others
  - e. Other?

**WHAT TO USE**

The following are suggested.

Facebook Groups

- Leading ELLs
- ESL teachers K-12
- K-12 Bilingual and ESL Teachers
- Chicago Bilingual and EL certified teachers
- Helping ESL/ELL Teachers K-12
- ELL Teachers Collaborate
- ELL/SPED: Language Acquisition or Disability?
- Resources for ESL/EFL Teachers (This group does not have much interaction)

EmpoweringELLs.com

**WHAT TO SUBMIT**

Submit documentation in the OnlineClassroom. Details will be provided in class.



**PROJECT 3: Analyze a school's program**

TASK: Analyze your school's program to determine the principles about language learning which drive its design and implementation.

**PROJECT 4: Presentation: Legal Foundations**

TASK: Prepare an Adobe Spark presentation to demonstrate understanding of the legal and ethical foundations of meeting the needs of English Learners.

**PROJECT 5: Philosophy paper**

TASK: Develop a 5-7 page research-based paper to explain one's personal theory regarding the education of English Learners. (Exclude title page and bibliography from page count.)

**PROJECT 6: In-class projects**

TASK: A series of in-class projects will be developed. Work not completed in class is completed independently, or with others outside of class.