

The College of Education and Behavioral Studies
School of Education
Houston Baptist University

Course Syllabus

EDBI 6307: Teaching Math, Science, and Social Studies in the Bilingual Classroom

Fall 2014

COURSE DESCRIPTION

Development, utilization, and adaptation of resources and materials for teaching math, science and social studies in the bilingual classroom. Current approaches to teaching the content areas in the bilingual classroom. Vocabulary and fluency development in content areas in Spanish. Program and staffing models. Use of the first and second languages. This course will be taught primarily in Spanish.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

No Prerequisite. This course is a requirement for students seeking their M.ED in Bilingual Education.

DATE AND TIME OF CLASS MEETINGS:

Mondays: 5:00 pm – 7:25 pm

Room number - Atwood 2-202

INSTRUCTOR INFORMATION

Name/Title: Dr. Ana M. Quiros, PhD

E-mail: aquiros@hbu.edu

Office Phone: 281-649-3216

Office Location: Hinton H346A

Office Hours: Mondays, Tuesdays & Thursdays 12:00-3:30

LEARNING RESOURCES

Course Text(s):

Ovando, C.J., & Collier, V. (1998). *Bilingual and ESL Classrooms. Teaching in Multicultural Contexts* (5th edition). New York, NY: Mc Graw-Hill. ISBN-978007337838

Costigan, S. (1989). *El sabelotodo: The bilingual teacher's best friend*. Carmel, CA: Hampton-Brown Books.

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help students *explore the profession of teaching within the context of a rigorous academic and field-based experience.*

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of The School of Education and Behavioral Sciences is to prepare students to be effective professional educators who reflect Christ in their work and service.

To accomplish this mission we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in the art, science and practice of teaching;
- essential learning experiences that will provide a sure foundation of knowledge and wisdom; and,
- an understanding of their Christian mission and calling as educators to influence individual students and the larger society.

RELATION TO THE SPECIAL POPULATION DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Special Populations is to develop quality teachers who honor and respect diversity, seek to meet the needs of each learner, value lifelong learning, and exhibit their faith in the service of educating others.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies to assist non-native English speakers to succeed ;
- courses designed to promote equitable learning experiences for students with varying exceptionalities through accurate diagnosis, assessment, and differentiated instruction;
- and an understanding of their faith in action through serving the needs of diverse students.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Be able to articulate the different types of bilingual programs, teaching, and learning strategies for content areas. [See TExES (BTLPT Preparation manual) -Domain I-Listening comprehension]
2. Develop an understanding of research on content areas in the bilingual classroom in the native language (Spanish); BTLPT Domain III, IV.
3. Language skills development and integration of language arts with content areas (TEKS EC-6) by designing thematic units. BTLPT Domain III, IV.
4. Demonstrate knowledge of audio /visual technology as an instructional strategy for differentiated instruction in content areas and presentations.
5. Understand the role of vocabulary teaching (depth and breadth) in comprehension. (See E-4 Knowledge and Practice Standards for Teachers of Reading International Dyslexia Association; TEKS EC-6; TExES (BTLPT Preparation manual); PPR- Domain I & III.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TExES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

TExES Competencies

The following TExES Pedagogy and Professional Responsibilities Standards are addressed in part or in full in this course:

Domain I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

The following TExES EC-6, PPR competencies are represented in this course:

Domain I. Designing instruction and assessment to promote student learning

Competency 001 The teacher understand human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

002 The teacher understands student diversity and knows how to plan student experiences and design assessments that are responsive to differences among students and that promote all students' learning.

003 The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

004 The teacher understands learning processes and factors that impact student learning and demonstrate this knowledge by planning effective, engaging instruction, and appropriate assessments.

Domain III. Implementing effective, responsive instruction and assessment

009 The teacher incorporates the effective use of technology to plan organize, deliver, and evaluate instruction for all students.

010 The teacher monitors student performance and achievement; provides student with timely high quality feedback; and responds flexibly to promote learning for all students.

Domain IV. Fulfilling professional goals and responsibilities

012 The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

The following TExES Bilingual Education/ESL Standards are addressed in part or in full in this course:

Standard 004 The beginning bilingual education teacher has comprehensive knowledge of content areas instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.

The following TExES Bilingual Target Language Proficiency Test (BTLPT) Competencies are addressed in part or in full in this course:

Domain II. Reading Comprehension

Competency 002: The teacher demonstrates the ability to apply literal, inferential, interpretive and critical reading skills to authentic materials written in the target language that are relevant to the bilingual classroom and the school environment.

Domain III. Oral Expression

Competency 003: The teacher demonstrates the ability to construct effective and appropriate oral discourse in the target language for various audiences, purposes, and occasions relevant to the bilingual classroom and the school environment.

Domain IV. Written Expression

Competency 004: The teacher demonstrates the ability to write effectively in the target language for various audiences, purposes, and occasions relevant to the bilingual classroom and the school environment.

IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

E-4 Structure Language Teaching Vocabulary

Technology Objectives.

Following the completion of the course, the student will be able to

1. Identify task requirements, apply research based strategies, and use technology to acquire, analyze, and evaluate a variety of information.
2. Use technology to synthesize knowledge, create and modify solutions, and evaluate results.
3. Communicate in different formats including an electronic notebook/portfolio.
5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Bilingual Education/ESL
 - Theory/ Cummin's model
 - Policy
 - Bilingual education programs
 - Guidelines for teaching in a Multicultural Classroom
 - Demographics
 - Student and Family background
2. Teaching
 - Guidelines for teaching:
 - passive & active leaning
 - Role of Prior knowledge
 - Cooperating Learning
 - Accelerated learning
 - Critical pedagogy
 - Art/Music
 - Integrations
3. Language
 - Language acquisition
 - Second language acquisition
 - Instructional approaches
 - Teaching language arts
 - Multicultural Literature
4. Culture
 - Perspectives
 - Cultural identity
 - Multicultural education
 - Prejudice and discrimination
 - Role of culture in minority academic achievement
 - Sociocultural theory
5. Mathematics, Science and Social Studies
 - Current Standards for Mathematics, Science, and Social Studies
 - Cultural Issues
 - Language in Math and Science
 - Theme-based approach
 - Multicultural education
 - Methods
 - Critical Thinking
6. Culture & Assessment
 - Political context
 - Basic assessment concepts
 - Types
 - School-based
 - Classroom-based

- Assumptions and principles
 - Linking assessment to instruction
 - PD
 -
7. Bilingual Special Education
 8. School & Community

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion
2. Weekly Reflection [(both oral and written) - Summarizing information]
3. Topic presentations
4. Cooperative learning activities
5. Technology: Electronic notebooks
6. Individual conferences (as needed)
7. Written homework and short project assignments which require research, summarizing of information, and reflection
8. Lesson planning writing and presentation

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment ¹	Learning Objective(s)	Standards ²	Point Value
<i>5 Quizzes average I³</i>	<i>1</i>	<i>PPR II 002 PPR IV 013 EC-6</i>	<i>20% = 100pts</i>
<i>Midterm Exam³</i>	<i>2</i>	<i>PPR II 002 PPR IV 013 EC-6</i>	<i>20% = 100pts</i>
<i>Comprehensive Final Exam³</i>	<i>1 & 2</i>	<i>PPR II 002 PPR IV 012, 013</i>	<i>20% = 100pts</i>
<i>Project & Activities;</i>	<i>1, 2, 3</i>		<i>40%</i>
• <i>Class participation</i>	<i>1, 2, 3</i>	<i>BTLPT II, III</i>	<i>10% = 50pts</i>
• <i>Research article sharing</i>	<i>1, 2, 3</i>	<i>BTLPT II, III, IV. Bil. Education/ESL 004</i>	<i>10% = 50pts</i>
• <i>Lesson planning and Units</i>	<i>1, 2, 3</i>	<i>BTLPT III, IV IDA E-4</i>	<i>15% = 75pts</i>

<i>Presentation</i>		<i>PPR II PPR I PPR III 009 010 EC-6</i>	
• <i>Weekly reflection</i>			<i>5% = 25pts</i>
<i>TOTAL %</i>			<i>100% = 500pts</i>

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including TexES competencies, IDA reading standards, TEKS standards, BTLPT

³ Quizzes, Midterm and Final content will be discussed in class. (Lowest grade on the quizzes will be dropped. The score will be determined on the average of 5 quizzes grades

Grading Standards

HBU Graduate School Grading Scale:

94 -100=**A**; 90-93=**A-**; 87-89=**B+**; 83-86=**B**; 80-82=**B-**; 77-79=**C+**; 73-76=**C**;
70-72=**C-**; 69 and below=**F**

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 4 absences occur, the course grade will be “F” no matter what test and paper scores might be. .

ACADEMIC ACCOMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties_If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

LATE WORK STATEMENT. *All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only accepted during the next class session (with a twenty-point grade penalty) unless there is proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in to the student’s folder no more than one week after the student returns to class. No work will be accepted after the last day of class.*

MISSED TESTS. *All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.*

USE OF ELECTRONIC DEVICES. *During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.*

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

EDBI 6307: Teaching Math, Science, and Social Studies in the Bilingual Classroom Fall 2014

Instructor's Signature

Date

EDBI 6307: Teaching Math, Science, and Social Studies in the Bilingual Classroom

TENTATIVE SCHEDULE

Date	Topic	Assignment Due
<p>Meeting time: M 5:00 – 7:25 pm</p> <p>Week 1 Aug. 25</p>	<p>Semester Expectations Attendance-Weekly Activities-Paper-Project Sign the Syllabus Acknowledgement Statement Information Download Science, Math, and Social Studies TEKS Vertical alignment from TEA: http://www.englishspanishteks.net/files/standards/TEKS/SLAR_TEKS_K%E2%80%93936.pdf Selection of Groups for oral presentations Lesson Plan Template Introduction Ch. 1 pp. 6-45 “Activación de conocimientos” 1.1; Peer correction/discussion <u>Read Chapter 2 due Sept. 1 Week 2</u></p>	<p>All posting will be in Spanish. Make sure to read the textbook pp. for the next Monday 9/1. <u>Read Ch. 2</u></p>
<p>Week 2 Sept. 1</p>	<p>LABOR DAY Assignment of the week; Read Ch. 2 pp. 47- Define Key terms p. 89 & Answer Reflection Questions. Post them on Blackboard. <u>Read Chapter 3 due Sept 8. Week 3</u> –Prepare for discussion on Week 3 Prepare to discuss reflection questions.</p>	<p>HK due date: 9/05/2014 - Reflection questions p. 89 -Add Key Terms (p.89) to Glossary notebook <u>Read Ch. 3</u></p>
<p>Week 3 Sept. 8</p>	<p>Ch. 3: Teaching pp. 91-123 Guidelines for teaching: passive & active leaning Role of Prior knowledge Cooperating Learning Accelerated learning Critical pedagogy Art/Music Integrations Quiz 1 – Based on Reading HK and Key Terms for Ch. 3 <u>Read Chapter 4 due Sept 15. Week 4</u> –Prepare for discussion Prepare to discuss reflection questions.</p>	<p>HK due date: 9/12/2014 - Reflection questions p. 123 -Add Key Terms (p.123) to Glossary notebook <u>Read Ch. 4</u></p>
<p>Week 4 Sept.</p>	<p>Ch. 4 Language pp. 124-185 Language acquisition Second language acquisition</p>	<p>HK due date: 9/19/14 - Reflection questions p. 184</p>

15	<p>Instructional approaches Teaching language arts Multicultural literature</p> <p>Quiz 2 - Based on Reading HK and Key Terms for Ch. 4 Read Chapter 5 due Sept 22. Week 5 –Prepare for discussion Prepare to discuss reflection questions on the next week</p>	-Add Key Terms (p.184) to Glossary notebook
Week 5 Sept. 22	<p>Ch. 5 Culture pp. 186-231 Perspectives Cultural identity Multicultural education Prejudice and discrimination Role of culture in minority academic achievement Sociocultural theory</p> <p>Quiz 3 Based on Reading HK and Key Terms for Ch. 5 Read Chapter 6 due Sept 29. Week 6 –Prepare for discussion Prepare to discuss reflection questions next week.</p>	<p>HK due date: 9/26/2014 - Reflection questions p. 230 -Add Key Terms (pp.230-231) to Glossary notebook. Read Ch. 6 &7 Due Sept 29</p>
Week 6 Sept. 29.	<p>Ch. 6 & 7 Mathematics and Science pp. 232-271 Social Studies pp. 273-313 Current Standards for Mathematics, Science, and Social Studies Cultural Issues Language in Math and Science Theme-based approach Multicultural education Methods Critical Thinking Technology</p> <p>Quiz 4 Based on Reading HK and Key Terms for Ch. 6 Week 7 –Prepare for discussion Mathematics and science – Start working on Lesson plan (one Lesson plan for each subject and demonstrate TEK vertical alignment) Lesson plan sample introduction. Prepare to discuss reflection questions next week.</p>	<p>HK due date: 10/03/2014 - Reflection questions pp. 271-272 -Add Key Terms p.271 to Glossary notebook/ <u>LP due 10/20</u> Read Ch. 7 due Oct. 6.</p>
Week 7 OCT. 6	<p>Cont. Ch 6 & 7 Social Studies pp. 273-373</p> <p>Quiz 5 Based on Reading HK and Key Terms for Ch. 7 Read Chapter 8 due Oct. 13. Week 8 –Prepare for discussion. Social Studies – Start working on Lesson plan - demonstrate TEK vertical alignment) Cont. Lesson plan Sample introduction. Prepare to discuss reflection questions next week.</p>	<p>HK due date: 10/10/2014 - Reflection questions pp. 313-314 -Add Key Terms p.313 to Glossary notebook <u>LP due 10/20</u></p>
Week 8 OCT. 13	<p>Ch. 8 Assessment pp.315-366</p> <p>Quiz 6 Based on Reading HK and Key Terms for Ch 8 Prepare to discuss reflection questions next week.</p>	<u>1st LP due 10/20</u>
Week		<u>2nd LP due 10/24/2014</u>

9 OCT. 20	Project Presentations _ Follow Schedule Lesson Plan – Science, Math, and Soc. Stu. Integration within a thematic unit	
Week 10 OCT. 27	<i>Midterm Exam (1Hr)</i> LP Project Presentations Lesson Plan – Science, Math, and Soc. Stu. Integration within a thematic unit Read Chapter 9 due Nov. 03. Week 11 –Prepare for discussion Prepare to discuss reflection questions next week.	3 nd LP due 10/31/2014 Post Research Article
Week 11 NOV . 3	Ch. 9 pp 367-395 Project Presentations _ Follow Schedule Lesson Plan – Science, Math, and Soc. Stu. Integration within a thematic unit Research article sharing Read Chapter 10 due Nov. 10. Week 12 –Prepare for discussion Prepare to discuss reflection questions next week.	4 th LP Integration 11/7/2014
Week 12 NOV . 10	Ch. 10 pp 396-451 Project Presentation Lesson Plan – Science, Math, and Soc. Stu. Integration within a thematic unit Research article sharing	
Week 13 NOV . 17	Project Presentation Lesson Plan – Science, Math, and Soc. Stu. Integration within a thematic unit Research article sharing	
Week 14 NOV . 24	Project Presentation Lesson Plan – Science, Math, and Soc. Stu. Integration within a thematic unit Research article sharing	
Week 15 DEC. 1	Review	
Week 16 Dec. 8	Final Exam	

** Changes to the tentative agenda will be made as warranted by the professor with timely student notification.*

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

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[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	No formal reading instruction is directly studied in this class, but is reflected in the lesson plans project.
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3glz1NjEWFEMtxaBMvC	
I, II, III	3. Child Development	A variety of theories for child development.	Differentiated instruction.
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	Motivation is reflected in the lesson plan project and class discussion.
I, II, III	5. Learning Theories	A variety of learning theories	During course reading, classroom discussion, Writing integrated Lesson plans Project.
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	TEKS and vertical alignment presentation
I, III	7. Content TEKS		TEKS and vertical alignment presentation
I, II, IV	8. State Assessment of Students & STAAR: Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	Overview of the STARR
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Designing integrated lesson plan and differentiated instruction.
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Readings and Classroom discussion
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	Overview
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	Lesson planning
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	Differentiated instruction in Lesson planning
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations, Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	Diversity in the schools discussion.
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/stdntest/edstancertfieldlevl.asp	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	Internet research activity for Lesson planning and TEKS. Also, research educational sites such as NCES, US Department of Education, NCLEA and other site to promote professional growth
I, III, IV	15. Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	Course reading, activities, assignments, and projects, all include the appropriate use of varied instructional strategies.
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	Differentiating instruction is discussed in coursework and readings. and included

			in lesson plan project.
IV	17. Certification Test Preparatio (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	
TAC §228.35 & H.B. 2012 Requirements			
I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	
IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	This is discussed and assessed on final exam
	Status of HBU program	Pass rates & accreditation status	Current status of program
IV	Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/	PDAS,;the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal,; the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	Educator's rights and responsibilities are examined and assessed on Final exam

Lesson Plan Project in Spanish

- A. You will write a lesson plan per subject: Science, Social Studies and Mathematics each integrated with Spanish language arts (see SLAR vertical alignment) All lesson plans will be written in Spanish. In addition to this lesson plan, you write 3 lesson plan integrating at least two subjects: Science and Mathematics, or Science and Social Studies, or Mathematics and Social Studies, with Spanish language arts (see SLAR vertical alignment).
- B. Get ready to make a presentation using power point and/or any other type of technology available.
- C. For the Presentation
- Use the lesson plan template provided, no other will be accepted.
 - Bring any material you will need to teach the lesson, be prepared to provide a reason for the activities selection and/or instructional material used.
 - Make sure to include technology in every single lesson plan.
 - Make sure to include assessments (make a copy to turn in with your project).
 - Make sure to include GT's and students in need of intervention.
 - Prepare a power point presentation (practice at home or dorm)
 - Bring a PowerPoint handout for everyone, if you can't make copies make sure you send the handouts via email to each student ahead of time.
 - Bring a list of all resources used to prepare your lesson (you can include links) or gather information.
 - Bring your iPads or phones if you don't have a hard copy
- E. Class will provide feedback at the end of each presentation
- You will turn in a total of 4 Lesson Plans*

Rubric for Lesson Plan Presentation

Criteria	Excellent	Proficient	Need Improvement	Total Point
Lesson Plan Template followed	25-23	23-15	14 or less	
Evidence of Vertical Alignment in the lesson plan	5	4	3 or less	
Grade level appropriateness/Small groups and GTs needs included.	15-14	13-10	9 or less	
Preparedness/organization	5	4	3 or less	
Teaching strategies, a minimum of 3.	5	4	3 or less	
Effective integration of content area and SLAR	10-9	8-5	5 or less	
Instructional sequence followed	5	4	3 or less	
Grade appropriate activities	5	4	3 or less	
Instructional activities to engage all students	5	4	3 or less	
Technology used to differentiate instruction	10-9	8-5	4 or less	

Assessment included (Informal, CBA...)	5	4	3 or less	
Professionalism	5	4	3 or less	
Total				/100pts