UNIVERSITY SENATE | LEGISLATION APPROVAL | #20-21-39

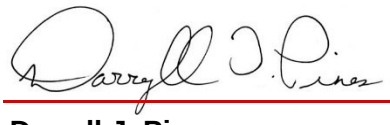
Approved by the Senate on April 6, 2021

PCC Proposal to Establish a Post-Baccalaureate Certificate in Dual Language Education (Senate Document #20-21-39)

TO **Darryll J. Pines | President**

FROM **Laura Dugan | Chair, University Senate**

I am pleased to forward the accompanying legislation for your consideration and approval. Valérie Orlando, Chair of the Programs, Curricula, & Courses Committee, presented the PCC Proposal to Establish a Post-Baccalaureate Certificate in Dual Language Education (Senate Document #20-21-39), which the University Senate approved at its meeting on April 6, 2021. Please inform the Senate of your decision and any administrative action related to your conclusion.

Approved:  **Date:** **04-09-2021**

Darryll J. Pines
President

Copies of this approval and the accompanying legislation will be forwarded to:

Ann G. Wylie, Interim Senior Vice President and Provost
Reka Montfort, Executive Secretary and Director, University Senate
Michael Poterala, Vice President and General Counsel
Cynthia Hale, Associate Vice President for Finance and Personnel
John Bertot, Associate Provost for Faculty Affairs
Elizabeth Beise, Associate Provost for Academic Planning & Programs
Rhonda Smith, Acting Director, Division of Academic Affairs
Jennifer King Rice, Dean, University of Maryland College of Education
Melinda Martin-Beltran, Associate Professor, Department of Teaching and Learning, Policy and Leadership
Sarah C.K. Moore, Assistant Clinical Professor, Department of Teaching and Learning, Policy and Leadership
Valérie Orlando, Chair, Senate Programs, Curricula, and Courses Committee

Establish a Post-Baccalaureate Certificate in Dual Language Education (PCC 20084)

PRESENTED BY	**Valerie Orlando, Chair, Senate Programs, Curricula, and Courses Committee**
REVIEW DATES	**SEC – March 30, 2021 | SENATE – April 06, 2021**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**N/A**
NECESSARY APPROVALS	**Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission**

ISSUE

The College of Education's Department of Teaching and Learning, Policy and Leadership proposes to establish a Post-Baccalaureate Certificate in Dual Language Education. The purpose of this certificate is to offer professional development to educators who are currently certified in other content areas (such as Elementary Education or World Languages) and aspire to teach, or are in a Dual Language, Immersion, or Bilingual school (which are rapidly expanding across the country). This program would also serve administrators who may not have had formal training in dual language education. Dual language education offers an asset-based approach to educating minoritized students who often face racio-linguistic discrimination in educational contexts that prioritize English monolingualism over multililingualism. Dual language education programs aim to develop bilingualism and biliteracy, academic achievement, sociocultural competence and critical consciousness. Ultimately, the goal of this program is to increase teacher capacity and quality in bilingual, dual language, and immersion programs.

The program is 12 credits, including a core set of courses consisting of 9 credits:

- TLPL637 Teaching for Equity in Bilingual/Language Immersion Programs
- TLPL662 Second Language Acquisition or SPAN613 Bilingualism and Biculturalism in Spanish-Speaking Communities
- One of the following:
  - TLPL660 Foundations of Literacy and Biliteracy Development
  - TLPL655 Student Assessment in the Second Language Classroom
  - TLPL657 Teaching for Cross Cultural Communication

Students will also take a 3 credit elective course from a restricted list of dual language education courses.

The program curriculum is designed to follow the National Dual Language Education Teacher Preparation Standards to meet teaching and learning goals in the following areas: (1) bilingualism and biliteracy, (2) academic achievement, and (3) critical sociocultural competence. Dual language education programs are increasing steadily both nationally and locally. As these programs expand in the Washington D.C. metro area, there are limited options for educators to receive additional

credentials that address the specific instructional needs of dual language education educators. This certificate program will fill the gap in preparation to ensure development of successful dual language education educators and leaders. The program may be offered in cohorts in partnership with local school districts. The program will be funded in part by tuition revenue and supporting funds from the College of Education.

This proposal was approved by the Graduate School Programs, Curricula, and Courses committee on March 1, 2021, and the Senate Programs, Curricula, and Courses committee on March 5, 2021.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new certificate program.

COMMITTEE WORK

The committee considered this proposal at its meeting on March 5, 2021. Melinda Martin-Beltran and Sarah C.K. Moore, from the Department of Teaching and Learning, Policy and Leadership, presented the proposal and answered questions from the committee. The proposal was approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new certificate program.

RISKS

If the Senate declines to approve this certificate program, the university will lose an opportunity to address the shortage of teachers who are adequately prepared to teach in dual language education programs.

FINANCIAL IMPLICATIONS

Because this program is self-supported, there are no significant financial implications for this proposal.

752: DUAL LANGUAGE EDUCATION POST-BACCALAUREATE CERTIFICATE

In Workflow

1. D-TLPL PCC Chair (elby@umd.edu; johno@umd.edu)
2. D-TLPL Chair (fh@umd.edu; lhawk@umd.edu)
3. EDUC Curriculum Manager (ejohnson@umd.edu; lstaplet@umd.edu; eterrell@umd.edu)
4. EDUC PCC Chair (ejohnson@umd.edu; djbolger@umd.edu)
5. EDUC Dean (jkr@umd.edu; lstaplet@umd.edu; eterrell@umd.edu)
6. Academic Affairs Curriculum Manager (mcolson@umd.edu)
7. Graduate School Curriculum Manager (aambrosi@umd.edu)
8. Graduate PCC Chair (aambrosi@umd.edu)
9. Dean of the Graduate School (sfetter@umd.edu; aambrosi@umd.edu)
10. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
11. University Senate Chair (mcolson@umd.edu)
12. President (mcolson@umd.edu)
13. Chancellor (mcolson@umd.edu)
14. MHEC (mcolson@umd.edu)
15. Provost Office (mcolson@umd.edu)
16. Graduate Catalog Manager (aambrosi@umd.edu)

Approval Path

1. Thu, 10 Dec 2020 16:10:23 GMT
   John O'Flahavan (johno): Rollback to Initiator
2. Fri, 11 Dec 2020 21:56:30 GMT
   John O'Flahavan (johno): Approved for D-TLPL PCC Chair
3. Fri, 11 Dec 2020 22:32:58 GMT
   Francine Hultgren (fh): Approved for D-TLPL Chair
4. Wed, 16 Dec 2020 20:33:16 GMT
   Elizabeth Johnson (ejohnson): Approved for EDUC Curriculum Manager
5. Wed, 16 Dec 2020 20:38:11 GMT
   Donald Bolger (djbolger): Approved for EDUC PCC Chair
6. Fri, 05 Feb 2021 15:59:28 GMT
   Jennifer Rice (jkr): Approved for EDUC Dean
7. Mon, 22 Feb 2021 18:01:06 GMT
   Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
8. Mon, 01 Mar 2021 21:43:25 GMT
   Angela Ambrosi (aambrosi): Approved for Graduate School Curriculum Manager
9. Mon, 01 Mar 2021 21:43:56 GMT
   Angela Ambrosi (aambrosi): Approved for Graduate PCC Chair
10. Mon, 08 Mar 2021 17:20:46 GMT
    Steve Fetter (sfetter): Approved for Dean of the Graduate School
11. Wed, 10 Mar 2021 07:50:23 GMT
    Valerie Orlando (vorlando): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Fri, 11 Dec 2020 21:45:16 GMT

Viewing: 752 : Dual Language Education Post-Baccalaureate Certificate
Last edit: Fri, 19 Feb 2021 22:13:15 GMT

Changes proposed by: Amanda Cataneo (acataneo)

Program Name

Dual Language Education Post-Baccalaureate Certificate

Program Status

Proposed

Effective Term

Fall 2021

Catalog Year

2021-2022

Program Level

Graduate Program

Program Type

Post-Baccalaureate Certificate

Delivery Method

Online

Does an approved version of this program already exist?

No

Departments

Department
Teaching, Learning, Policy and Leadership

Colleges

College
Education

Degree(s) Awarded

Degree Awarded
Certificate, Post-Baccalaureate

Proposal Contact

Melinda Martin-Beltrán, PhD, memb@umd.edu and Sarah C.K. Moore, PhD, sckmoore@umd.edu

Proposal Summary

The Department of Teaching and Learning, Policy and Leadership (TLPL) is proposing a new Post-Baccalaureate Certificate (PBC) in Dual Language Education (DLE). Dual language education offers an asset-based approach to educating minoritized students who often face racio-linguistic discrimination in educational contexts that prioritize English monolingualism over multililingualism. Dual language education programs aim to develop bilingualism and biliteracy, academic achievement, sociocultural competence and critical consciousness.

The purpose of this certificate is to offer professional development to educators who are currently certified in other content areas (such as Elementary Education or World Languages) and aspire to teach, or are in a Dual Language, Immersion, or Bilingual school (which are rapidly expanding across the country).This program could also serve DLE administrators who may not have had formal training in DLE. This PBC will increase teacher quality in DLE by offering courses to build pedagogies grounded in theory and research that focus on bilingual language and literacy development across content areas. These classes may be offered in cohorts in partnership with local school districts.

Upon completion, participants will receive a Post-Baccalaureate Certificate in DLE from the University of Maryland.

Completers will also have the option of transferring these credits toward a Master's in Education in the department of TLPL.

(PCC Log Number 20084)

Program and Catalog Information

Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.

The Dual Language Education graduate certificate will prepare educators to teach and lead in dual language pK-12 schools (which include bilingual and immersion language programs). Coursework is designed following the National Dual Language Education Teacher Preparation Standards to meet teaching and learning goals in the following areas: (1) bilingualism and biliteracy, (2) academic achievement, and (3) critical sociocultural competence.

Catalog Program Requirements:

Course	Title	Credits
Required Courses:		
TLPL637	Course TLPL637 Not Found (Teaching for Equity in Bilingual/Language Immersion Programs)	3
One of the following:		3
TLPL662	Second Language Acquisition	
SPAN613	Course SPAN613 Not Found (Bilingualism and Biculturalism in Spanish-Speaking Communities)	
One of the following:		3
TLPL660	Foundations of Literacy and Biliteracy Development	
TLPL655	Student Assessment in the Second Language Classroom	
TLPL657	Teaching for Cross Cultural Communication	
Elective Courses (choose one):		**3**
TLPL661	Multiliteracies: Theory and Practice	
TLPL664	Foundations of Second Language Education: Legal, Social and Historical Trends and Issues	
TLPL740	Language and Education	
SPAN424	Course SPAN424 Not Found (Curriculum Design for Spanish Language Teaching)	
SPAN611	Current Trends in Hispanic Applied Linguistics	
SPAN626	Hispanic Linguistics II: Language in Use	
Any course listed in the required courses section that was not used as a required course		
Total Credits		**12**

*******The information below is for the proposal review and will not appear in the catalog requirement listing for the program*******

The course sequence will consist of four (4) three-credit courses (12 credits total). Students are strongly encouraged to take a course in a language other than English (e.g. see Spanish courses). The DL PBC is unique due to its focus on bilingual language development and connections across languages.

The coursework for this program is based on modification of current offerings in our existing Master of Education in TLPL and the TESOL and World Languages specializations. The courses below are among the electives currently offered at the University of Maryland and would be modified to address the specific needs of DLE educators.

The one required course is **TLPL 637: Teaching for Equity in Bilingual/Language Immersion Programs**

Key objectives:

- Implement and reflect on pedagogical practices that integrate all four pillars to support dynamic bilingualism, multilingual disciplinary literacies, sociocultural understanding, and critical consciousness to grapple with issues of power and raciolinguistic discrimination.
- Articulate the four pillars and and purpose of dual language education in the United States through a critical lens of educational equity and social justice
- Apply understanding theoretical foundations for content/language objectives, cultural objectives and critical consciousness

Key assignments:

- Critically reflect on one's own instructional practice and school program's goals and structure and how they promote or inhibit equitable learning and develop sociocultural competence across languages.
- Plan a unit of instruction that demonstrates the core Pillars of bilingualism and biliteracy, academic achievement, sociocultural competence using a lens of critical consciousness.

TLPL 655: Student Assessment in the Second Language Classroom

- Key objectives: Analysis of standardized and teacher-made FL/ESL tests and emphasis on principles of FL/ESL test construction. Students will establish an improved understanding of best practices for the assessment of language and content learning for bilingual students. Students will conduct field-testing of commercial and teacher-made materials.
- Key assignments: Examine issues of large-scale test development and ensuring validity and reliability for formative and summative assessment of content and language development.

TLPL 657: Teaching for Cross-cultural Communication

- Key objectives: Reflect in depth about critical similarities, differences, and intersections between your own and others' cultures so as to demonstrate a deepening or transformation of your own perspectives. Develop ways to learn about diverse students' cultural experiences. Recognize students' assets and incorporate knowledge of the history, culture and experiences of specific culturally and linguistically diverse communities encountered in teaching situations.
- Key assignments: Case study with culturally and linguistically diverse students and families with implications for nurturing welcoming and equitable learning environments for emergent bilingual students.

TLPL 660: Foundations of Literacy and Biliteracy Development

- Key objectives: Understand foundations of literacy learning and how to support processes of learning to read and write in multiple languages. Apply instructional strategies to foster language and literacy development.
- Key assignment: Literacy-based unit plan (modified for bilingual learners, making explicit connections across languages) implemented in the classroom.

TLPL 661: Multiliteracies: Theory and Practice

- Key objectives: Understand bilingual instructional methods and literacy development across languages and content areas (e.g. mathematics, science, social studies). Implement practices that support multiliteracies and multimodal understandings of literacy. Analyze best practices for teacher collaboration across content and language areas
- Key assignment: Development of a lesson plan unit that supports content, language and literacy learning and culturally sustaining pedagogies.

TLPL 662: Second Language Acquisition

- Key objectives: Understand key research explaining the cognitive, linguistic and sociocultural processes of acquiring a second language. Apply guiding principles to support bilingual language development.
- Key assignment: Second language learning inquiry project, case study of student and second language teacher, analysis of research and implications for best practices in bilingual classrooms

TLPL 664: Foundations of Second Language Education: Legal, Social, and Historical Trends and Issues

- Key objectives: Understand dual language program models; apply knowledge of the relationship of language, culture, power, educational equity; language ideologies to make instructional decisions
- Key assignment: Give rationale for program model, based in research, to communicate with community stakeholders (parents, teachers, administrators, school board).

TLPL 740: Language and Education

- Key objectives: Dialect, language varieties in school settings; historical and current perspectives on the role of language in learning; theories of school achievement and consequences for language assessment.
- Key assignments: Examine the role and function of linguistic profiling in schooling.

SPAN424: Curriculum Design for Spanish Language Teaching

- Key objectives:Students will acquire and develop the necessary abilities and knowledge to evaluate existing curricula and design new curricula for Spanish as a second or heritage language courses at all levels. We will study the principles and models from different pedagogical and curriculum design theories, which we will analyze by considering also current curricular guidelines for second language teaching (MCER, ACTFL, MLA, etc.) as well as the profiles and needs of Spanish students. Students will contribute to online debates (written and oral), and reflection and analysis tasks on a variety of topics including assessment and design of teaching materials, lesson plans, integrating and aligning learning outcomes and course contents. The final project consists of developing an original curricular design for a chosen Spanish Language Teaching context.
- Key assignment: a curriculum design proposal for any Spanish course with sample activities and justification.

SPAN426/626: Hispanic Linguistics III-Language in Use

- Key objectives: Summarize the complexity of Latino communities, families, and students and their experiences in the United States. Analyze and explain the social-linguistic fundamentals of bilingualism and Spanish language variants in the United States. Understand transnational theory to understand U.S. Latina/o literary and cultural production.
- Key assignment: Final exam on concepts presented during the course.

SPAN611: Current Trends in Hispanic Applied Linguistics - Pragmática y multimodalidad para la enseñanza del español

- Key objectives:. Understand, summarize, and critically reflect upon the themes, methods, approaches, and results of Spanish pragmatics research. Apply the theoretical concepts and notions to a specific area of interest such as (but not limited to) Spanish language learning and teaching. Engage with the discipline and use discipline-specific vocabulary, notions, and concepts in an appropriate and precise way.
- Key assignment: Final exam on concepts presented during the course.

SPAN613: Bilingualism and Biculturalism in Spanish-Speaking Communities

- Key objectives: Examine language diversity in the three specific contexts of society, the individual, and social policy. Students will study the nature of bilingual and multilingual societies and families in their social context, including issues of immigration, family language policy, and language shift.
- Key assignment: Final project to examine bilingualism in the local community.

Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the four-year plan.

Semester 1: Summer II Semester - TLPL Elective

Semester 2: Fall Semester - TLPL Core Course (TLPL788xxx)

Semester 3: Spring - Elective

Semester 4: Summer I Semester - Elective

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes
1. Plan & enact differentiated lessons that integrate Best Practices/core pillars for DLE both for language minoritized and language majority students.
2. Apply theories and evaluate research in bilingualism and second language acquisition relevant to dual language education.
3. Design units and lessons that align with Dual Language Standards.
4. Assess bilingual language skills and communicative competencies using multiple sources of information.
5. Collaborate with counterpart-teachers in partner language to successfully bridge materials and learning practices.
6. Support language and content learning, articulate and enact language/content/culture objectives.
7. Demonstrate critical consciousness, awareness of language ideologies and the intersection of race, class, gender and other socio-cultural factors that shape language learning (analysis of own practice).
8. Reflect on educator's role as a language policy maker in their own context (analysis of Guiding principles).

New Program Information

Mission and Purpose

Describe the program and explain how it fits the institutional mission statement and planning priorities.

As part of the College of Education and the University of Maryland, we are dedicated to pursuing educational equity for all students, and recognize the need to improve education opportunities among emerging bilingual/ language minoritized populations. Studies show that high quality Dual Language Education (DLE) programs increase educational opportunities for culturally and linguistically diverse and Emergent Bilingual students (National Academies, 2017); yet there are currently no higher education institutions in the state of Maryland that offer a teacher preparation program focused on Dual Language Education. As dual language (bilingual/Two-way Immersion) programs are expanding around the nation, the University of Maryland has the opportunity to be a front runner in establishing teacher education that would address the shortage of teachers who are adequately prepared to teach in DLE programs.

The DLE PBC will not only provide opportunities for teachers to learn guiding principles and key practices to support bilingual learners, but also the space to critically reflect on their DLE setting and their role as a language policymaker. The curriculum of the courses will integrate the backgrounds, current work settings, and future needs of the participants, including the Maryland College and Career-Ready Standards (MCCRS) and the Common Core Standards. The curriculum will also incorporate the six domains of the Dual Language Education Teacher Preparation Standards (NDLETPS) which include: Sociocultural Competence; Instruction and Pedagogies; Authentic Assessment; Professionalism, Advocacy and Agency; and Program Design and Curricular Leadership. Coursework will integrate educators' engagement in Critical Consciousness to unveil and combat hegemony and language ideologies embedded in program curricula and design and instructional delivery. The courses will incorporate the use of technology.

The program could offer two courses in the summer and one course each semester over an academic year. Alternatively, the program could offer two condensed courses per semester over one year; or one course per semester over two years. With the first and second design, the students are able to complete the certificate in one calendar year at the earliest. Students may also elect to complete the courses at their own pace. However, as stipulated in University policy, students will need to complete the coursework within five years of enrolling.

Title of Certificate: Post-Baccalaureate Certificate in Dual Language Education

Program Characteristics

What are the educational objectives of the program?

The purpose of this certificate is to increase teacher capacity and quality in Bilingual, Dual Language, and Immersion programs. The target participants will be educators who are currently certified in other content areas (such as Elementary Education or World Languages) and are in, or aspire to be in, a DLE environment. These teachers do not yet have the pedagogical or theoretical knowledge needed for this specific setting. This program could also serve DLE administrators who may not have had formal training in DLE.

Upon completion, the participants will receive a Post-Baccalaureate Certificate in DLE from the University of Maryland.

Completers will also have the option of transferring these credits toward a Master's in Education in the TLPL department.

Learning Outcomes:

Students will be able to:
1. Plan differentiated lessons that integrate Best Practices for DLE both for language minoritized and language majority students.
2. Design units and lessons that align with Dual Language Standards.
3. Explain and apply theories and research in bilingualism and second language acquisition relevant to dual language education.
4. Assess bilingual language skills and communicative competencies using multiple sources of information.
5. Collaborate with counterpart-teachers in partner language to successfully bridge materials and learning practices.
6. Support language and content learning, understand language and literacy objectives
7. Demonstrate critical consciousness, awareness of language ideologies and the intersection of race, class, gender and other socio-cultural factors that shape language learning
8. Reflect on their role as a language policy maker in their own context.

Describe any selective admissions policy or special criteria for students interested in this program.

Students applying for the Post-Baccalaureate Certificate in DLE must first indicate interest to the director who will then vet the applicants for eligibility. Applicants will then submit an application to the Graduate School of the University of Maryland, where they must meet all requirements of the Graduate School, including:

A minimum GPA of 3.0 (4.0 scale) or graduate GPA of 3.0 (4.0 scale). Applicants with international credentials must submit in the original language those academic records that are not written in English. Such credentials must be accompanied by an accurate and literal English translation.
Two letters of recommendation that address the applicant's leadership potential, relevant experience, and ability to succeed in the program.
A statement of goals and objectives for pursuing graduate study. The statement must indicate both the applicant's practical experience as well as professional goals related to dual language, immersion and educational equity.

Students may apply some or all of the 12 credits earned for the Post-Baccalaureate Certificate towards a Master's degree, with the approval of the student's advisor and the program. However, acceptance to begin the course of study for the Post-Baccalaureate Certificate will not automatically guarantee admission to a degree program. Students will need to apply to and meet all requirements of the Graduate School and program to be accepted to the degree program.

Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).

Dual Language Education (DLE) programs are increasing steadily both nationally and locally. As DLE programs expand in the Washington D.C. metro area, there are limited options for educators to receive additional credentials that address the specific instructional needs of DLE educators. This Post-Baccalaureate Certificate at the University of Maryland will fill the gap in preparation to ensure development of successful DLE educators and leaders.

Because there is not a local DLE certification option, DLE teachers are typically certified in other areas, usually Elementary Education and/or World Languages. These credentials, however, do not address the specific and unique components of DLE. This preparation is particularly important in gentrifying environments where emergent bilingual students and monolingual English students are coupled in the same classroom. Not only do these groups of students have different learning needs, but different educational and socio-economic backgrounds. Teachers and administrators need to know how to navigate this environment and respond to the needs of all students. Developing a critical language awareness is particularly important for DLE educators, as they and students alike navigate this unique linguistic environment.

Currently, only eight states issue guidance to school districts for qualifications of bilingual teachers (Boyle, et al., 2015). The National Dual Language Education Teacher Preparation Standards (NDLETPS) aim to provide guidance for states using six standards critical to the success of these teacher preparation programs. The DL PBC will prepare teacher-learners to teach in Bilingual, Dual Language, and Immersion K-12 schools. Coursework is designed to meet the National Dual Language Education Teacher Preparation Standards in the following areas:
1. Bilingualism and Biliteracy
2. Sociocultural Competence/ Critical consciousness
3. Instruction and Pedagogies
4. Authentic Assessment
5. Professionalism, Advocacy and Agency
6. Program Design and Curricular Leadership

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar **(**https://www.provost.umd.edu/calendar/**) page)**

Traditional Semester

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

The program Coordinator and affiliated faculty will conduct outreach with points of contact in local school districts, including with and through the university and College of Education Outreach Offices. This program will actively recruit bilingual teachers who come from historically underrepresented populations.

Commitment to Diversity

The University of Maryland is committed to recruiting and retaining a diverse student body. Cultural and linguistic diversity and educational equity are central to DLE programs. The university's accreditation by the Middle States Association of Colleges and Secondary Schools, the College of Education's accreditation by the Council for the Accreditation of Education Preparation (CAEP), and the Maryland State Department of Education insure this commitment.

Online

Explain why the program should be offered online. What is the anticipated size of the online program at steady state?

The program should be offered online because the target audience are full-time employed educators seeking to improve their instruction of dual language learners. Their schedules do not easily accommodate commuting after their standard school day. The anticipated size of the online program each year is 25.

Discuss the role of faculty in the development, oversight, and teaching of this online program. Note that MHEC 13B.02.03.11(F) requires that "at least 50 percent of the total semester credit hours within the proposed program shall be taught by full-time faculty." Indicate any other unit or vendor that will be used to administer or deliver the program.

Faculty and instructors who teach these courses will be drawn from the Department of Teaching and Learning, Policy and Leadership (TLPL), and will be overseen by the new DLE program Coordinator. This position will be a clinical faculty position and is a line item in our budget below. Instructors and faculty for the coursework will comprise a combination of full-time, tenure-track and clinical faculty, adjunct professors, and graduate students and ensure at least 50 percent of the total semester credit hours within the proposed program shall be taught by full-time faculty.

Discuss the resources available for training and supporting faculty in regard to course development and instructional technology.

Resources available for training and supporting faculty regarding course development and instructional technology include the core Applied Linguistics and Language Education collegial faculty for course development. Regarding technology supports, resources include the College's Education Technology Services office and staff; the university's Division of Information Technology; and, the Teaching and Learning Transformation Center. The DLE PBC Coordinator will also be readily available to provide content based supports, as well as help with facilitating and navigating technological challenges.

Discuss how courses will be taught using online technologies. Will courses be synchronous, asynchronous, or a combination of both? What technologies will be used to present material and evaluate the quality and authenticity of student work? How will these technologies be assessed?

Courses will be delivered in a combination of synchronous and asynchronous methods, depending on students' and instructors' needs and constraints. Materials will be presented entirely on ELMS, which will ensure quality and authenticity of students' work. Synchronous online meetings will occur in faculty and students' UMD Zoom platforms. Technologies will be assessed through surveys of students' learning and ongoing formative assessment of instructors' course delivery.

If the program already exists, discuss how the online program will be comparable to the existing program in terms of academic rigor. What are the learning outcomes for the online offering? Do they differ from the existing on-site program? How will the program be evaluated?

This program does not currently exist in an on-campus format.

Discuss how students will have reasonable and adequate access to the range of student support services (library materials, teacher interaction, advising, counseling, accessibility **(**https://itaccessibility.umd.edu/**),** disability support **(**https://www.counseling.umd.edu/ads/**), and financial aid) needed to support their learning activities.**

Students will have reasonable and adequate access to the same established range of student support services, including the library, interaction with instructors, advising, counseling, accessibility, and disability support. It is unlikely students will qualify for typical financial aid, but Student Services staff in the College's Outreach Office will be available to facilitate students' access to this range of services.

Discuss how the program will provide students with clear, complete, and timely information on the curriculum, technological competence and equipment needed for the program, admissions criteria, financial aid resources, complaint procedures, and cost and payment policies.

The program will provide students with clear, complete, and timely information on the curriculum, admissions criteria, cost, and payment policies through related webpages posted within the College of Education's web space. Staff resources will also be available to facilitate students' financial aid opportunities and complaint procedures through the College's Student Services team in the Outreach office. Support and provision of information in each of these areas will also be available from the assigned DLE PBC Coordinator, who will be Advisor to each student.

Intellectual Property Policy. Units developing online programs should be familiar with the university's intellectual property policy. See help bubble for link to policy. Please indicate that the unit will comply with the university's intellectual property policy.

Yes

Relationship to Other Units or Institutions

If a required or recommended course is o#ered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments. Otherwise, attach supporting correspondence.

Some of the course electives in this program will be offered in the School of Languages, Literatures, and Cultures in the College of Arts and Humanities at the University of Maryland, College Park. The School is a transdisciplinary teaching and research unit.
We contacted faculty who will teach these courses and the coordinator of the languages department who commented the following: "The additional students from the Post-Baccalaureate Certificate (PBC) will not unduly burden faculty and resources from the Department of Spanish and Portuguese. All the courses listed are already offered as part of an established sequence of courses for advanced undergraduate and graduate students in existing courses."

Accreditation and Licensure. Will the program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.

N/A

Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

Although cooperative agreements with other institutions are not currently in place, district level staff from several local education agencies have expressed interest in collaborating to establish a cohort for the program. In addition, we anticipate a major, five-year grant solicitation (the National Professional Development competition) administered by the U.S. Department of Education's Office of English Language Acquisition, whose cycle will be up in 2021, will place priority on dual language education programs under the Biden administration. The proposed program could provide a viable opportunity to partner with one or more local education agencies or the Maryland State Department of Education for creation of educator pathways through the PBC as a grantee.

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

Faculty who teach these courses will be drawn from the Department of Teaching and Learning, Policy and Leadership (TLPL), and will be coordinated by our new DLE program coordinator. This position will be a clinical faculty position and is a line item in our budget below. The faculty for the coursework will comprise a combination of full-time, tenure-track and clinical faculty, adjunct professors, and graduate students and ensure at least 50 percent of the total semester credit hours within the proposed program shall be taught by full-time faculty.

Indicate who will provide the administrative coordination for the program

Sarah CK Moore, PhD, Assistant Clinical Professor of Applied Linguistics and Language Education and current Coordinator of TLPL's Online TESOL PBC program (Program Z128).

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

See attachment. Library assessment completed on July 22, 2020.

Discuss the adequacy of physical facilities, infrastructure and instructional equipment.

Given that this DLE Post-Baccalaureate Certificate is intended to serve non-traditional students who otherwise would not be able to attend on-campus programs (e.g., full-time teachers), this program will be offered online and off-campus. On the drop-down menu of this application, hybrid was not an option but is the preferred delivery method. As is the current standard and accepted practice, the Dean of the College of Education and the Chair of TLPL ensure student access to a full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities and computer facilities, if needed).

Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

Faculty who teach these courses will be drawn from the Department of Teaching and Learning, Policy and Leadership (TLPL) and and will be coordinated by a DLE Coordinator. This position will be a clinical faculty position and is a line item in our budget (attached). The faculty for the coursework will comprise a combination of full-time, tenure-track, clinical faculty, adjunct professors, and graduate students.

Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.

Staffing for this program will come from existing faculty within TLPL. Support from tuition revenues will be sufficient to cover all faculty, facility, and administrative costs (See Budget spreadsheet). The DLE PBC program aims to collaborate with school districts by creating Memoranda of Understanding (MOU) to establish cohorts with a minimum threshold of enrolled educators. If MOUs are not secured, to ensure program financial

stability and viability, administrative and advising resources will be preserved by deferring program start dates and/or by adjusting course offerings accordingly.

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding.

See attached budget spreadsheet.

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Also, explain how need is consistent with the Maryland State Plan for Postsecondary Education **(**https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf**).**

Dual Language education programs are on the rise at striking rates. Montgomery County Public Schools expanded its dual language offerings in the 2019/2020 school year from three to five programs. In 1974, it was also the first school district in the country to offer a French language immersion program. Prince George's County Public Schools currently has nine language immersion programs, including one Spanish DLE program, full immersion in both Spanish and French, and partial immersion in Chinese. As DLE programs expand in the Washington D.C. metro area, there are limited options for these educators to receive additional credentials that address the specific needs of Dual Language educators. This Post-Baccalaureate Certificate at University of Maryland will fill the gap in educator preparation to promote successful DLE teachers and leaders.

Dual Language Education programs are offered for various reasons, including ensuring educational equity for language minoritized learners, improving home-school connections, and fostering native language maintenance, multilingualism, and biliteracy. From an equity standpoint, as the Emergent Bilingual (EB) population grows, additive bilingual education programs are shown to be more effective for academic achievement than any other instructional models (Rolstad, Mahoney & Glass, 2005; Thomas & Collier, 2004).

Because there is not a local DLE certification option, DLE teachers are typically certified in other areas, usually Elementary Education and/or World Languages. These credentials, however, do not address the specialized characteristics and pedagogies associated with f DLE programs, especially for example, research and scholarship regarding language acquisition and multilingualism. This preparation is particularly important in 50-50 settings, in which language minoritized speakers of the target language (e.g. Latinx Spanish-speakers) and native English speaking majority (e.g. English monolingual students) are evenly split. Students from varying demographic backgrounds bring a rich range of linguistic and cultural resources, which educators must acknowledge and actively leverage for co-construction of knowledge and shared meaning-making, particularly through integrating critical consciousness-oriented teaching that interrogates issues of power and equity in DLE communities. . Issues of language awareness play a central role in fostering multilingualism and multiliteracies in DLE settings.

Currently, only eight states issue guidance to school districts for qualifications of bilingual teachers (Boyle, et al., 2015). The National Dual Language Education Teacher Preparation Standards (NDLETPS) aim to provide guidance for state, district, and school-based implementation of DLE programs.

Due to the current trends in DLE across the local metro area, and, in particular, counties in close proximity to the university, the proposed PBC program would be desirable for those teachers and administrators who have not been exposed to DLE methodology and:

(1) Will continue teaching/working in DLE programs
(2) Want to transition to a DLE school or classroom
(3) Want a working knowledge of DLE to improve their practice/school environment
(4) May continue to a Master's program

As a land-grant institution, the University of Maryland, College Park, is well positioned to offer this PBC to both its neighboring school districts and other interested parties. Teachers working or interested in the DLE context do not have local options for learning about this specific educational context. For example, American University recently cancelled its Bilingual Education Certificate. George Washington University offers programs in Special Education with a focus on language learners, but this program does not address DLE specifically. The proposed program here at the University of Maryland, College Park would address a very specific - and much needed - niche.
The anticipated number of students the program will graduate per year is 25.

Is the proposed Post-Baccalaureate Certificate derived entirely from the core requirements of an existing master's degree program?

No

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS Occupational Outlook Handbook **(**https://www.bls.gov/ooh/**), or Maryland state** Occupational and Industry Projections **(**http://www.dllr.state.md.us/lmi/iandoproj/**) over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis** webpage (http://mhec.maryland.gov/publications/Pages/research/**) for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.**

As dual language programs expand around the nation, the University of Maryland has the opportunity to be a front-runner in creating educator pathways to address the shortage of teachers who are adequately prepared to teach in DLE programs.
There are currently no other graduate programs in the state of Maryland that are similar. Without an established MOU identifying 25 minimally enrolled students, we hope that 15-20 students per year will complete the PBC program. The demand for DLE educators far exceeds this. There are over 24 dual language schools in Maryland with the need for many new teachers in the next five years. See a report documenting expansion in Montgomery County,

for example, included in the attachments. There alone, four new dual language schools or strands were opened in 2018 and each year these schools expand programs to new grade levels, requiring the need for eight new teachers a year. Across four schools, this would require approximately 20 new teachers per year.

As DLE programs expand in the Washington D.C. metro area and nation, there are limited options for educators to receive additional credentials that address the specialized pedagogies employed by DLE educators. The proposed Post-Baccalaureate Certificate at the University of Maryland will fill a critical need by creating an educator pathway to address capacity-building for DLE teachers and leaders.

Identify similar programs in the state. Discuss any di#erences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program di#erences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state: http://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspx

There are currently no other graduate programs in the state of Maryland that are similar.

Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?

There are no Historically Black Institutions in the state with a dual language certificate program. However, the PBC creators would be open and interested in partnering with HBIs in the state.

Supporting Documents

Attachments

MCPS_Update_DLE_Expansion_and_Report.pdf
Budget DL PBC 2020_10-19-20.xlsx
Proposed Faculty List DL PBC.xlsx
PBC Proposal References.pdf
Library assessment.xlsx
Table 1 Alignment DLE Pillars, Teacher Ed Standards, Learning Outcomes.pdf
Assessments for DL PBC proposal.pdf
Collection_Assessment_PBC_Dual_Language_Education (1).docx
Appendix 8 SPAN Documentation.pdf
Appendix 12 Spanish626-SyllabusSpring2019.pdf
Appendix 11 Spanish611-SyllabusFall2018.pdf
Appendix 10 Spanish424-SyllabusSummer2019.pdf
Appendix 9 SPAN613 Syllabus.pdf

Reviewer Comments

John O'Flahavan (johno) (Thu, 10 Dec 2020 16:10:23 GMT): Rollback: 1. Revise the Summary section to more clearly reflect the linkage between the Pillars (3 not 4?), critical consciousness (as a lens?), and the NDLETP standards.2. Fully list all citations at the end of the sections where you refer to them--even if repeated in subsequent section

Key: 752

ED COMMITTEE #1
July 23, 2018
Update

MEMORANDUM

July 19, 2018

TO: Education Committee

FROM: Craig Howard, Senior Legislative Analyst CH

SUBJECT: **Update – MCPS Dual Language Program**

PURPOSE: Receive update from MCPS staff, no action required.

The Education Committee will receive an update from Montgomery County Public Schools (MCPS) representatives on its dual language two-way immersion program. After a brief discussion of dual language programs as part of the Committee's November 27, 2017 update on the MCPS Choice Study[1], Council Vice-President Navarro requested a separate, more in-depth update on this topic. During worksessions on MCPS's FY19 budget, the Committee recommended scheduling this update during the summer timeframe.

MCPS staff will provide a presentation on the dual language program, followed by Committee questions and discussion. As part of the worksession, MCPS staff has been asked to address the following topics:

- MCPS' plan for future dual language two-way immersion program roll-out;
- Data on the effects of the program at MCPS schools;
- Information on how outreach is conducted to families at each of the schools with a dual language program;
- Feedback from staff at schools with the two-way immersion model about the impact of the program on instruction; and
- Information on related-types of programs, such as the academic language pilot program at Highland Elementary School.

Background

Dual language programs refer to academic programs where students are taught literacy and contact in two languages. MCPS' website describes the dual language two-way immersion program as follows:

[1] http://montgomerycountymd.granicus.com/MetaViewer.php?view_id=169&clip_id=14118&meta_id=146262

"Two-Way Immersion is an educational model in which students develop high levels of speaking, reading, writing, and listening in English and in Spanish (or another non-English language). Teachers deliver the same academic content and standards (MCPS Curriculum) as traditional classroom teachers, while providing instruction in two languages. Ideally Two-Way Immersion classes are comprised of a fairly equal balance of native English-speaking students and native Spanish-speaking students. Native speakers of each language serve as fluent peer models of the language. The students receive lessons from two teachers; one providing academic instruction in English, and the other providing academic instruction in Spanish. Teachers are native or near-native speakers of the target language."[2]

The research literature shows multiple positive benefits for students that participate in dual language two-way immersion programs, including:

- Cognitive benefits from being bilingual and biliterate;
- Improved academic performance for both native English speakers and non-native English speakers;
- Reductions in the academic achievement gap; and
- Enhancing cultural competency of students.

MCPS' website (listed on the footnote at the bottom on the page) includes links to several research studies on dual language programs.

Current MCPS Dual Language Two-Way Immersion Program

The FY19 MCPS budget that was requested by the Board of Education and approved by the Council included $282,121 to expand the two-way immersion program to two additional schools. The program was in place at Kemp Mill, Brown Station, and Washington Grove elementary schools in FY18, and will be implemented in Oakland Terrace and Rolling Terrace elementary schools in FY19. The table below briefly describes the program status for each school. The two-way immersion program is open to students enrolled at these schools, and is not part of the lottery for MCPS's other World Language Immersion programs.

In addition to the details described in the table below, as part of the two-way immersion program MCPS notes that teachers and staff will receive "ongoing, intensive support, resources, and recommendations from experts. This includes a partnership with the Center for Applied Linguistics, which provides continuous professional development, conducts site visits, and shares feedback on strengths and growth areas for instructional delivery."

[2] http://www.montgomeryschoolsmd.org/curriculum/specialprograms/elementary/two-way-immersion.aspx

School	Program Status
Kemp Mill Elementary School	• In the 2017-18 school year, the two-way immersion model was fully implemented for all kindergarten and 1st grade classrooms. For 2nd-5th grade classrooms there was a mix; most classrooms participated in two-way immersion while others offered English instruction only. • For the 2018-19 school year, the two-way immersion model will be fully implemented for kindergarten through 2nd grade, and will continue to roll-up by grade level until all grades are participating in 2021-22. • Language Arts, Math, Science and Social Studies content are delivered in both English and Spanish for students in the program. All specials classes (Art, STEM, Music, PE) are delivered in English.
Brown Station Elementary School	• In the 2017-18 school year, the two-way immersion model was fully implemented for all kindergarten classrooms. • For the 2018-19 school year, the two-way immersion model will be fully implemented for kindergarten and 1st grade classrooms, and will continue to roll-up by grade level until all grades are participating in 2022-23. • Language Arts and Math content are delivered in both English and Spanish for students in the program. Science instruction occurs in Spanish, and Social Studies instruction occurs in English. All specials classes (Art, STEM, Music, PE) are delivered in English.
Washington Grove Elementary School	• In the 2017-18 school year, the two-way immersion model was fully implemented for all kindergarten classrooms. • For the 2018-19 school year, the two-way immersion model will be fully implemented for kindergarten and 1st grade classrooms, and will continue to roll-up by grade level until all grades are participating in 2022-23. • Language Arts, Math, Science and Social Studies content are delivered in both English and Spanish for students in the program. All specials classes (Art, STEM, Music, PE) for two-way immersion students are taught in Spanish.
Oakland Terrace Elementary School	• The two-way immersion model will be implemented for all kindergarten classrooms in the 2018-19 school year, and will continue to roll-up by grade level until all grades are participating in 2023-24. • Language Arts content will be delivered in both English and Spanish for students in the program. The language of instruction for all other content areas will be determined by the school's Steering Committee.
Rolling Terrace Elementary School	• The two-way immersion model will be implemented for all kindergarten and 1st grade classrooms in the 2018-19 school year, and will continue to roll-up by grade level until all grades are participating in 2022-23. • Language Arts content will be delivered in both English and Spanish for students in the program. The language of instruction for all other content areas will be determined by the school's Steering Committee.

Academic Language Pilot Program

In addition to the dual language program, MCPS recently developed an academic language pilot program at Highland Elementary School program. In a June 4 memo to Council Vice-President Navarro (attached at ©1-2), MCPS described the program as follows:

> "Highland Elementary School serves approximately 600 students, 53 percent of whom are identified as English for Speakers or Other Languages (ESOL) students and more are English Learners. For years, the school has been granted between 6-7 full-time ESOL teaching positions. However, despite the use of several instructional models, there were limited academic gains for this population of students. In fact, many of the ESOL students had the most fragmented scheduled in the building; there were competing needs for limited instructional minutes among the classroom teacher, intervention teachers, special education teachers, and ESOL teachers; and there was variance in teacher ownership and accountability for student learning.
>
> Given that the majority of the Highland Elementary School students are English Learners, there was an interest in taking a more holistic approach to developing academic language for ALL students. In March 2017, Highland Elementary School submitted a proposal to reallocate five of their dually certified ESOL teacher allocations into classroom teaching positions, reducing class size across the board to 17:1. An instructional specialist from the Elementary Integrated Curriculum Team worked closely with the ESOL Team and Core Team to develop training for staff members on how to develop academic language for all students. Additionally, ESOL teachers worked with grade-level teams on creating language objectives that aligned with content objectives and creating structures to promote more student discourse."

One advantage of this pilot program is that it was implemented at no additional cost to MCPS since it used existing staff allocations. The Committee may want to discuss with MCPS how pilots such as these fit into the long-term plans for expansion of the dual language two-way immersion program.

Immersion Montgomery Report

In January 2017, Immersion Montgomery (a group formed by parents and other supporters of dual language programs) released a report they commissioned titled *Potential Pathways to Equitable Foreign Language Immersion and Dual Language Education in Montgomery County Public Schools*. The report (attached at ©3-4) was written by a consultant, Dr. Virginia Diez.

The report discusses the research and evidence that supports dual language programs; provides case studies on the experience of implementing dual language programs in Portland Public Schools and Unified School District U-46 in Elgin, IL; and provides recommendations for program expansion specific to MCPS that are listed in the table below (with more detail available at ©5-31).

Immersion Montgomery Report Recommendations

1) Develop a clear vision for how dual language and foreign language immersion programs support of should support MCPS' focus on racial equity.
2) Establish a dual language expansion committee.
3) Conduct an assessment of community needs and assets to teach different partner languages.
4) Develop a comprehensive, districtwide plan for diversifying and expanding dual language programming to create racially integrated classrooms and schools and narrow achievement gaps.
5) Develop a Communications Plan with cross-departmental input to ensure adequate outreach to under-represented families.
6) Develop a dual language professional development plan with comprehensive training for administrators and office staff.
7) Establish a Department of Dual Language.
8) Establish capacity-building pipelines to develop the district's own corps of dedicated bilingual/biliterate teachers.
9) Evaluate program quality in the partner language.
10) Develop curriculum alignment plans in English and in the partner language.
11) Design admissions policies that maximize equitable enrollment, student and parental satisfaction, and reduce attrition.
12) Plan for similar attrition rates to those currently observed in foreign language immersion programs.
13) Broaden admission standards for middle and high school dual language programs.
14) Create incentives for students to continue through middle and high school.

The Committee may want to discuss with MCPS how the current two-way immersion program and/or future expansion plans align with some of the best practices identified in the Immersion Montgomery report. In particular, Council Staff highlights the issue of developing a staffing pipeline of bilingual/biliterate teachers as a potentially significant undertaking for the long-term success of the two-way immersion model.

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MCPS MONTGOMERY COUNTY PUBLIC SCHOOLS
www.montgomeryschoolsmd.org
MARYLAND

Malcolm Baldrige National Quality Award 2010 Award Recipient

June 4, 2018

The Honorable Nancy Navarro
Member, Montgomery County Council
Stella B. Werner Council Office Building
100 Maryland Avenue
Rockville, Maryland 20850

Dear Ms. Navarro:

Highland Elementary School serves approximately 600 students, 53 percent of whom are identified as English for Speakers of Other Languages (ESOL) students and more are English Learners. For years, the school has been granted between 6–7 full-time ESOL teaching positions. However, despite the use of several instructional models, there were limited academic gains for this population of students. In fact, many of the ESOL students had the most fragmented schedules in the building; there were competing needs for limited instructional minutes among the classroom teachers, intervention teachers, special education teachers, and ESOL teachers; and there was variance in teacher ownership and accountability for student learning.

Given that the majority of the Highland Elementary School students are English Learners, there was an interest in taking a more holistic approach to developing academic language for ALL students. In March 2017, Highland Elementary School submitted a proposal to reallocate five of their dually certified ESOL teacher allocations into classroom teaching positions, reducing class size across the board to 17:1. An instructional specialist from the Elementary Integrated Curriculum Team worked closely with the ESOL Team and Core Team to develop trainings for staff members on how to develop academic language for all students. Additionally, ESOL teachers worked with grade-level teams on creating language objectives that aligned with content objectives and creating structures to promote more student discourse.

Strengths of the Pilot

- Student discourse has increased.
- Academic language instruction and discourse benefit ALL students.
- Reduced class size enables teachers to build stronger relationships with students, provide more small group and one-to-one support, and work more effectively with students who may not have had as much attention in the past.
- Schedules for ESOL students are much more cohesive.

- Office referrals have been reduced and student behavior concerns are almost nonexistent.
- Classroom teachers have the most accountability for student performance, so by reducing the size of their classes, we have set them up to be more effective.
- It is great recruiting tool for new staff members (class sizes).
- It is a no-cost initiative for the school and the school system.

Challenges of the Pilot

- Highland Elementary School is the only MCPS school engaging in a comprehensive Integrated English Language Development Pilot, therefore, there are no benchmarking partners.
- There is no available space left in the building.

Future Goals

During the 2018–2019 school year, the leadership team will work with Dr. Deann M. Collins, director, Division of Title I and Early Childhood Programs and Services, on a proposal to work with Dr. Tonya Ward-Singer, author of *EL Excellence Every Day*, to help take the work to the next level. They also will focus on strategies for working with newcomers and deepening academic conversations among students. End-of-the-year academic data will be compiled in July to make informed decisions about next steps.

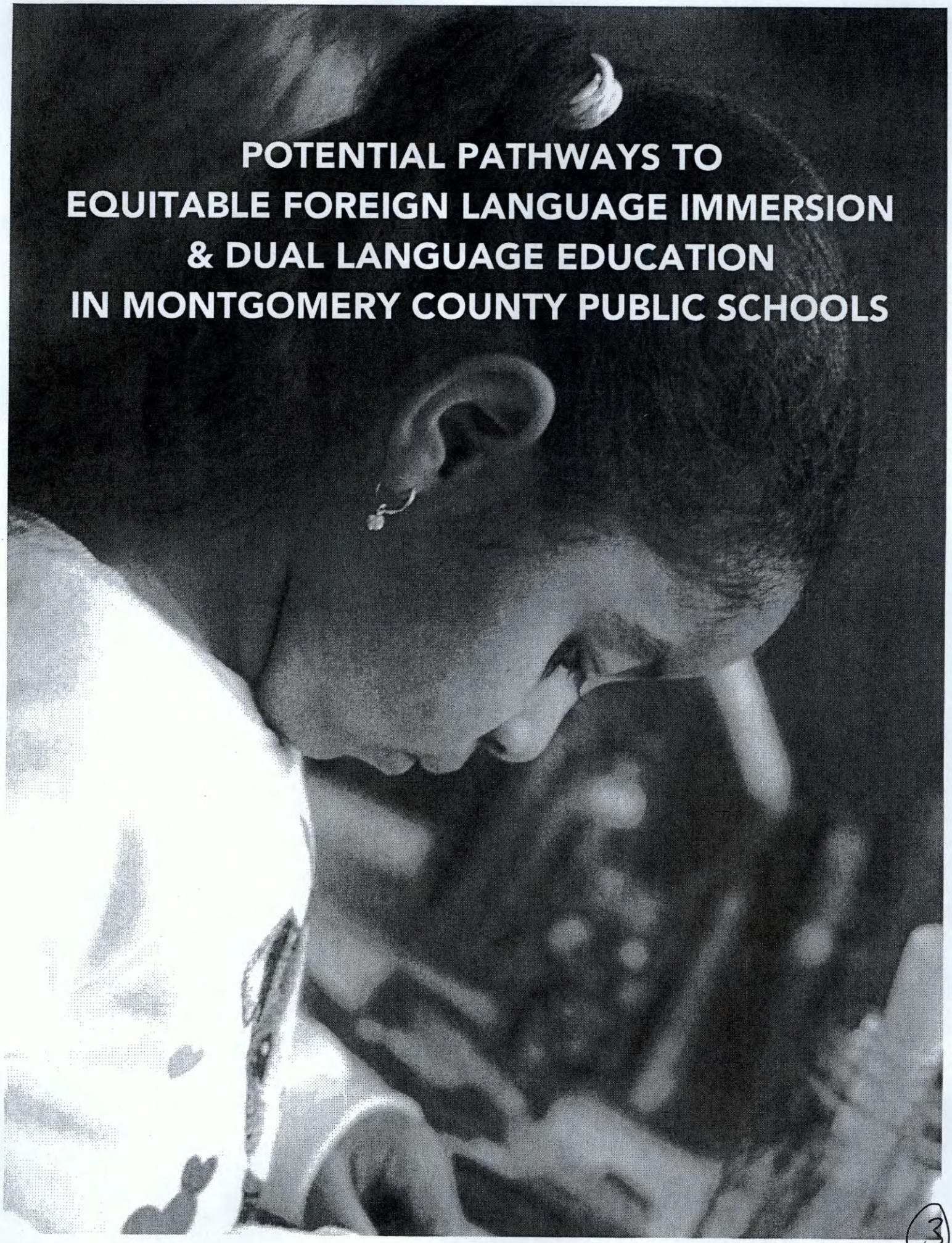
If you have any questions or would like a school visit in the fall, please contact Mrs. Niki T. Hazel, director, Department of Elementary Curriculum and Districtwide Programs, at 240-740-3930.

Sincerely,

Maria V. Navarro, Ed.D.
Chief Academic Officer

MVN:NTH:ecr

Copy to:
Dr. Statham
Dr. Johnson
Dr. Kimball
Dr. D. Collins
Mrs. Hazel



POTENTIAL PATHWAYS TO EQUITABLE FOREIGN LANGUAGE IMMERSION & DUAL LANGUAGE EDUCATION IN MONTGOMERY COUNTY PUBLIC SCHOOLS

AUTHOR

Dr. Virginia Diez has fifteen years of experience conducting applied research on the question of what constitutes a quality education for English Language Learners. She served as a Research Associate at the University of Massachusetts Mauricio Gastón Institute in two landmark studies about the implementation of services and outcomes of English Language Learners in Boston Public Schools, in Massachusetts. She has served on the Board of Directors of the Massachusetts Association for Bilingual Education, where she integrated the working group responsible for developing guidelines for launching and implementing transitional bilingual and two-way/dual language programs for the Massachusetts Department of Elementary and Secondary Education. She was also the lead researcher and author of guidelines and recommendations for implementing two-way immersion programs in Boston Public Schools. Currently, she is working as an independent consultant.

ACKNOWLEDGEMENTS

The paper was commissioned by parents and other supporters of dual language/immersion programs in MCPS, an effort known as Immersion Montgomery, to support deliberations about best pathways to expand dual language and foreign language immersion programs in Montgomery County Public Schools in keeping with the district's commitment to a high quality and equitable education for all students. A special thanks goes to Dr. Annette Acevedo and Wilma Valero of School District U-46 in Elgin, Illinois; Michael Bacon of Portland Public Schools; Dr. Julie Sugarman, of the Migration Policy Institute, who served as senior advisor to the project; and the many parents in Montgomery County who made personal donations to support this body of work to create more opportunities for children in their communities to become bilingual and biliterate.

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5

INTRODUCTION

Montgomery County Public Schools (MCPS) has a long history of offering quality foreign language immersion education, in which English speakers[1] receive language and content instruction in a partner language[2] along with English, with the goal of developing oral and written language skills in two languages. The first program launched in 1974 and offered immersion in French just as the first outcomes studies of French immersion students in St. Lambert, Quebec, Canada, reported academic advantages for English-speakers who received instruction in French from an early age (Lambert & Tucker, 1972).

A recent study of Choice and Special Academic Programs (the Choice Study) submitted to the Montgomery County Board of Education in March, 2016 by the consulting firm Metis Associates (Metis, 2016) reports the history, outcomes, and enrollment of foreign language immersion programs. Historically, in the 1980's and 1990's, MCPS, like many other districts nationwide, opted to offer foreign language immersion and other Choice programs as magnets to attract White middle class families to low-income, racially segregated schools. After the first French program, the district launched Spanish and Mandarin, yet the programs have not been updated or expanded since 2009 (Metis, 2016). By school year (SY) 2014, MCPS offered Spanish, French and Mandarin immersion in seven elementary schools to 1,539 students, while another 500 students attended four middle school programs (Metis, 2016).

In addition to promoting racial desegregation at the school level, students in the foreign language immersion programs have been successful at attaining superior reading and math scores on standardized tests in English vis-à-vis district averages, and vis-à-vis their peers attending general education programs in the same elementary and middle schools. A remarkable outcome identified by the Choice Study, based on cross sectional data from SY2014, is the rapid rate at which these programs appear to close achievement gaps. While scores on standardized tests in Grade 3 reading and math registered significant gaps between Black/African American and Latino/Hispanic students and their White and Asian counterparts, on that same year, gaps in Grade 5 were minor, and of no statistical significance for these subgroups enrolled in foreign language immersion. Similar achievement gap closures were found for FARMS[3] and non-FARMS students districtwide and within the same school building (Metis, 2016). The data is correlational and does not look at family characteristics, extracurricular supports, rates of attrition between 3rd, 5th and 8th grade, and so forth. However, the achievement gap closure is noteworthy and deserves further study to understand the rapid rate at which it occurs.

In the face of these outcomes, it is not surprising that increasing numbers of families seek access to foreign language immersion programs. Yet, in SY2014, the 1,539 MCPS students enrolled in elementary programs represented 2% of all elementary students; only 369 new kindergartners were admitted, and 40% of applicants were waitlisted. The shortage of seats has generated parental discontent, especially in light of enrollment figures that show an over-representation of White students and under-representation of Hispanic/Latino, Black/African-American, FARMS, special education, and English language learner (ELL) students vis-à-vis district figures.

[1] The term "English speakers" is used to refer to students whose home language is English, or who speak other languages at home but are proficient in English upon school enrollment.

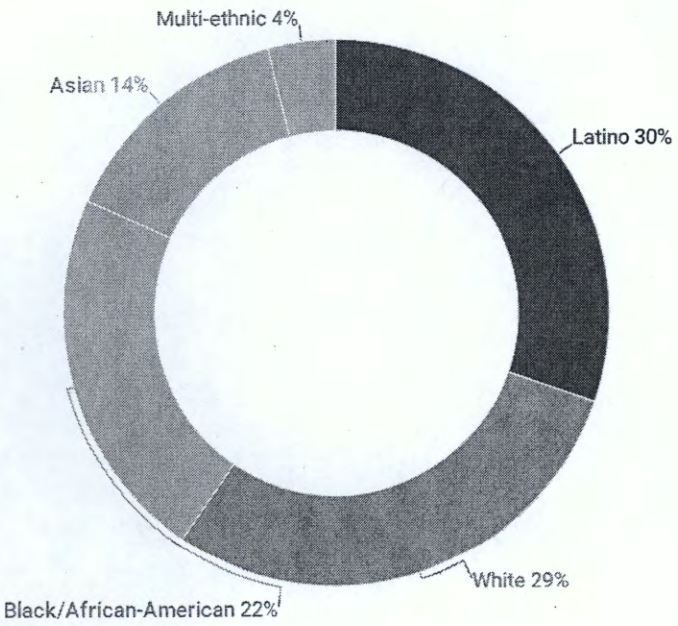
[2] In this paper, the term partner language refers to a language other than English which is used for instruction.

[3] FARMS stands for free and reduced-price meals, a proxy for low-income used in educational research.

This disproportion in enrollment of under-represented groups seems to reflect the rapid demographic change experienced by Montgomery County in the last 20 years. In a very short period of time, MCPS has transformed from a largely White district, into a "majority-minority district" [4] (see Figure 1). In SY2014, ELLs amounted to 10.5% of all students in the district.

The presence of ELLs is an important factor in conceptualizations of equitable access to foreign language immersion programs because these students are known to benefit most from instruction in their native language along with instruction in English as a second language in programs where they are integrated with English speakers (Thomas & Collier, 2002). Thus, the growth of the ELL population in Montgomery County presents a unique opportunity to service the needs of two groups of students who benefit when integrated at the classroom level: English speakers and ELLs. Such integration results in more racially- and economically-balanced programs, and, when well implemented, supports superior academic attainment in English by all students (Thomas & Collier, 2012, Steele et al., 2015), language preservation by ELLs, and the multiple benefits of integration across linguistic, cultural, and socio-economic differences. The tremendous educational gains achieved by all students involved in integrated dual language programs (to be defined in the next section) cannot be overstated. In fact, their effectiveness has led to a steady, exponential growth since the 1990's, well documented by the Center for Applied Linguistics.[5] The two factors driving this growth are, first, an increased awareness that the language skills of U.S. citizens lag behind other industrialized countries, and may undermine U.S. competitiveness in an increasingly globalized economy.[6] Second, there is increasing empirical evidence documenting achievement gap closures for all students enrolled in these programs, regardless of native language, race, or income.

FIGURE 1. RACIAL/ETHNIC BACKGROUND OF MCPS STUDENTS, 2016



Source: Montgomery County Public Schools (2016). *Update on Student Enrollment and Facilities.* Presentation to Montgomery County Board of Education on October 10th. URL: www.montgomeryschoolsmd.org/departments/planning/demographics.aspx.

[4] Education Week article: http://www.edweek.org/ew/articles/2014/08/20/01demographics.h34.html
[5] See URL:http://www.cal.org/twi/directory/growth.gif
[6] See study by the American Academy of Arts and Sciences (2016) at URL:https://www.amacad.org

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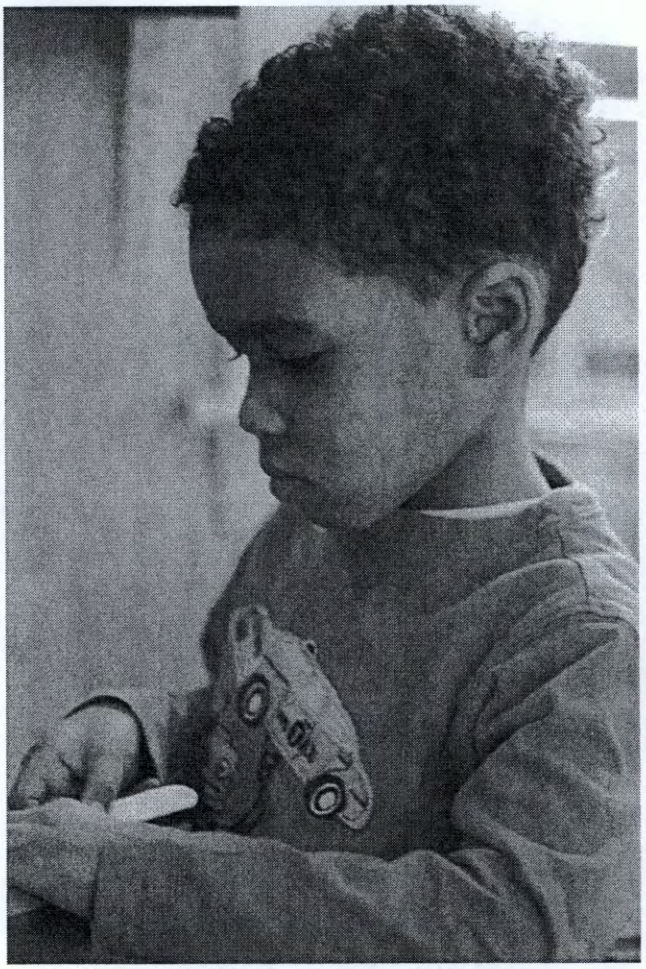
In light of these gains, windows of opportunity to expand dual language education at the state level recently created by the re-authorized Elementary and Secondary Education Act (ESEA), also known as the Every Student Succeed Act (ESSA), are driving bilingualism for all students to the top of the 2017 educational reform agenda in many states.[7]

Furthermore, integrating English speakers and ELLs in dual language programs addresses the Choice Study Recommendation 7 which encourages MCPS to "align efforts" to expand seat capacity in choice and special programs "with the district's core values, including equity, and consider a wider variety of models, such as dual language …" (Metis, 2016, Executive Summary, p. x). This paper looks at this and other Choice Study recommendations through the prism of dual language education, and offers guidance for expanding access to a range of language learning programs. This includes the existing foreign language immersion for English speakers while also adding capacity to serve the needs of ELLs with high quality, cost-effective dual language models. Implementing both types of programs moves a larger number and broader range of students towards ambitious outcomes, including attaining the state's Seal of Biliteracy.[8] This paper also considers the role that admission's policies, in particular the sibling link, play in the quality and success of language programs. It recognizes the importance of the sibling link in supporting families and thereby preventing attrition which is of specific concern in language programs due to the difficulty of filling seats in the later years with language-proficient students. It also recognizes the importance of the sibling link in both promoting a home environment where siblings can support one another in learning the target language, and in helping to build a strong school community.

The report begins with a review of terminology and empirical evidence about different kinds of programs in the field of dual language education in the U.S. today, and then provides examples of best practices from two districts that are applying the latest thinking to the design and implementation of dual language programs as a tool to build equity and excellence. The paper ends with recommendations for MCPS leadership and the board of education.



[7] See December 29, 2016 article in Education World at URL:http://www.educationworld.com/a_news/effectiveness-bilingual-education-reason-invest-2017-1529523464.
[8] See http://sealofbiliteracy.org/maryland.

8

FOREIGN LANGUAGE IMMERSION & DUAL LANGUAGE

TERMINOLOGY

Foreign language immersion - the type of program offered by MCPS - is one of four types of programs grouped by some researchers under the term *dual language*, as shown in Figure 2. All of the programs under this umbrella share the common goals of bilingualism, biliteracy, and cross-cultural competence, which are achieved by using a partner language (Spanish, French, Chinese, etc.) for at least 50% of instruction for at least 4-6 years, preferably spanning the full K to 12 or pre-K to 12 sequence. By the time they reach upper elementary grades (roughly fourth or fifth grade), students are expected to perform on grade-level in English and the partner language.

The main difference between the four models shown in Figure 2 is the student population:

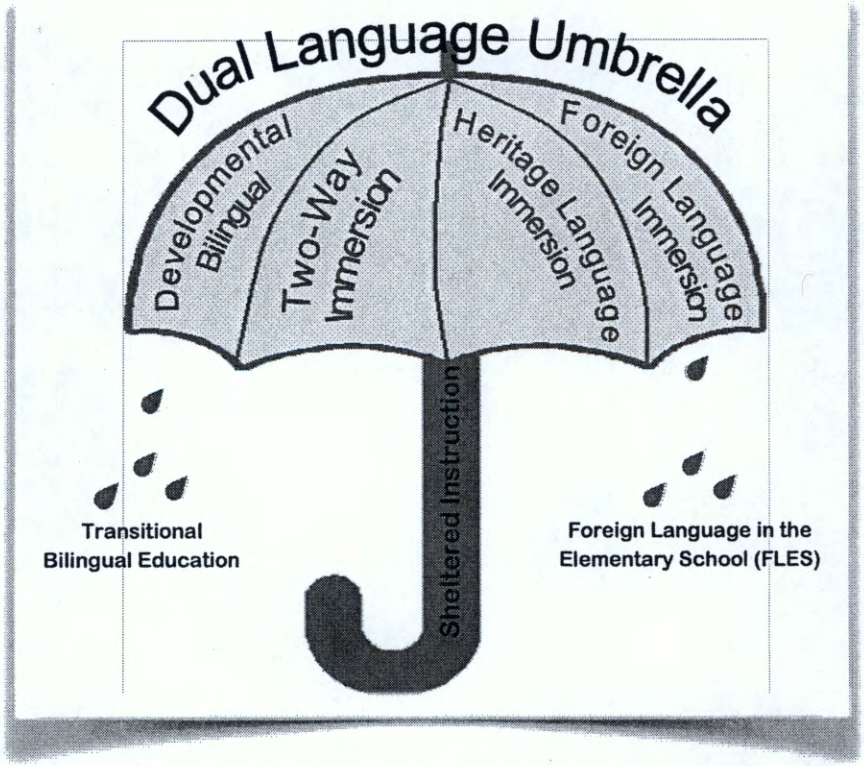
Developmental Bilingual: All students are native speakers of the partner language and are ELLs

Two-way Immersion: Enrollment is balanced between native speakers of the partner language (who are usually ELLs) and English speakers, with neither group making up more than two-thirds of the total

Heritage Language Immersion: All students are English-dominant but have a connection to the language through exposure at home or in their culture or community

Foreign Language Immersion: Students are English speakers learning a world language not spoken at home

FIGURE 2. DUAL LANGUAGE PROGRAM MODELS



Source: Howard, E. R., Olague, N., & Rogers, D. (2003). The dual language program planner: A guide for designing and implementing dual language programs (p. 3). Washington, DC and Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.

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Along with the dual language models, there are two other models that provide some language instruction, but not enough to develop full academic bilingualism and biliteracy: transitional bilingual education, in which ELLs are taught for one to three years in their native language while transitioning to English, and foreign language in the elementary school (FLES), in which instruction in the partner language constitutes less than 50% of instruction.

In order to develop bilingualism and biliteracy, dual language programs share other important characteristics:

- Language and content instruction are integrated, so that the language is not taught in isolation
- Teachers use sheltered instruction strategies to make content comprehensible to language learners.
- Students have frequent opportunities for interaction and collaborative learning.
- Instruction through the partner language is viewed as an enrichment experience for all, not as remedial or compensatory education for the ELLs in the program
- The program includes a focus on the culture of the speakers of the partner language in order to increase cultural competency and make connections between language and culture that are critical for full language proficiency

Unfortunately, there is little consensus across the United States about the terminology being used to describe these programs. The *dual language* label is most frequently applied either to two-way immersion programs only or to either two-way or developmental bilingual programs—in other words, in many settings, *dual language* is a term associated with programs that enroll ELLs. Practitioners of foreign language immersion typically do not refer to their programs as dual language. Because of the strong history of foreign language immersion as a term and as a program in MCPS and the ways that the various terms are used in the comparison districts described in this paper, we use the term *dual language* to refer to developmental and two-way programs, and foreign language immersion to refer to the type of program that already exists in MCPS. This also mirrors the usage of the Center for Advanced Research in Language Acquisition, which refers to "immersion and dual language education" in order to ensure that both constituencies see themselves in their work.

Another critical set of terms needed to understand foreign language immersion and dual language programs relates to the alternatives for how much of the partner language is used in the early years of the program:

- The partner language is used 80% to 100% of the time in pre-K and kindergarten, with additional English instruction gradually added throughout the elementary years until they reach a 50-50 balance (called "full immersion" in foreign language programs, and 90/10 or 80/20 in dual language)
- The partner language and English are each used 50% of the time for the duration of the program (called "partial immersion" in foreign language programs, and 50/50 in dual language)

It is important to note that programs that enroll ELLs do not use the 100/0 model, in which all content is taught in the partner language and English instruction is often delayed until late elementary school. Dual language programs that enroll ELLs incorporate English language development instruction right from the beginning. However, dual language research has shown that the 90/10 dual language model is the most effective, as it allows ELLs to learn to read in a language they understand, and English dominant students to have sufficient early exposure to the partner language to develop high levels of bilingualism and biliteracy (see findings discussed in section on empirical evidence).

In two-way immersion programs, two additional best practices are important to implement in order to ensure the outcomes promised by the research. First, native speakers of the partner language (including ELLs) can enter the program at any grade level, but students who do not have proficiency in the partner language are not al-

lowed to enroll after first grade. Additionally, students from the two language groups must be integrated for instruction most or all of the day at all grade levels. These two practices ensure that English speakers acquire sufficient levels of the partner language to be able to engage in grade-level instruction in the upper elementary grades (Howard and Sugarman, 2007).

As this paper recommends that MCPS take a broad look at the full mix of foreign language immersion and dual language (two-way immersion and developmental bilingual) programs, it is important to keep in mind the political and sociocultural context in which these programs have always existed, and how the conversation around ELL education may change in our increasingly divided society. Although they appeared on the scene around the same time (the 1960s), foreign language immersion came out of a tradition of enrichment for English speakers, while bilingual approaches (including transitional bilingual and dual language) were developed in order to address civil rights mandates—starting with the Supreme Court's decision in *Lau v. Nichols* that students who do not speak English must be provided accommodations in order to ensure that they have meaningful access to the same education as other students (Baker, 2001). The tremendous growth of foreign language immersion and dual language programs in the last fifteen years (Rhodes and Pufahl, 2010; U.S. Department of Education, Office of English Language Acquisition, 2015) is evidence of communities' recognition that these programs offer the strongest evidence of closing achievement gaps and preparing students for the 21st century.

EMPIRICAL EVIDENCE

All of the foreign language immersion and dual language program types are backed by considerable empirical evidence showing superior academic outcomes for all students across language, race, and socioeconomic background. Of special interest in two-way immersion is that students learn each others' languages and cultures, in classrooms that are integrated socioeconomically and racially.

Outcomes For English Speakers

Descriptive studies of the foreign language immersion model have shown positive effects on English outcomes (Barik & Swain, 1978; Caldas & Boudreaux, 1999; Marian, Shook, & Schroeder, 2013; Padilla et al., 2013; Turnbull, Hart, & Lapkin, 2003). The second language acquisition approach taken by these programs of teaching language and literacy by teaching content in the second language is the most successful school-based model for teaching second languages.

Foreign language immersion students who begin the program as English speakers consistently develop native-like levels of comprehension, such as listening and reading skills, in their second language. They also display fluency and confidence when using it. Further, the more time spent learning through the non-English language, the higher the level of proficiency attained. (Fortune, n/d)[9]

However, it has been hard to move students beyond intermediate levels even in high-performing foreign language immersion programs. Studies have found that students' "oral language lacks grammatical accuracy, lexical specificity, native pronunciation, and is less complex and sociolinguistically appropriate when compared with the language native speakers of the second language produce" (Fortune, n/d). Some researchers have argued that a reason students do not reach higher levels of proficiency in the partner languages is that "...students do not get the benefit of interactive dialogue with native-French-speaking peers in their classes, as would happen in a two-way model" (Thomas & Collier, 2012, p. 11); however, research has yet to test that assumption.

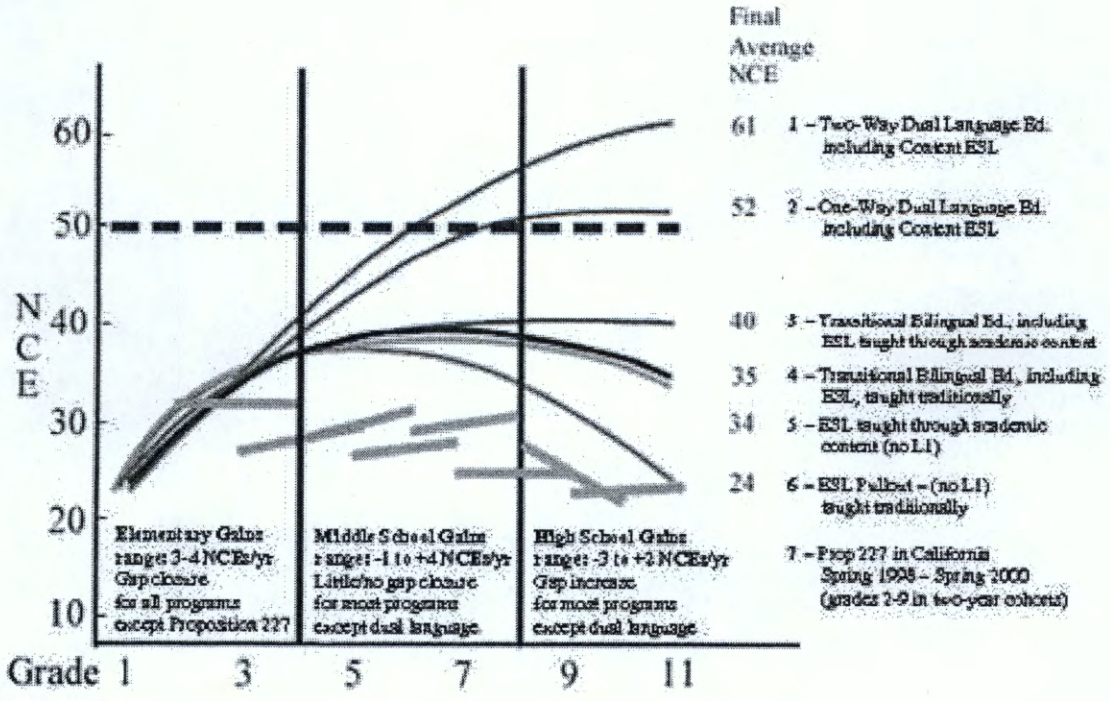
[9] The research on foreign language immersion (including findings on Chinese immersion) is well summarized by Tara Fortune here: http://carla.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html

We do know that English speakers in both foreign language and two-way immersion programs show superior second-language outcomes to students in traditional foreign language programs, and frequently score above their peers in tests of English and academic content. Wayne Thomas and Virginia Collier's research in North Carolina demonstrated that both White and African-American English speakers outscored their peers on academic tests in English—sometimes by a full grade level—in upper elementary and middle school grades (Thomas & Collier, 2012).

Outcomes for ELLs

In terms of educating ELLs, the empirical studies of developmental bilingual (not discussed here) and two-way immersion conducted by Wayne Thomas & Virginia Collier over the last twenty years have consistently shown that these two types of dual language programs are superior to transitional bilingual education and ESOL (English for Speakers of Other Languages) in terms of English development for ELLs. Figure 3 provides a stark comparison of ELL student outcomes in standardized reading tests in English by grade and across program models. All solid lines represent ELLs, whereas the dotted line at the 50th percentile/NCE represents the average performance of English speakers across the U.S. (the norm group) on English reading assessments at each grade level. The direction of the program lines indicates gap closure, as ELLs make more progress than English speakers per grade, or gap widening, with ELLs making less progress than English speakers. The bottom line represents a series of two-year cohorts in California after the state passed English-only legislation (Thomas & Collier, 2012). The graph shows that although in the primary grades, students in any bilingual program score below their English-speaking peers, after 5th grade and certainly into high school, students in two-way immersion programs outperform English speakers significantly. One-way (developmental bilingual) programs, in which ELLs are not integrated with English speakers, are nearly as beneficial as two-way immersion.

FIGURE 3. ENGLISH LANGUAGE LEARNERS' LONG-TERM K-12 ACHIEVEMENT IN NORMAL CURVE EQUIVALENTS (NCES) ON STANDARDIZED TESTS IN ENGLISH READING COMPARED ACROSS PROGRAM MODELS



Source: Thomas and Collier, 2012, p. 93

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In brief, given the superior outcomes for both English speakers and ELLs in two-way immersion, as well as the clear benefit of integrating students along racial, ethnic, and socioeconomic lines (Wells, Fox, & Cordova-Cobo), MCPS has an opportunity to ingrate a linguistically-diverse student body into the highest-performing programs known to exist for language learners.

This paper looks at how districts that are regarded as paradigmatic of good dual language (foreign language immersion and two-way immersion) program design and implementation have expanded in response to demographic change by integrating English speakers and ELLs into the same programs. These districts are Portland Public Schools in Portland, Oregon, and School District U-46, in Elgin, Illinois (in the northwest suburbs of Chicago). Significantly, School District U-46 has been endorsed by David Rogers, the executive director of Dual Language Education of New Mexico (DLENM) and a national authority on dual language implementation as "the model to follow for districts wanting to start a districtwide dual language initiative … In my opinion, they did everything right" including having "a sense of urgency to improve services for English Language Learners" and expanding programs "methodically, based on where there was demonstrated leadership and family interest."[10] Portland has long been considered a leader in foreign language and dual language immersion, with a recent study finding that dual language students outscored their non-dual-language peers in reading by a significant extent (Steele et al., 2015).

Demographically, the districts are smaller than MCPS, and their ethno-racial makeup is different, as shown in Table 1. School District U-46 has the same percentage of White students as Montgomery County and has undergone similarly rapid demographic change in the last ten years. However, the population distribution is more heavily Latino and the percentage of ELLs is twice as large (28.4%) as MCPS. The district is particularly interesting for its rapid growth, and well-documented, systematic planning, which lends itself to replication. Portland, on the other hand, has also grown at a good pace (9 programs in 15 years), but its most relevant characteristic is a linguistic diversity closer to that found in MCPS, as well as the presence of engaged English-speaking parents who are committed to providing equitable access for all students in the district.

TABLE 1. STUDENT DEMOGRAPHICS IN THREE DISTRICTS

	MCPS SY17	PPS SY16	U-46 SY16
TOTAL STUDENTS	159,242	49,075	40,400
White, non-Hispanic	29%	55.9%	29%
Hispanic or Latino	30%	16.2%	52%
Black/African American	22%	10%	6%
Asian	14%	7.3%	8%
Multi-ethnic	5%	8.9%	4%
American Indian	<5%	0.9%	1%
ELLs	14.2%	7.3%	28.4%
	22,612	3,582	11,473
Free/reduced-price meals	34.5%	46.3%	58%

Sources: .http://www.montgomeryschoolsmd.org/about/; http://www.pps.net/domain/265; http://www.illinoisreportcard.com

[10] Dual Language Fact Sheet: http://www.edline.net/pages/SDU46/Hot_Topic/Dual_Language/DL_Fact_Sheet

PORTLAND PUBLIC SCHOOLS

Founded in 1851, Portland Public Schools (PPS) is the largest PreK-12 school district in Oregon, serving nearly fifty thousand students in 78 district schools and other community programs. The student population is highly diverse, racially and linguistically (see Table 1 in appendix). PPS offers what it calls dual language immersion[11] as a K-12 program in 35 schools (15 elementary, 13 middle, and 7 high schools), which amounts to 44% of all district schools. About 1 in 10 students (9.7% in SY2016) were enrolled in dual language immersion programs, of whom 41% were ELLs.[12] While half of Portland ELL families speak Spanish, a hundred other languages are also spoken in the district, and have driven the diversification of language offerings in these programs, including Spanish, Chinese/Mandarin, Japanese, Russian, Vietnamese, with Arabic under current consideration. The district is strongly committed to dual language immersion, as expressed in the following mission statement:

> The aim of the PPS K-12 Dual Language Immersion Program is for all students to be bilingual, develop strong cross-cultural and high-level thinking skills, and achieve a solid academic foundation that prepares them for high school, college and beyond. To achieve these outcomes, the program promotes self-confidence and motivation, a love of learning, and supports the linguistic and cultural identity that allows all students to become independent and active members of the global community.[13]

[11] In Portland Public Schools, the term "Dual Language Immersion (DLI)" encompasses programs that provide core content instruction in two languages—i.e. two-way immersion, foreign language immersion, and one-way developmental bilingual programs (although these are less frequent).

[12] Portland Public Schools Enrollment Details for October 2015:http://www.pps.net/site/default.aspx?PageID=942 See link for Dual Language Immersion and Dual Language Learners on 2015-16

[13] See Dual Language Immersion Brochure link at: http://www.pps.net/Page/892

HOW THE PROGRAM EXPANDED[14]

Portland's entry into dual language education began in the 1980's and '90's and has accelerated since the turn of the millenium. The early immersion programs were designed as enrichment for English speakers—e.g. Ainsworth's English/Spanish and Woodstock's English/Mandarin. Over time, as demographics changed and the proportion of ELL students from different linguistic backgrounds grew (similarly to the process observed at MCPS today), PPS began to look at equitable practice through a racial lens.

Applying a racial equity lens implies asking questions about the potential impact of programs on different racial/ethnic groups, and specifically on how programs exacerbate or alleviate racial disparities. For example, PPS leaders considered the impact of Thomas & Collier's findings (2002, 2010, 2012) showing that ELLs and other low-income students who participate in two-way immersion programs not only close achievement gaps but actually outperform similar students one year ahead in both reading and math in the elementary and middle school grades (see section on empirical evidence). Based on this empirical evidence, foreign language immersion programs were re-conceptualized not only as enrichment for English speakers but also as equitable services for ELLs. As a result, ELLs who spoke a program's partner language were integrated with English speakers for their mutual benefit as ELLs could preserve and develop their native language while learning English, and enhance the partner language learning experience of English speakers. Both groups of students benefit tremendously from early friendships forged across language, socioeconomic and racial boundaries.

Today, the Ainsworth—one of the first programs—has transitioned from offering a foreign

[14] For a brief video of PPS dual language expansion, see: http://www.pps.net/Page/88

language immersion program similar to the current ones in MCPS, which reserves 100% of seats for English speakers, to a two-way immersion where 33% of seats are reserved for Spanish speakers designated as ELLs. Such linguistic diversification was paralleled with programmatic changes in curriculum, instruction, and language allocation times. Whereas it was possible to teach 100% of the time in the partner language when all students were English speakers, time in Kindergarten in the partner language was reduced to 90% and paired with instruction in English for 10% of the time in order to teach English to Spanish-speaking ELLs.[15] The proportion of instruction in each language changes each year until it reaches a 50:50 balance in the mid- to upper-elementary grades. The Mandarin program at the Woodstock followed a similar path, and now enrolls 50% English speakers and 50% native Mandarin speakers. Unlike the Ainsworth, instruction at the Woodstock is split evenly between English and Mandarin throughout the elementary grades in what is known as the "50:50 model."[16]

Other programs launched in the 1990's and all programs (except the Japanese) launched after the turn of the millennium have been integrated with 50% of each language group. Program expansion is currently managed by a Department of Dual Language in conjunction with a Dual Language Expansion Committee where parents, who constitute 50% of the membership, work together with teachers, administrators, and representatives of community organizations. An important criterion guiding expansion is responding to growing linguistic communities, and to the interests of parents of English speakers. Currently, the new language under consideration is Arabic as parents of English speaking students have expressed interest, and there is a growing community of Arabic speakers in Portland.

EQUITABLE ACCESS AND LOTTERIES

Dual language immersion programs at Portland Public Schools are programs of choice ("focus options"). Formally, access is gained by making transfer requests, granted through a computerized lottery administered by the district. Families apply to these programs in the spring prior to their enrollment in pre-K or Kindergarten. The number of slots available every year is determined by the school principal, and students are selected based on a number of preferences including their native language, residence within the school's catchment neighborhood, or in other neighborhoods. Within each of these preferences, slots are assigned first to students who have siblings at the school. Students who do not win a slot are assigned to the general education program in their local schools.

The Sibling Preference

In PPS, siblings who live in the same household and have the same supervising adults are given preference in the lottery, which guarantees them a slot in the program. In 2014, PPS's Board of Education considered giving the sibling preference a lower priority (no guaranteed slot). However, following public comments and the recognition by the district that the lack of outreach was the reason spots were not being filled by low-income students, the district instead decided to keep the sibling preference due to its many known benefits to students, families, and schools, and especially to prevent attrition. Specifically, the district decided to keep the sibling preference as a high priority in part when its own data showed that the sibling link was not the reason that many schools had few low-income students.[17]

It seems worth noting that considerations about whether or not to change sibling preferences in PPS aligned with pro- and con-rationales to

[15] This is referred to as a "90:10" language allocation model in which instruction is conducted in the partner language 90% of the time and in English the remaining 10% at first. Partner language instruction decreases while instruction in English increases, until each language is used for instruction 50% of the time. This occurs by grades 4 or 5.

[16] The 50:50 language allocation model refers to programs in which the partner language and English are each used for instruction 50% of the time. The two main models (50:50 and 90:10) can be successful with any partner language and in both foreign language immersion and two-way immersion settings.

[17] [http://www.oregonlive.com/opinion/index.ssf/2014/12/pps_change_on_sibling_preferen.html]

changes to MCPS Board Policy JEE, Student Transfers. While MCPS has given greater weight to the Choice Study recommendation to eliminate sibling links, in PPS, the decision favored an argument also mentioned in the Choice Study, specifically the benefits of sibling preferences to "families with more than one child and parents who cannot transport their children to more than one school because of work schedules or after-school commitments," and also "to reinforce learning in homes where parents or guardians do not speak the language of instruction"(Metis, 2016, p. 39). Instead, equitable access to programs in PPS was attained by increasing the number of seats assigned based on language preferences.

In addition to the benefits accrued by sibling preferences to families and students, considerations about benefits to program viability in the upper elementary grades are especially significant to dual language program administrators. The success of dual language immersion programs is predicated on maintaining a balanced enrollment of English speakers and ELLs throughout the elementary grades. Since it is hard to admit students with grade-level skills in the partner language in grades 2 and beyond, a reduction of program seats may affect costs if teachers have insufficient numbers of students in their classrooms. Furthermore, when siblings are not enrolled in dual language programs, the loss of academic expertise embedded within the family may contribute to attrition, which can be due to the rigor and difficulty of foreign language immersion programs (Boudreaux and Olivier, 2009). Finally, having children in two different schools deters parents from fully investing their limited time, energy, and personal resources into building a strong school community which, again, is especially important in dual language programs.

The Language Preference

In PPS, increased equitable access to dual language was attained by turning foreign language immersion into two-way immersion programs. Two-way immersion programs reserve at least one third of seats for each language group in order to ensure as close a balance in enrollment as possible. In Portland, empty partner language seats are kept open until the end of the summer in order to increase participation by immigrant families. In the past, empty seats had to be filled by the end of the previous school year, so seats reserved for one language group could be given away as long as the 33% threshold for speakers of each language was met. This policy was changed as it was found to disadvantage the ELL community, particularly families who moved to the area over the summer. The switch from foreign language to dual language immersion also called for instructional changes. While foreign language immersion is designed for English speakers who do not require ESOL instruction, the inclusion of ELLs who speak the partner language requires not just a change in enrollment procedures, but a redesign of the program to include tailored English instruction that provides simultaneous ESOL support for ELLs and opportunities for English speakers to refine their language and literacy skills.

Ensuring Equitable Participation in the Lottery

Another way in which PPS supported more equitable access to dual language was by countering potential inequitable access to lotteries (as immigrant parents may be less likely to be able to navigate the necessary information and deadlines on their own). PPS conducts comprehensive outreach to inform and educate low-income and immigrant families about dual language opportunities, how to access them, and why they are beneficial. The district uses multilingual program materials in Chinese, Russian, Somali, Spanish, and Vietnamese along with outreach by bilingual staff. District staff seeks out immigrant parents through home visits; informational sessions at Head Start, other federally funded pre-K programs, and community venues; and provides assistance filling out transfer applications. Parents are trained to help other parents, and to serve as program ambassadors in their communities.

STAFFING AND FINANCIAL CONSIDERATIONS

"It is a common belief that dual language programs are expensive, but really the greatest problem they face is capacity building," claims assistant director for Dual Language Michael Bacon. Because the number of full time teachers are generated by the number of students, and the hours of instruction are the same as in general education, there are no increased costs based on personnel. However, half or more of the teachers must be bilingual/biliterate, and half of curriculum units or of academic subjects must be offered in the partner language. What districts need is personnel with the capacity to develop curriculum, interact with parents, support special needs, and provide professional development across languages. These additional needs in terms of learning materials and assessments in two languages are minimal compared to programs that require additional personnel.[18]

Although for some administrators the language capacity issue may act as a deterrent, Portland educators see it as a resource allocation issue that they are willing to navigate in exchange for extraordinary academic gains. These gains were recently confirmed through a randomized, experimental study of Portland dual language immersion students (Steele et al., 2015). The researchers found that students randomly assigned to these programs outperformed their peers on state accountability tests in reading by about seven months of learning in grade 5, and about nine months of learning in grade 8. Although no statistically significant benefits were identified in math and science scores for dual language immersion students, this finding was significant, as students learned math and science in the partner language and were then tested in English. Furthermore, students whose native language matched the partner language of the two-way immersion program had a 6 percentage point reduction in the probability of remaining classified as ELLs as of grade 5, and a 14 point reduction in grade 6. The partner language (whether Mandarin, Russian, Japanese, or Spanish) did not appear to affect outcomes. Findings from this study led the authors to conclude:

> The lesson for policymakers pursuing path-breaking 21st century reform is that language immersion[19] may benefit students' English reading skills from mid-elementary school and enhance English learning for ELLs. Though effects in mathematics and science are less evident, a program that yields improved reading in English, improved long-term exit rates from ELL status, no apparent detriment to mathematics and science skills, and promotes proficiency in two languages seems difficult to criticize. (Steele et al., 2015, p. 28)

Staffing Considerations

Even before the study by Steele and her team, PPS has known the benefits of dual language, and for over 16 years, has built a pipeline of bilingual teachers through a partnership with Portland State University's Bilingual Teacher Pathway (BTP) program. Currently, the district is ready for an innovation that promises to meet its teacher staffing needs: an alternative certification program called the Dual Language Teacher Fellows. Rather than following traditional teacher training pathways that culminate in the Praxis test,[20] PPS has negotiated with the Oregon Teacher Standards and Practices Commission to award a Restricted Transitional License (RTL) to "individuals who are making a mid-life career change (e.g. attorneys wishing to become social studies teachers, engineers wishing to become mathematics or science teachers, registered nurses within to teach health)"[21] Recipients of an RTL must have a bachelor's degree and a mentor in the sponsoring school district. This transitional license allows career changers to begin teaching immediately,

[18] See FAQ, "What additional costs do dual language programs incur compared to mainstream programs?" at http://www.cal.org/twi/faq/faq18.htm

[19] The term "language immersion" in this statement is used interchangeably with "dual language immersion."

[20] Praxis is a teacher-licensing test administered by the Educational Testing Service (ETS).

[21] See Restricted Transitional License at:https://www.ets.org/praxis/or/alternate_route/

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and receive a full salary and benefits while receiving mentoring and training on the job. One of the training requirements is in civil rights, provided by the Dual Language Department. The license is not renewable after three years but gives individuals enough time to take courses towards licensure at Portland State University. Teachers hired through this program have strong bilingual, biliterate skills, and bring life experiences as well as dedication to their jobs. Prior to this, PPS experimented with international teacher exchange programs without too much success, as these programs are expensive and teachers are replaced every two years, which diminishes their commitment to students and classrooms.

"We tapped highly educated, bilingual, biliterate individuals right under our noses, who wanted to make a career change but couldn't bypass having an income... They bring great life experiences in the community and are dedicated to their work"

- *Michael Bacon, Assistant Director of the Dual Language Department, Portland Public Schools*

Cost-saving Considerations

The district created a small Dual Language Department charged with building inter-departmental bridges to collaborate and muster support from departments with the capacity to implement aspects of dual language education, i.e., Instruction, Curriculum and Assessment; Special Education; Human Resources; and School-Family Partnerships. The Department of Dual Language works collaboratively with 15 part-time staff in other departments. Every major district department has adopted a dual language lens and is vested in properly implementing these programs. For example, the Department of Instruction, Curriculum and Assessment is now developing language arts curricula in each of the languages taught in dual language immersion programs.

Cost-saving involves ongoing advocacy work by Dual Language Department administrators, who constantly share data, communicate with "elevator speeches," and make the case that dual language is an investment with colleagues and department heads within the school building. In their communication strategies, dual language administrators prioritize building alliances, collaboration, and sharing reminders about the paradigm shifts intended to close opportunity gaps and reallocate resources. This has moved the department from relying on grants towards stable revenue sources from the district's budget.

In conclusion, launching a dual language programs for the first time can be labor intensive but can be handled without creating a financial burden on the district. Once a language has been launched, replication can rely on existing infrastructure, and tap an increasing number of teachers trained to work in these programs.

ARTICULATION BETWEEN ELEMENTARY, MIDDLE, AND HIGH SCHOOL

Program articulation between elementary and secondary school promotes the continued development of second language skills, preparation to enter advanced language courses in high school or college, preparation for International Baccalaureate (IB), and for Advanced Placement language exams in high school (Montone & Loeb, 2003). However, the nature of the middle school schedule often leads to cuts in partner language instructional time. Generally, PPS middle schools offer two back-to-back courses in the partner language: one language arts course followed by a course in social studies. This extended language block immerses students in the partner languages for two class periods per day, and is a common model in grades 6-8. Instruction in the partner language amounts to 33% of the day, a lower percentage than the minimum 50% required in elementary school. In some instances, math or science are offered in the partner language in order to approximate the 50% mark, but this is not always possible, and left up to each school's discretion.

One common challenge faced by PPS is ensuring a critical mass of students in the same middle school program. This is in part due to natural attrition between elementary and middle school, when many students opt out of a dual language education to pursue other interests, or because of

student mobility. To counteract challenges to the language balance and, therefore, the program's viability, PPS has adopted a few practices:

More programs converge into fewer high schools. As shown in Appendix B, Spanish programs currently feed into four high schools and Mandarin programs feed into two high schools. In the future, these patterns will be streamlined by feeding more elementary programs into fewer middle schools to ensure a critical mass of students that supports each language program throughout the high school years.

New elementary programs open with more than one strand as protection against attrition during the elementary grades and between elementary and middle school. Attrition is common in the elementary grades, and can jeopardize a program's viability. To prevent this, schools are encouraged to roll out grades with at least two classes (strands) in each, so that by the later elementary grades there will be at least one strand.

Admissions criteria for middle and high school will be broadened. Mechanisms will be provided for heritage speakers to enter the programs in middle and high school. Teachers can be trained to build grade-level literacy skills in students who already have the language background. Students can also be offered support prior to entering the program (e.g. summer courses), and during the first year.

The Seal of Biliteracy, which Oregon offered for the first time this year, is expected to provide incentives for students to complete a dual language education through high school. In SY2016, 120 PPS graduates were awarded the Oregon State Seal of Biliteracy. This recognition is not easy to attain and requires ongoing development of the second language throughout the high school years. Currently, to receive the Seal, students must demonstrate English proficiency and proficiency in a partner language. Proficiency in the partner language is measured by one of several measures including: "Advanced Low" level or above on the ACTFL (American Council on the Teaching of Foreign Languages) Scale; a score of 4 or above on the International Baccalaureate partner language exam; a score of 4 or above on the AP Language exam; 3 or more on the AP Literature Exam; and a portfolio that demonstrates language proficiency in reading, writing, speaking, and listening.[22]

High-school level dual language immersion continuation programs require careful planning and alignment with K-8 coursework. These classes should look less like traditional high school foreign language classes, with an emphasis on grammar and vocabulary and more like high school English–with a focus on literature study and high-level writing skills–or other content-area classes (math, science, or social studies). Schools may also develop electives (such as Latin American history) or service learning options that prepare bilingual students for globally-focused careers.

For students to be able to participate in coursework at this level, benchmarks must be set along the way that develop students' language skills in the four domains of listening, speaking, reading, and writing, and progress in language development should be assessed annually (or more often) to be sure that students are reaching those benchmarks.

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[22] See http://www.ode.state.or.us/superintendent/priorities/oregon-state-seal-of-biliteracy-attachment---policy-description.pdf

SCHOOL DISTRICT U-46

Unified School District U-46 Elgin is located about 45 minutes west of Chicago, Illinois. The district currently serves over 40,000 children in 40 elementary schools, 8 middle schools, and 5 high schools. As in Portland, Spanish is the highest incidence language, but over 90 languages are represented in the district's student population. Similarly to Montgomery County, a demographic transformation in the last 20 years has resulted in a majority-minority district that is 52% Latino and 29% White. As a result, all current dual language immersion programs are English-Spanish. Other languages (Polish, Chinese, Urdu) are taught through transitional bilingual education programs for students enrolled in schools with 20 ELL students who speak the same language, as per Illinois state mandate. As in Portland, the decision to offer dual language programs emerged from a commitment to closing the "opportunity gap" for English language learners, and the rationale for its choice was based on the work of Thomas and Collier (2002, 2010, 2012).

"Dual language instruction is the only program proven to close the achievement gap between English Language Learners and their peers, and it offers English-dominant students a head start on bilingualism, preparing all students for an increasingly global world.... We are excited to continue expanding this program and develop new opportunities for middle school students to continue such rigorous academic and language learning, which capitalizes on students' cultural and linguistic strengths."[23]

- Dr. Annette Acevedo, Director of the Office of English Language Learners

HOW THE PROGRAM EXPANDED

School District U-46 provides an example of well-planned expansion that integrates English speakers and ELLs. The initial dual language rollout was in SY2012, when grades pre-K through 2 launched at 29 elementary schools, with a total enrollment of 4,194 students and 179 teachers. In only five years, the program has more than doubled. In SY2017, one-way (developmental bilingual) and two-way immersion are offered in 33 schools to 9,066 ELLs and English speakers by 367 teachers.[24] Of the 33 programs, 25 are two-way immersion. This rapid pace of growth has earned the district attention and praise from dual language experts nationwide.

Planning for dual language immersion began in 2008-09 in response to a growing ELL population and persistent achievement gaps for ELL students. The district appointed a Dual Language Committee which included all major stakeholders, including the teachers' union, to look at achievement data, demographics, research evidence, and the state's legal framework. The final report, entitled *Accelerating Academic Achievement of English Language Learner Students*, highlighted an opportunity gap for ELLs, who had not had access to dual language programs, even though these were known to be most conducive to closing achievement gaps. The report became the U-46 Dual Language Project Charter, and provided the framework for the Superintendent's initiative to launch dual language programs at 29 sites in 2011-12. In SY2012, the two-year District Improvement Plan (DIP 2012-14) included dual language immersion programs as a teaching and learning strategy designed to "strengthen

[23] See Dual Language Fact Sheet at: http://www.edline.net/pages/SDU46/Hot_Topic/Dual_Language/DL_Fact_Sheet

[24] Valero, W., Acevedo, A., Makishima, P. (2016). "21st Century Learning: Closing the Opportunity Gap through Dual Language." Presentation at La Cosecha, Santa Fe, New Mexico.

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elementary education."[25] In fact, dual language became one of four major educational initiatives (together with early, special, and gifted education) under the Teaching and Learning Department to be tracked through a project management approach. Currently, the OELL director reports to the Assistant Superintendent for Teaching and Learning, and plays a pivotal role in supporting the district's policy to provide "culturally and linguistically responsive instruction" to all families.[26]

The entire district worked together for a year to design an expansion plan that involved several departments, including Curriculum and Instruction, Human Resources, Plant Operations, and Finance. The plan included nine milestones as follows:

1. Dual Language Implementation Timeline
2. Identification of the Demographics in TBE Schools (i.e., # of Spanish speakers)
3. Determination of dual language Program Model and admissions criteria (one-way/two-way 80:20/50:50)
4. Creation of Dual Language Committees (to support implementation)
5. Development of Communications Plans
6. Dual Language Professional Development Plan
7. Curriculum Alignment Plan/DL Programmatic Features
8. Assessment in English/Spanish
9. Instructional Resources in English/Spanish

After setting an **Expansion Timeline (Milestone 1)**, the next step towards deciding what program models to offer and where involved **Identifying the Student Demographics (Milestone 2)** of existing bilingual programs (also known as transitional bilingual education or TBE), as well as the number of qualified bilingual/biliterate teachers who could be trained to work in dual language. This assessment of student characteristics and available resources to convert from TBE to dual language is an essential step to determine what human and material resources are available to offer the programs[27] at each site **(Milestone 3)**. This was followed by the establishment of a **Dual Language Implementation Advisory Committee (Milestone 4),** integrated by the Assistant Superintendent for Elementary Schools, the directors of Human Resources, Curriculum and Instruction, and ELLs, several principals, the Elgin Teachers Association, teachers of ELLs in grades 1-3, parents, and other key learning support staff. The committee was thus equipped to support implementation and provide support to challenges as they emerged.

Communications and Outreach Plan (Milestone 5): The district designed a communications campaign to alleviate concerns about the impact of dual language on teaching jobs, student outcomes, and the overall stress that a major programmatic change can place on a district. The key messages were: a) statutes support dual language as an entitlement for ELLs; and b) the empirical evidence makes dual language the equitable option for educating ELLs. The district conducted monthly informational meetings, wrote program handbooks for teachers and administrators, distributed a quarterly newsletter, and launched a bilingual website (English-Spanish) for teachers, parents, and the community. In addition, a parent handbook and informational brochures were issued in English, Spanish, Gujarari, Polish, Tagalog, and Urdu, and distributed at the Family Welcome Center. The district also opened a Language Line to answer parent questions, and an ELL Website (www.u-46.org) with current information, dual language research articles, and useful links to dual language websites. The link also includes the Dual Language Interest Survey that parents of English speakers are required to fill out for their children to be considered for two-way immersion programs.

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[25] School District U-46 *2011-2012 District Improvement Plan.* URL:http://www.edline.net/files/_oCG4v_/4c16a34169951e673745a49013852ec4/DIP2011-12Powerpoint.pdf

[26] School District U-46 2015-16 organizational chart at: http://www.ludaschools.org/orgcharts/charts/Elgin%20Org%20Chart%20.pdf

[27] In U-46, dual language includes developmental bilingual or two-way immersion models. No foreign language immersion programs are offered.

Schools announced the program to families through school-wide Connect-ed (automated phone call) notifications (coupled with district-wide announcements to pre-K students). In addition, schools were encouraged to announce informational meetings on marquees and through their PTA/PTOs. Flyers were sent to private preschool centers and were placed in libraries and district parks. Announcements were placed on the Univision TV network and Spanish-language radio stations, and information was conveyed through webinars and school newsletter reminders. The messaging involved presenting the program not only on its merits but also as endorsed under legal and policy frameworks to provide equitable services to ELLs.

In SY2017 U-46 rolled out the 7th grade, thus effectively closing its first elementary PreK-6 cycle and moving into middle school. In anticipation of the 7th grade roll-out, parents of students in 5th and 6th grade were invited to a series of informational meetings to prepare them for the transition to middle school. Currently, there are plans to launch 8th grade in SY2018, and to roll out high school beginning in SY2019.

Professional Development Plan (Milestone 6): Perhaps the most critical professional development was designed for principals in order to produce a collective paradigm shift from perceiving students as the source of achievement gaps, to conceiving opportunity gaps and a need to realign district and school resources as the source of disparities in achievement. To ensure the highest quality of professional development, the district organized a three-day retreat for principals and teachers facilitated by DLENM, a national leader in professional development for dual language. Training focused on re-examining the allocation of resources within existing budgets for various district departments while prioritizing dual language programming. Subsequent training, provided by the Center for Applied Linguistics (CAL) in addition to DLENM, continued focusing on training principals to advocate for dual language within their buildings, and with parents in the community. Teachers, on the other hand, are given access to presentations available through the Intranet and are encouraged to participate in national conferences and in institutes offered by the district.

Curriculum Alignment Plan (Milestone 7): ELL office staff helped align instruction and assessment in Spanish[28] with the district's Curriculum Roadmap, "a prioritized, baseline curriculum framework in literacy and math developed to provide consistency regarding instructional priorities across grade levels and schools."[29] This online resource provides access to Curriculum Alignment Plans for each grade level. Parents receive a guide for each grade level specifying skills in math and literacy that children are expected to develop by the end of each grade in Spanish.[30] Illinois is a member of the WIDA Consortium and as such uses its Spanish Language Development (SLD) standards.

EQUITABLE ACCESS

As previously mentioned, equitable access to dual language in Elgin U-46 is conceived differently for ELLs than for English speakers. Because bilingual education is a requirement in Illinois whenever 20 students in a school building are ELLs who speak the same language, all Spanish-speaking ELLs must be accommodated in the district's dual language programs.[31] Neighbor-

[28] Dual language instruction is not merely teaching some or all of the general education curriculum in a partner language; rather, specific language and content integration, partner language grammar and skills, and reinforcement of concepts across languages must be included in an aligned dual language curriculum.

[29] School District U-46 (n/d). "Overview CI" at http://www.edline.net/pages/SDU46/About_Us/District_Improvement_Plan/Previous_District_Improvement/2008-09/Pillars_Areas_of_Work__2008-09/Curriculum__Instruction_and_As/Overview__CI

[30] See for example, the Pathways document in Spanish for 2nd grade:http://www.edline.net/files/_wWLGK_/ed9e869790f957503745a49013852ec4/Pathways_Grade_2_March_2013_SP_Revised.pdf

[31] Unlike other districts in Illinois, there are no transitional bilingual programs in U-46; rather, the district meets its obligation to provide bilingual education exclusively through dual language programs. Parents retain the right to opt out of bilingual services in favor of English-only programming.

hood programs launch with the one-way developmental bilingual model for ELLs only and are expanded to two-way immersion if the number of English-speaking applicants adds up to at least 33% of all students. Whenever dual language seats for Spanish-speaking ELLs are not available at their neighborhood school, they are referred to nearby satellite programs with transportation.

For English-speakers, dual language is a form of enrichment, similarly to the foreign language immersion programs at MCPS and PPS. Where two-way programs are offered, or where one-way developmental bilingual programs can be converted to two-way programs, English speakers are encouraged to apply, but the district does not guarantee seats for all applicants. Rather, English speakers are served on a first-come-first-served basis, first at their neighborhood schools, and then at satellite schools (without transportation). Lotteries are conducted in very limited cases. As previously mentioned, the district has designed a detailed and extensive Communications Plan to reach out to more isolated families. In addition, principals receive ongoing training and support by the Office of English Language Learners on strategies to actively recruit parents.

STAFFING AND FINANCIAL CONSIDERATIONS

In Elgin-U-46, the ELL office responsible for implementing dual language is well staffed with high quality, bilingual/biliterate, highly dedicated personnel, including a program director, five coordinators (three responsible for ELL initiatives, one for data and compliance, and one for the Family Welcome Center), three ELL/dual language instructional coaches, one coordinator for Family and Community Engagement (FACE), and one full-time, in-house Spanish interpreter.

Administrators in U-46 echoed the statements made by their colleagues in Portland: dual language does not require additional teaching staff. The number of ELLs entering pre-K through grade 1 generates the number of full-time (FTE) teachers the district must provide. However, there are differences in qualifications. All teachers must have ESL certification or a bilingual endorsement. The district has partnerships with local colleges to develop teachers, not all of whom are required to hold bilingual credentials as the 80:20 model requires classroom teachers to be bilingual in grades pre-K to 3 only. After that, when instruction in each language takes up 50% of the time, the district uses a team teaching approach, whereby an English teacher and a Spanish teacher work collaboratively. Still, whenever possible, fully bilingual and biliterate teachers are hired in the upper elementary grades, as the staff's commitment to bilingualism is essential for the program's success.

> "We were teachers ... and we believed that the system is there to support teachers. So, we were killing ourselves, sometimes working until 11 pm. We had an excellent team and when principals saw how hard we worked, they'd say 'What can we do to support you?'... Quality of instruction and building leadership is what facilitates collaboration. General education teachers want curriculum alignment plans like the ones we have done in Spanish for ELLs."[32]
>
> *- Wilma Valero, Former ELL director*

Resource Reallocation

One major difference between Illinois and other states is that supplemental funding for ELLs comes in the form of cost reimbursement to help local school districts meet the extra cost of providing language instruction in bilingual programs. At least 60% of state transitional bilingual education funding must be used for instructional costs. The district also has access to federal funds under Title III (Language Instruction Programs for Limited English Proficient Students) and the Immigrant Education Programs. U-46 ensures that all funding is used as efficiently as possible to meet the needs of all of its programs for ELLs.

[32] Statement made at La Cosecha Conference presentation, November, 2016.

ARTICULATION BETWEEN ELEMENTARY, MIDDLE, AND HIGH SCHOOL

Although the first cohort of students who enrolled in the dual language immersion program in U-46 (who were in Pre-K through first grade in SY 2012) has not reached Grade 12 yet, by 2016-17, all elementary programs were feeding into 7th grade in five middle schools. The curriculum has been articulated in alignment with state and district standards. Students take two courses in Spanish: Spanish Language Arts (SLA) and Social Studies. The Spanish language arts curriculum continues the district's standards-based K-6 thematic units and focuses on "people, places, and environments." The focus is on literacy skill development that builds proficiency to attain the Illinois Seal of Biliteracy and to pass the Diploma de Español como Lengua Extranjera (DELE), an international exam administered by the Ministry of Education in Spain. The social studies (estudios sociales) curriculum is offered in the Spanish language block, and uses authentic materials. All other subjects are offered in English. Social studies is deemed a more appropriate subject to conduct in Spanish than math or science because it lends itself to discussion, or production of oral language, which is essential to build second language skills. The district is prepared to launch the 8th grade in SY2018, and is planning to roll out the high school program subsequently, with the office of ELLs spearheading program and curriculum design, as well as alignment with district standards, and with standards for attaining the Illinois Seal of Biliteracy.

RECOMMENDATIONS

RECOMMENDATIONS TO EXPAND PROGRAMS IN AN EQUITABLE MANNER

RECOMMENDATION 1

Develop a clear vision for how dual language and foreign language immersion programs support or should support MCPS's focus on racial equity. Use a tool such as Portland's "Racial Equity Policy Lens" (Appendix A) to raise awareness about deficit assumptions and necessary paradigm shifts for increasing equitable access to an education that promotes bilingualism, biliteracy, and high academic outcomes for all.

RECOMMENDATION 2

Establish a dual language expansion committee. This committee should include diverse parent representatives, and should be charged with developing expansion goals (number of programs, number and types of students, geography), set an implementation timeline, and support MCPS in determining how current and new dual language programs fit with applicable state and federal laws–i.e. the Every Child Succeeds Act, Maryland Seal of Biliteracy.

RECOMMENDATION 3

Conduct an assessment of community needs and assets to teach different partner languages. As a starting point, identify elementary schools with the largest population of ELLs of the same language group; bilingual/biliterate teachers at these schools or county-wide who can be trained to teach in dual language classrooms; the availability of existing partner language materials, curriculum, and assessments; and parental interest in enrolling children in these programs.

RECOMMENDATION 4

Develop a comprehensive, districtwide plan for diversifying and expanding dual language programming to create racially integrated classrooms and schools and narrow achievement gaps. Based on the findings from the community needs and assets assessment (recommendation #3), plan for expansion in all elementary schools where it would be feasible to implement at least two classrooms per grade of a dual language program, preferably a two-way program. The establishment of two-way programs is especially recommended in schools with a high proportion of ELLs. This may require converting foreign language into two-way immersion programs. Overall, the placement of new two-way immersion programs should allow for all current foreign language immersion students to be placed in either a foreign language or a two-way immersion program.

RECOMMENDATION 5

Develop a Communications Plan with cross-departmental input to ensure adequate outreach to under-represented families. Work with personnel responsible for family and community engagement, International Admissions Office, pre-k and Head Start, ESOL, health, and other services who interact with under-represented families. Develop a comprehensive list of targeted audiences–i.e. teachers, administrators, parents, and community. Develop strategies for reaching each target audience, including professional development events, community venues, foreign language media, brochures, websites, newsletters, flyers, automated phone calls, school marquees, webinars, and so forth. This plan will also serve to increase equitable access to dual language programs.

RECOMMENDATIONS TO BUILD SYSTEM-WIDE CAPACITY AND CONTAIN COSTS

RECOMMENDATION 6

Develop a dual language professional development plan with comprehensive training for administrators and office staff. Just as with teachers, administrators and office staff must develop sufficient knowledge of dual language essentials in order to know how to advocate for the program inside and outside of the school. Ensure ongoing training for principals to recruit under-represented parents to the program, and provide principals with regular and on-going feedback as to whether or not they meet expectations for leadership over dual language programs.

RECOMMENDATION 7

Establish a Department of Dual Language. Dual language programs require a dedicated group of professionals knowledgeable of world and dual language perspectives, and capable of building cross-departmental collaborations. Dual language administrators must be well versed in civil rights laws pertaining to the education of ELLs. They must also have collaboration skills to build fruitful inter-departmental partnerships that support equitable access and high quality implementation of dual language programs, including the development of standards-aligned curriculum, and identification of authentic materials in the partner language.

RECOMMENDATION 8

Establish capacity-building pipelines to develop the district's own corps of dedicated bilingual/biliterate teachers. Districts committed to expanding dual language capacity usually work to establish dual language courses in existing teacher training programs offered by local colleges and universities. Districts must also train in-service teachers when switching program models (e.g. from foreign language immersion to two-way). In addition, as teacher demand expands, it may be necessary to consider innovative recruiting strategies, such as securing transitional licenses for educated, highly bilingual/biliterate individuals while they receive on-the-job teacher training, expert mentoring, and taking courses towards earning teaching licenses.

RECOMMENDATIONS TO BUILD QUALITY AND PREVENT ATTRITION

RECOMMENDATION 9

Evaluate program quality in the partner language. The Choice Study reported outcomes in English, but not in partner languages. Assess and report instruction and performance in partner languages to parents and the district. Parents who fully understand the learning standards for the second language are more likely to support the program.

RECOMMENDATION 10

Develop curriculum alignment plans in English and in the partner language. Current and future programs, in order to be high quality and narrow achievement gaps, will require clear, high language and content standards, fair assessment, instructional resources, support and interventions in two languages, and aligned cultural and linguistically responsive instruction.

RECOMMENDATION 11

Design admissions policies that maximize equitable enrollment, student and parental satisfaction, and reduce attrition. This recommendation favors the continuance of sibling links, as their elimination may limit access and continued enrollment for working families, reduce parental satisfaction and commitment to the programs, contribute to attrition which, beyond the second grade, can threaten viability if the balance of students from each language group is disrupted.

RECOMMENDATION 12

Plan for similar attrition rates to those currently observed in foreign language immersion programs. Launch at least two classrooms per program to ensure that–with the attrition that is expected in all dual language programs–that there can be at least one full classroom throughout the elementary grades. As the program expands district-wide, in order to ensure sufficient students in middle and high school, create feeder patterns that combine multiple elementary cohorts into a single middle school, and multiple middle school cohorts into a single high school.

RECOMMENDATION 13

Broaden admission standards for middle and high school dual language programs. Heritage speakers should be able to gain access to dual language programs at middle school with some initial support (e.g. summer courses), and through instructional differentiation. This would also offer a way of offsetting attrition between elementary and middle school that is bound to occur, even with careful planning.

RECOMMENDATION 14

Create incentives for students to continue through middle and high school. Develop elective offerings and service learning opportunities to encourage students to seek secondary dual language courses as desirable. Align language learning benchmarks so that elementary grade coursework develops the language skills needed to do advanced, college-level coursework in high school. Publicize the Seal of Biliteracy as a marker of a rigorous education, advantageous for college and the workforce.

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APPENDIX

APPENDIX A

Portland's Racial Equity Policy Lens

1) Who are the racial/ethnic groups affected by this policy, program, practice or decision? And what are the potential impacts on these groups?
2) Does this policy, program, practice or decision ignore or worsen existing disparities or produce other unintended consequences?
3) How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? Can you validate your assessments in (1) and (2)?
4) What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5) How will you (a) mitigate the negative impacts and (b) address the barriers identified above?

APPENDIX B

PPS Dual Language Immersion Programs

SPANISH (90:10)		
K-5	**6-8**	**9-12**
Ainsworth	West Sylvan	Lincoln
Atkinson	Mt. Tabor	Franklin
Rigler	Beaumont	Madison
Beach	Beach	Roosevelt
Bridger	Bridger	Franklin
Cesar Chavez	Cesar Chavez	Roosevelt
James John	George	Roosevelt
Sitton	George	Roosevelt
Lent	Lent	Franklin
Scott	Scott	Madison
RUSSIAN (90:10)		
Kelly	Lane	Franklin
JAPANESE (50:50)		
Richmond	Mt. Tabor	Grant
MANDARIN (50:50)		
King	King	Jefferson
Woodstock	Hosford	Cleveland
VIETNAMESE (50:50)		
Roseway Heights	TBD	TBD

Table 1: Resources (FY July 1-June 30)

Resource Categories	2021-2022	2022-2013	2023-2024	2024-2025	2025-2026
1. Reallocated Funds	$0	$0	$0	$0	$0
2. Tuition/Fee Revenue					
a. #F.T Students	$0	$0	$0	$0	$0
b. Annual Tuition/Fee Rate	na				
c. Annual Full-time Revenue (a x b)	-				
d. # Part-time Students	20.00	20.00	20.00	20.00	20.00
e. Credit Hour Rate (current differential rate subject to change)	$731	$731	$731	$731	$731
f. Annual Credit Hours	12.00	12.00	12.00	12.00	12.00
g. Total Part Time Revenue (d x e x f)	$175,440	$175,440	$175,440	$175,440	$175,440
3. Grants, Contracts, and Other Resources					
4. Other Sources					
TOTAL (add 1- 4)	$175,440	$175,440	$175,440	$175,440	$175,440

Table 2: Expenditures and Revenues by Year (FY July 1 – June 30)

Expenditure Categories	2021-2022	2022-2013	2023-2024	2024-2025	2025-2026
1. Total Faculty Expenses (b + c below)	$46,940	$46,940	$46,940	$46,940	$46,940
a. #FTE	1.00	1.00	1.00	1.00	1.00
b. Total Salary	$40,000	$40,000	$40,000	$40,000	$40,000
c. Total Benefits	$6,940	$6,940	$6,940	$6,940	$6,940
2. Total Administrative Staff Expenses (b + c below)	$24,244	$24,244	$24,244	$24,244	$24,244
a. #FTE	0.25	0.25	0.25	0.25	0.25
b. Total Salary	$18,750	$18,750	$18,750	$18,750	$18,750
c. Total Benefits	$5,494	$5,494	$5,494	$5,494	$5,494
3. Total Support Staff expenses	0.00	0.00	0.00	0.00	0.00
a. # FTE	$0	$0	$0	$0	$0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$70,176	$70,176	$70,176	$70,176	$70,176
	$	$	$	$	$
Entrepreneurial/Admin fee (10% of tuition)	$17,544	$17,544	$17,544	$17,544	$17,544
College of Education Fee (20% of tuition)	$35,088	$35,088	$35,088	$35,088	$35,088
10% tuition scholarship	$17,544	$17,544	$17,544	$17,544	$17,544
TOTAL (add 1-7)	$141,360	$141,360	$141,360	$141,360	$141,360

***This does not include any factors for inflation since we assume salaries and tuition will go up by similar percentag**

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Faculty Name	Title	Credentials	Courses
Sarah C.K. Moore, PhD	Assistant Clinical Professor, Laguage, Literacy, and Social Inquir	PhD	TLPL 661: Multiliteracies: Theory and Practice TLPL 660: Foundations of Literacy and Biliteracy Development
Melinda Martin-Beltran, PhD	Associate Professor, Language, Literacy, Social Inquiry	PhD	TLPL 657: Teaching for Cross-cultural Communication TLPL 788x: Teaching for Equity in Bilingual/Language Immersion Programs (pro
Jeff MacSwan, PhD	Professor, Language, Literacy, and Social Inquiry	PhD	TLPL 453: Life in Two Languages: Understanding Bilingual Communities and Inc TLPL 740: Language and Education TLPL 664: Foundations of Second Language Education: Legal, Social, and Histori
Margaret Sullivan Marcus, PhD	Visiting Assistant Clinical Professor	PhD	TLPL 446: Language Diversity & Multilingualism in the Elementary Classroom TLPL 655: Student Assessment in the Second Language Classroom

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Table 1: Alignment of Dual Language Education Pillars, Teacher Education Standards, and Learning Outcomes

Dual Language Education Pillars	Bilingualism and Biliteracy	Academic Achievement	Cross cultural Competence
. --Critical consciousness- Anti-oppressive thinking and action historicizing schools, interrogating power, critical listening, engaging with discomfort			
National Dual Language Teacher Education Standards	Bilingualism and Biliteracy Instruction and Pedagogies	Authentic Assessment Program Design and Curricular Leadership	Sociocultural Competence Professionalism, Advocacy and Agency
Courses	TLPL 637x TLPL 660 TLPL 661 TLPL 662 SPAN 626	TLPL 637x TLPL 664 TLPL 655 SPAN 424	TLPL 637x TLPL 657 TLPL 740 SPAN 613
Learning outcomes	(1) Plan & enact differentiated lessons that integrate Best Practices/core pillars for DLE both for language minoritized and language majority students (2) Apply theories and evaluate research in bilingualism and second language acquisition relevant to dual language education	(3) Design units and lessons that align with Dual Language Standards (4) Assess bilingual language skills and communicative competencies using multiple sources of information. (5) Collaborate with counterpart-teachers in partner language to successfully bridge materials and learning practices (6) Support language and content learning, articulate and enact language/content/culture objectives	(7) Demonstrate critical consciousness, awareness of language ideologies and the intersection of race, class, gender and other socio-cultural factors that shape language learning (analysis of own practice) (8) Reflect on educator's role as a language policy maker in their own context (analysis of Guiding principles)

List of Assessments for DL PBC Proposal

Learning Outcomes

Students (teacher-learners) will be able to:

1. Plan & enact differentiated lessons that integrate Best Practices/core pillars for DLE both for language minoritized and language majority students.
2. Apply theories and evaluate research in bilingualism and second language acquisition relevant to dual language education.
3. Design units and lessons that align with Dual Language Standards.
4. Assess bilingual language skills and communicative competencies using multiple sources of information.
5. Collaborate with counterpart-teachers in partner language to successfully bridge materials and learning practices.
6. Support language and content learning, articulate and enact language/content/culture objectives.
7. Demonstrate critical consciousness, awareness of language ideologies and the intersection of race, class, gender and other socio-cultural factors that shape language learning (analysis of own practice).
8. Reflect on educator's role as a language policy maker in their own context (analysis of Guiding principles).

Assessments will include:

- Teacher learners will create thematic unit plans demonstrating their knowledge of differentiated instruction for DL students across content areas
- Video-recordings, reflections, and analyses of teaching-in-practice
- Literature reviews on a relevant research, timely topic in the field

See course specific assessments and corresponding rubrics below

TLPL 637 (proposed as core course): Teaching for Equity in Bilingual/Language Immersion Programs

Program Self-Reflection and Critical Analysis: Using Appendix A: Templates for Self-Evaluation from the Guiding Principles text, evaluate your school/program's alignment with the guiding principles for the two focus strands you have selected. Indicate M=Minimal, P: Partial Alignment, F: Full Alignment, or E: Exemplary practice and give evidence for your rating.

You are required to evaluate Strand #6 (Family and Community) and you are to choose one additional strand from the seven stands listed below and in Guiding Principles of Dual Language Education.

7 Strands (Howard et al, 2018 p.133-148) Note: each Strand has corresponding principles.

1. Program Structure
2. Curriculum

3. Instruction
4. Assessment and Accountability
5. Staff Quality and Professional Development
6. Family and Community*
7. Support and Resources

Ideally you will consult with a team of stakeholders at your school (including parents, teachers, students and administrators from diverse culturally, linguistic, racial, ethnic and socio-economic backgrounds) to conduct this evaluation.
At a minimum, you should schedule a conversation/informal interview with two parents (or one parent and one teacher/administrator) from different culturally, linguistic, racial, ethnic and/or socio-economic backgrounds to help you evaluate/reflect on the principles in the protocol (Appendix A) . Including three different perspectives (including your own), will offer you the opportunity to triangulate your analysis.

This assignment requires teacher-learners to engage in critical listening as a key component for enacting critical consciousness. "Critical listening may be enacted differently depending upon one's positioning and identities. Those with more privilege need to recognize when to refrain from speaking and when to stop others from dominating the discourse" (Palmer et al (2019) p. 126). Critical consciousness also involves engaging with discomfort, which means stakeholders/teachers need to wrestle with our own complex identities that carry historical oppression/unearned privileges.

Using a lens of critical consciousness, teacher-learners are expected to analyze the results of this evaluation considering the implications for equity at your school. This evaluation is an opportunity to interrogate how power structures may privilege certain individuals or deny access to others at your school.

Consider the following questions:

- How does student participation in classroom discourse differ across students from different racial, ethnic, linguistic, gender and/or socio-economic backgrounds?
- How are different language varieties valued in teaching, learning and curriculum materials?
- How does parent participation (in governance meetings, PTA, classroom involvement) differ across students from different racial, ethnic, linguistic, gender and/or socio-economic backgrounds?
- How may academic outcomes differ from students from different racial, ethnic, linguistic, gender and/or socio-economic backgrounds? How are different academic outcomes related to historical inequities that have constrained access to opportunities across different populations?

Synthesis and next steps:
What are implications for future directions for the program in which you work? What areas were most glaring in terms of need? What are areas for growth? Write a 2-3 page reflection, detailing your responses and salient themes that emerge as part of your reflection.

TLPL 655: Student Assessment in the Second Language Classroom

Final Assignment: Examine issues of large-scale test development and ensuring validity and reliability for formative and summative assessment of content and language development. Criteria TBD.

TLPL 657 Teaching for Cross-Cultural Communication

***Final Paper: Cultural Case Study*:** This paper is the culmination of your studies in this course. It should incorporate your past assignments and what you have read, discussed, and experienced with your participant. Your paper should demonstrate thoughtful consideration of your own cultural experiences and articulate suggestions and ideas (supported by research, readings, experiences) to apply to future communication/teaching opportunities. You should connect your experiences with your focal student (cultural informants) to the content learned in this course.

Criteria	Pts
This criterion is linked to a Learning Outcome (1) Introduction: Case study contextualization • Explain the significance of choosing a cultural focus group and informant. • Briefly introduce your cultural informant and the context in which you interacted. • Explain process of the project. • State a thesis (i.e., central point of your paper) that synthesizes what you have learned through the service-learning project. • Connect the thesis to the concepts you learned in this course and to how you organized the rest of your paper. • Map out organization of the paper in a paragraph.	2.0 pts
This criterion is linked to a Learning Outcome (2) Background research about focal cultural community • Use Background Research (BR) assignment and incorporate revisions to describe demographics, cultural profile, education, languages, sociopolitical, historical issues concerning the focal cultural community. • Review scholarly resources related to focus cultural community Tips: You can use subheadings to organize the various topics (e.g., demographics, cultural profile, education, languages, historical issues) of the background research. You can also include bullet points, instead of full paragraphs. You may want to use single line spacing to make this section easier to follow.	2.0 pts

This criterion is linked to a Learning Outcome (3) Case study: Focus student Refer to your reports from Visit 1, 2, 3 & 4 (i.e., compile and synthesize previous assignments) in order do the following: • Summarize what you learned about your informant's experiences. • Interpret informant's experience in light of background research and the class readings/discussions. Highlight the differences or similarities between had you read in the literature and what you learned from your cultural informant. • Identify the cultural resources, or funds of knowledge, that your student brings to the classroom and that teachers can build upon. • Explain the challenges that your cultural informant has faced in interactions around school and/or learning a new language. • Use 5-10 quotes from interviews to illustrate your interpretation of your informant's experiences.	5.0 pts
This criterion is linked to a Learning Outcome (4) Application/ Take-away • What suggestions would you give your future colleagues/professionals regarding interacting or working with people from this focus group and different cultures in general. Give a rationale for each suggestion. o Explain lessons you learned and give suggestions (i.e. intercultural communication tips or differences to be aware of) o What are strategies teachers could use to support students from this cultural group? o Discuss ways that immigrants from the focal community adjust to US schools and how teachers can facilitate this o Refer to at least 3 references (articles from class or BR) to support your ideas for applications	5.0 pts
This criterion is linked to a Learning Outcome (5) Reflection on project process and your own learning 1. Refer back to your K-W-L assignment and reflect on the following questions: a) What do you think of the stereotypes in light of what you have now learned? What was explained, clarified, or debunked? b) How do you view this cultural group differently? c) What did you learn about yourself in doing the project? 2. Re-read your first assignment (autobiographical questionnaire), think about what you have learned in this class, and answer the following questions: a) After researching and interacting with people from different cultural groups this semester, what has become more "visible" about your own cultural heritage? b) What is culturally unique about you that you think would affect your own future teaching or cross-cultural communication opportunities? Why/how? c) How did the project contribute to your understanding of self and others, intercultural competencies development? 3. Reflect on your own experience during the interviews and observations. Describe the strategies that you used to facilitate the cross-cultural communication 4. What is something you learned about someone from a different cultural group that will affect your own future teaching or cross-cultural communication opportunities? Why/how? 5. Discuss 3 key ideas that you learned through the assignments, readings and class discussions that will allow you to think differently as you approach communication or teaching with diverse people. Cite at least 3 readings (Author, Year) as evidence to support your approach. 6. Is there anything that you would change about this project or do differently?	5.0 pts

This criterion is linked to a Learning Outcome Overall organization and presentation of information • Well organized, clear, coherent writing • Includes table of contents, headings, page numbers • Includes all references and uses proper in-text citations (APA format)	1.0 pts
Total: 20.0 points	

TLPL 660 Foundations of Literacy and Biliteracy Development
Lesson Plan Modification Rubric

Criteria	Pts
This criterion is linked to a Learning Outcome Original lesson plan is included. It is appropriate for modification and the source is clearly noted.	3.0 pts
New lesson plan is included. It shows clear evidence of modifications for CLD students.	5.0 pts
Paper explains lesson modifications and provides a rationale for instructional choices based on course content	7.0 pts
Instructional choices are supported by at least 3 course readings	3.0 pts
APA formatting is used when citing sources	2.0 pts
Total Points: 20.0	

TLPL 661 Multiliteracies: Theory and Practice

Digital Story Assignment (25 points): Using what we have learned about multimodal texts and the use of technology to support and motivate ELL literacy development, develop a digital story assignment for use with a group of ELLs of proficiency and grade levels that you designate. How will you design, explain, teach, and assess this assignment?

**This assignment fulfills Standard I or Standard V of the Maryland Teacher Technology Standards.*

TLPL 662 Second Language Acquisition

Final Project- Literature Review (35%): The final project is the culmination of your learning throughout the course, where you will demonstrate your ability to do research, present key aspects of one (1) SLA theory/hypothesis/concept from the course, and make connections between that topic and teaching language learners. To do so, you will expand on the research done for your Rationale & Annotated Bibliography and reconcile it with the feedback received from peers and Dr. Fagan.

In the form of a literature review, you will go beyond the readings done in this course and investigate key aspects of the chosen SLA theory/hypothesis/concept based on your rationale for choosing this topic and a research question of your choosing. The paper will be 12- 15 pages done in APA-style (not including the title page or reference pages) and must have a minimum of eight (8) empirical sources in the body of the literature review (additional sources can be added in the introduction and conclusion). At least six of the eight empirical sources (6/8) should be post 2000 to ensure that the information you are providing is current. The paper will be divided as follows:

1. Part I: Introduction- Introduce the topic, rationale for choosing it, and specific research question this paper will address (~2-3 pages).

2. Part II: Body of the Literature Review- Situate the topic within the research- what has been done before and where is it now. Be sure to organize your literature in a way that works for your research question. In other words, it may be chronological if it works for the research question, or you may divide up the research by topic, or you may divide it up by comparison/contrast. As a literature review, you are to describe and analyze the literature in relation to your question and rationale. See sample literature reviews online. Minimum of 8 sources in the body (~8-10 pages).

3. Part III: Conclusion- Bring together everything you discussed in the body back to your research question and make connections between the topic and your current/future teaching of language learners in the classroom (~1-2 pages).

FORMATTING REQUIREMENTS: double-spaced, 12 pt. font, Times New Roman, 1-inch margins all around (be sure to change the margins in Word), APA-style title page, in-text citations, and reference page (6th edition).

Evaluation Criteria:	**Items Possible Points Content**
The author provides a clear background/rationale for choosing this topic.	/3
The author provides a clear and easily understood research question situating the literature review. The research question directly connects to the background/rationale	/3
The author provides a minimum of eight (8) sources in the body of the literature review.	/4
Each source is clearly described AND analyzed in a way that shows how the source fits into the literature review (based on the rationale and research question) and connects with one another in the body of the paper. In other words, the student is maneuvering the literature to answer the research question, not just describing what the literature states.	/20
The conclusion succinctly brings together all of the sources from the body to re-address the research question.	/3
The student clearly presents the implications of this paper on future teaching of English language learners in classrooms.	/3
Organization The student organizes the literature in a way that logically addresses the research question and connects the different sources smoothly and clearly (i.e., Source B is clearly connected back to Source A and leads into Source C).	/5
Grammar/Mechanics/APA-style The paper is carefully edited for spelling, grammar, and punctuation /4 APA-style: The paper includes correct APA-style title page, in-text citations, and reference page.	/5
TOTAL POSSIBLE POINTS	/50

TLPL 664 Foundations of Second Language Education: Legal, Social, and Historical Trends and Issues

***Final Paper (30%*)**: Once you complete your search of the literature, you will write an original paper about your chosen issue (12-14 pages, double-spaced, not including title page and

references) that both makes connections to our class content and explores the literature beyond it. The following components need to be in the paper:

• APA-style title page

• Introduction (1–2 pages): Set up your issue by giving some background on it (e.g., brief history, key terms and concepts), explaining why you're interested in it, and presenting the RQ guiding your paper.

• Policy context (1–2 pages): Situate your issue in its relevant policy context. What policies currently influence your issue of interest? Describe the policies and the historical context(s) in which those policies were produced.

• Literature review (3–4 pages): How have people researched your issue? What have they found? What opinions are out there? Look for patterns in your literature. Be sure to organize your lit review in a way that works for your research question. In other words, it may be chronological if your RQ asks for it, or you may divide up the research by topic, or you may divide it up by comparison/contrast. Whatever you choose, make sure the descriptions of your sources are thorough and relevant to your RQ.

• Discussion (4–6 pages): Explore how your issue ties into the broader scope of issues impacting the field of second language education Be sure to make connections to at least four (4) sources you have read for this class. You may make connections to readings from another class instead, but it is your responsibility to demonstrate *clearly* how these outside sources relate to the field of second language education in the U.S.

• Conclusion (1–2 pages): Describe your current state of thinking about your issue and explain how working on this paper helped you get there (i.e., *briefly* summarize the prior sections in your paper). Then finish the

paper by reflecting on at least one of the following: (a) the implications that your issue has for teachers of ELs; (b) the gaps in the literature that researchers should study next; (c) the relevance or implications your issue has for larger questions of education policy and/or language policy; (d) the questions and/or areas of interest you still have about your issue; (e) any misconceptions about ELs that have been cleared for you and how you intend to help dispel them for others.

• APA-Style reference page for all of the citations/references used in your paper.

  o You must consult a minimum of ten (10) sources beyond our class readings for your paper, and at least half (5) of these must be peer-reviewed, published, empirical studies. The remaining half can be court documents, journal articles, chapters, white papers, conceptual articles, opinion pieces, reports, news stories, or even more empirical studies. Whatever you choose, make sure these sources are reliable by assessing their rigor, veracity, and bias.

Grading Rubric:	Graded Elements Points Possible Content
• Introduction: The author clearly provides sufficient background on the issue (e.g., brief history, key terms and concepts), explains why they're interested in it, and presents the RQ guiding the paper.	/4
• Policy context: The author situates the issue in its relevant policy context, naming and describing the policies currently influencing the issue of interest and the historical context(s) in which those policies were produced.	/4
• Literature review: The author describes, analyzes, and critiques a minimum of ten (10) sources in the literature review.	/5
• Discussion: The author clearly shows how the issue relates to the broader scope of issues impacting the education of ELs and makes connections to at least four (4) sources from this course.	/5
• Conclusion: The author succinctly brings together the policy background, literature review, and discussion sections to re-address the research question. The author thoroughly reflects on one of the options listed in the assignment description.	/4
Organization • The author organizes each section in a way that clearly flows from one another, making connections between the sections mentions above.	/3
Grammar/Mechanics/APA-style • The paper is carefully edited for spelling, grammar, and punctuation. /3 • APA-style: The paper includes correct APA-style title page, in-text citations, and reference page.	/2
	Total Points /30

TLPL 740 Language and Education

Final Paper (60%): A topic for the final paper will emerge as the course progresses. Please be sure to secure approval of your topic in advance of writing the paper. The paper should be 10-15 pages, double-spaced, 12-point font (excluding references). The paper may include some references to readings used in class, but must go beyond these assignments to include other

scholarly sources (peer-reviewed articles, chapters, or scholarly books). Your paper may include an empirical component, or may be a literature review.

SPAN 424 Curriculum Design for Spanish Language Teaching / Diseño curricular para la enseñanza del español

***Curriculum design (30%)*:** This is the final project of this course and requires you to implement the principles, methods, and tools of curriculum design that we have worked with during the course. For this assignment, you will develop a curriculum redesign proposal in Spanish and for a Spanish second language course (including Spanish as a foreign language, heritage language, for specific purposes, etc.). The proposal needs to be supported with clear explanations of the decision-making process and relevant literature. More details and guidelines are available in our course space in Canvas.

SPAN 425/625 Hispanic Linguistics II: Structures of Spanish

***Examen final (15%)*:** El examen se realizará en el aula (JMZ 1103). **Nota:** Se entregará una guía de estudio. El examen cubrirá el material de todo el semestre y se realizará solamente en la fecha indicada en www.testudo.umd.edu.

SPAN 426/626 Hispanic Linguistics III-Language in Use

***Examen final (20%)*:** Este examen constará de varias preguntas de ensayo para cuya respuesta los estudiantes deberán reflexionar sobre las nociones y conceptos presentados durante el curso. La elaboración del examen se llevará a cabo fuera de la clase durante un período de tiempo previamente asignado por el instructor. Habrá 4-5 preguntas en el examen, y la extensión para cada respuesta constará de 300-350 palabras.

SPAN 611 Current Trends in Hispanic Applied Linguistics - Pragmática y multimodalidad para la enseñanza del español

***Proyecto aplicado (enseñanza o investigación) (40%)*:** Uno de los objetivos del curso es poder aplicar las nociones y conceptos teóricos estudiados a un ámbito concreto (O2). Estos incluyen el aprendizaje de lenguas, la traducción, la edición, etc. El segundo proyecto que completaremos este semestre permite que cada uno aplique lo que aprendió en clase y a través de la elaboración de la bibliografía anotada y comentada a un campo que le interesa. Así, para este proyecto se puede elegir una de dos opciones: a) diseñar y desarrollar una unidad didáctica completa para la enseñanza de la pragmática del español, o b) diseñar y desarrollar (sin necesidad de llevar a cabo el estudio) un proyecto de investigación sobre un aspecto pragmático del español L2/LH. Todos los proyectos, unidades didácticas y proyectos de investigación, se presentarán a la clase durante la última semana del curso. Las presentaciones siguen el formato de conferencia (20 minutos más 10 minutos para preguntas

y comentarios). Se requiere el uso de un soporte visual (PPT, Prezi, etc.). Ver instrucciones detalladas en ELMS.

SPAN 613 Bilingualism and Biculturalism in Spanish-Speaking Communities
Final project to examine bilingualism in the local community. 40%
***Exámenes parcial y final (20 + 20 = 40%)*:** Estos exámenes constarán de varias preguntas de ensayo para cuya respuesta los estudiantes deberán reflexionar sobre las nociones y conceptos presentados durante el curso. La elaboración del examen se llevará a cabo fuera de la clase durante un período de tiempo previamente asignado por el instructor. Habrá 4-5 preguntas en cada examen, y la extensión para cada respuesta constará de 250-300 palabras.

DATE: 7/22/20

TO: Sarah CK Moore, PhD & Melinda Martin-Beltran, PhD

The Department of Teaching and Learning, Policy and Leadership (TLPL), Post-Baccalaureate Certificate (PBC) in Dual Language Education (DLE).

FROM: On behalf of the University of Maryland Libraries:

Tahirah Akbar-Williams, African American Studies & College of Education

Maggie Saponaro, Director of Collection Development Strategies

Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the Sarah CK Moore, PhD & Melinda Martin-Beltran, PhD from the College of Education in the Department of Teaching and Learning, Policy and Leadership (TLPL) to create Post-Baccalaureate Certificate (PBC) in Dual Language Education (DLE). The Department of Teaching and Learning, Policy and Leadership (TLPL) asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

Since this is an online course, it is likely that course assignments will rely heavily upon online journals. The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format--that focus on language education.

The Libraries subscribe to most of the top ranked journals that are listed in the Language Education category in the Social Sciences Edition of *Journal Citation Reports.* * These journals include the following, [all/some] of which are available online:

- *Foreign Language Annals*
- *Applied Linguistics*
- *International Journal of Applied Linguistics*
- *Journal of English for Academic Purposes*
- *Second Language Research*
- *TESOL Quarterly*
- *Language Learning & Technology*
- *Annual Review of Applied Linguistics*
- *Journal of Memory and Language*
- *Communication Theory*
- *Modern Language Journal*
- *Cognition*
- *Journal of Communication*

- *Journal of Second Language Writing*
- *Journal of Experimental Psychology: Learning Memory and Cognition*
- *Language Teaching Research*
- *Studies in Second Language Acquisition*
- *Language Learning*
- *Research in the Teaching of English*
- *Communication Research*
- *Language, Culture and Curriculum*

*Note: *Journal Citation Reports* is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the *Science Citation Index* and *Social Sciences Citation Index* database tools.

Databases

The Libraries' *Database Finder* (http://www.lib.umd.edu/dbfinder) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program. Databases that would be useful in the field of Language Education are *ERIC, Linguistics and Language Behavior Abstracts (LLBA), Education Source, Education Index, Retrospective and PsycINFO.* Some of the other subject databases that would be relevant to this curriculum include, *Linguistics (JSTOR) and Web of Science Core Collection.*

Also three general/multidisciplinary databases, *Academic Search Complete, MasterFILE Premier* and *ProjectMUSE* are good sources of articles relevant to this topic.

In many-and likely in most-cases, these indexes offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can make copies available to graduate students through either the Libraries' Article Request program (https://www.lib.umd.edu/access/ill-article-request) or Interlibrary loan. (Note: see below.)

Monographs

The Libraries regularly acquire scholarly monographs in Language Education and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

Even though most library research for this program likely will rely upon online journal articles, students may wish to supplement this research with monographs. Fortunately, more and more monographs are available as e-books. Even in instances when the books are only available in print, graduate students will be able to request specific chapters for online delivery through the Libraries' Article Request program or Interlibrary Loan. (Note: see below).

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own, there were 600,000 books located using the search term *Language Education*. A further search revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) yielded another

56,000 books under the search term *Language Education*. As with our own materials, graduate students can request that chapters be copied from these BTAA books if the books are not available electronically.

Interlibrary Loan Services

Interlibrary Loan services (https://www.lib.umd.edu/access/ill) provide online delivery of bibliographic materials that otherwise would not be available online. As a result, students on campus and remote users who take online courses may find these services to be helpful. Interlibrary Loan services are available free of charge.

The article/chapter request service scans and delivers journal articles and book chapters within three business days of the request--provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, the request will be automatically forwarded to the Interlibrary Loan service (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

Please note that one limitation of these services that might create some challenges for the online student is that the Libraries are not allowed to make online copies of entire books. The only way that a student can get access to a print copy of an entire book is to physically come to the Libraries and check out that book.

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Media in a variety of formats that can be utilized both on-site and via ELMS course media is available at McKeldin Library. GIS Datasets are available through the GIS Data Repository (https://www.lib.umd.edu/gis/data-and-resources) while statistical consulting and additional research support is available through the Research Commons (http://www.lib.umd.edu/rc) and technology support and services are available through the Terrapin Learning Commons (http://www.lib.umd.edu/tlc).

The subject specialist librarian for the discipline of Education is Tahirah Akbar-Williams (takbarwi@umd.edu) also serves as an important resource to programs such as the one proposed.

Other Research Collections

Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives and research centers in the country vitally important for researchers in Language Education. These include the Library of Congress, the National Archives, Folger Shakespeare Library, the Smithsonian, to name just few.

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in Language Education. These materials are supplemented by a strong monograph collection. Additionally, the Libraries Scan & Deliver and Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed PBC in Dual Language Education.

UNIVERSITY OF MARYLAND

Michael D Colson <mcolson@umd.edu>

Fwd: Syllabi of courses for Dual Language PBC

1 message

Melinda Martin-Beltran <memb@umd.edu> Fri, Feb 19, 2021 at 4:10 PM
To: Michael D Colson <mcolson@umd.edu>

Dear Mike,
This is the email from SLLC faculty. You will see that Manel attached a doc with "paragraph about the potential impact of this collaborative project,

---------- Forwarded message ---------
From: **Manel Lacorte** <mlacorte@umd.edu>
Date: Wed, Jul 8, 2020 at 11:59 AM
Subject: Re: Syllabi of courses for Dual Language PBC
To: Melinda Martin-Beltran <memb@umd.edu>
Cc: Elisa Gironzetti <elisag@umd.edu>, Ana Patricia Rodriguez <aprodrig@umd.edu>, Sarah C.K. Moore <sckmoore@umd.edu>, Amanda Cataneo <acataneo@terpmail.umd.edu>

Hola Melinda,

Thanks again for your message, and please find attached a document with the objectives and learning outcomes of all the courses we think could be included in the proposal (you´ll find there a paragraph about the potential impact of this collaborative project for SPAN), and pdf copies of all the syllabi. Let us know at your convenience should you need any further materials from us. We´ll be looking forward to hearing from you again soon about next steps. Muchos saludos. Manel, Ana Patricia y Elisa.

On Thu, Jun 18, 2020 at 12:32 PM Melinda Martin-Beltran <memb@umd.edu> wrote:

> Dear Manel, Elisa, & Ana Patricia,
> I hope you are managing well during these challenging times!
> A los años que empezamos la conversación de nuestra proposal for the "Dual Language (Bilingual) Post-Baccalaureate Certificate" (PBC). I"ve copied Sarah (TESOL faculty) and Amanda (doc student) who are working with me on this. We are trying to submit this proposal to umd by the first week of August. I can send the full proposal if you are interested, but it is in an awkward format because it is an online application (link here).
> As we discussed, we will offer courses for teachers in bilingual, dual language, Spanish immersion programs (elementary and middle school) based on the
> *National Dual Language Education Teacher Preparation Standards*
>
> 1. Bilingualism and Biliteracy
> 2. Sociocultural Competence
> 3. Instruction and Pedagogies
> 4. Authentic Assessment
> 5. Professionalism, Advocacy and Agency
> 6. Program Design and Curricular Leadership
>
> We are proposing a menu of courses focusing on Bilingual development/SLA/Dual language bilingual teaching methods. There would be one core course (focusing on teaching content and language) and 3 electives. We'd like to include courses taught in Spanish especially for teachers that are teaching in Spanish in K-12 settings.
> Do you think the courses below would be a good choice of electives to offer as part of the PBC? If so, for this proposal we need to submit a copy of these syllabi, a summary of course objectives and key assessments/outcomes.
> SPAN424: Curriculum Design for Spanish Language Teaching
> **SPAN613/478 Bilingualism and Biculturalism in Spanish-Speaking Communities**
> **SPAN 625 - Hispanic Linguistics I**

Are there other courses that you recommend?
In addition the application asks, "If a required or recommended course is offered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department...Otherwise, a. ach supporting correspondence."

Could you one of you write a short statement (1 paragraph or less) that would describe the impact on your department if these courses that are part of the Dual Language PBC?

I understand these are stressful times, that leave little time for one more thing so please let us know either way if you are able.
Would this be possible for you to respond by the end of July?
Mil gracias,
Melinda

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Melinda Martin-Beltrán, PhD
Associate Professor, Language, Literacy, and Social Inquiry
Dept of Teaching & Learning, Policy & Leadership
Office: 2209 Benjamin Building
Mailing address:
2311 Benjamin Building
College Park, MD 20742
Office: 301-405-4432 Fax: 301-314-9055
http://www.terpconnect.umd.edu/~memb/

Recent Publications:

"Do you want to tell your own narrative?": How one teacher and her students engage in resistance by leveraging community cultural wealth.

Building a community of practice to overcome the marginalization of adolescent language learners.

'Time for una pregunta': Understanding Spanish use and interlocutor response among young English learners in cross-age peer interactions while reading and discussing text.

--
Manel Lacorte
Associate Professor, Spanish Applied Linguistics
Director, Undergraduate Studies, MA in Hispanic Applied Linguistics
Associate Editor, Journal of Spanish Language Teaching
Series co-Editor, Routledge Spanish Language Handbooks
Department of Spanish and Portuguese/SLLC
Translation and Interpretation Services
JMZ 2202 (034), 4125 N Library Ln.
University of Maryland, College Park, MD 20742
Tel. 301/405 8233. Fax. 301/314 9752
https://sites.google.com/site/manellacorte/

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Melinda Martin-Beltrán, PhD
pronouns: she/her/ella/ela
Associate Professor, Language, Literacy, and Social Inquiry
Dept of Teaching & Learning, Policy & Leadership
Office: 2209 Benjamin Building

Mailing address:
2311 Benjamin Building
College Park, MD 20742
Office: 301-405-4432 Fax: 301-314-9055

Recent Publications:

Martin-Beltrán, M., Montoya-Ávila, A., & García, A. A. (2020). Becoming advocates: Positioning immigrant youth to share, connect, and apply their stories as tools for social change. *TESOL Journal*, *11*(4), e567.https://doi.org/10.1002/tesj.567

- Martin-Beltrán, M., García, A. A., Montoya-Ávila, A. (2020). "I know there's something like that in Spanish": Heritage Language Learners' multifaceted interactions with linguistically diverse peers. *International Journal of Applied Linguistics* https://doi.org/10.1111/ijal.12310
- "Do you want to tell your own narrative?": How one teacher and her students engage in resistance by leveraging community cultural wealth.
- Building a community of practice to overcome the marginalization of adolescent language learners.
- 'Time for una pregunta': Understanding Spanish use and interlocutor response among young English learners in cross-age peer interactions while reading and discussing text.

The following land acknowledgement was organized by MICA and approved by Piscataway elders.

Every community owes its existence and strength to the generations before them, around the world, who contributed their hopes, dreams, and energy into making the history that led to this moment. Some were brought here against their will, some were drawn to migrate from their homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical in building mutual respect and connections across all barriers of heritage and difference. At the University of Maryland, we believe it is important to create dialogue to honor those that have been historically and systemically disenfranchised. So, we acknowledge the truth that is often buried: We are on the ancestral lands of the Piscataway People, who were among the first in the Western Hemisphere. We are on indigenous land that was stolen from the Piscataway People by European colonists. We pay respects to Piscataway elders and ancestors. Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together today.

9 attachments

PBC-DescriptionCoursesSPAN-July2020.docx
21K

Spanish611-SyllabusFall2018.pdf
196K

Spanish424-SyllabusSummer2019.pdf
287K

Spanish613-SyllabusFall2018.pdf
252K

Spanish478-SyllabusFall2017.pdf
389K

Spanish422-SyllabusSpring2019.pdf
499K

Spanish798-LatinxTransnationalism.pdf
172K

Spanish625-SyllabusFall2018.pdf
337K

Spanish626-SyllabusSpring2019.pdf
558K

SPANISH 613
Bilingualism and Biculturalism in Spanish-Speaking Communities
Semester

Professor: xxx.
Office: xxx.
Office Hours: xxx.
Telephone: xxx.
E-mail: xxx.

Class Meetings: Once per week (3 hours)

Pre- or co-requisites: xxx.

Catalogue Description: Exploration of Latino bilingual and bicultural communities, Spanglish, language variants, U.S. Latina/o literary and cultural production

Course Description: This course focuses on Latino bilingual and bicultural communities, whose experiences are encoded in admixtures of the Spanish language, or what is known as Spanglish or English-Spanish linguistic and cultural code switching. The courses consists of three self-sustaining, linked modules, focusing on interrelated topics. The first module presents an overview of Latino communities, families, and students in the U.S., with particular attention to the Washington, D.C. Metropolitan Area. The second module introduces students to the social-linguistic fundamentals of bilingualism and Spanish language variants in the United States. The third module provides a general introduction to U.S. Latina/o literary and cultural production, with a special emphasis on the hybrid texts that represent transcultural experiences. Each module lasts five (5) weeks and follows a similar class format and sequence: Four (4) weeks of in-class presentation and study of course materials, including lectures, discussions, and interactive components. Although Spanish is highly recommended, an openness to learn and a receptiveness to materials are more important for this course to be a success for all those involved. Most students will find that they, too, occupy hybrid, hyphenated spaces in today's global society, and that being bicultural and bilingual are assets in this age.

Learning Outcomes: At the conclusion of this class students will be able to:

- Summarize the complexity of Latino communities, families, and students and their experiences in the United States
- Analyze and explain the social-linguistic fundamentals of bilingualism and Spanish language variants in the United States
- Understand transnational theory to understand U.S. Latina/o literary and cultural production

Course Goals: This course aims to help students better understand the complexity of Latino communities, families, and students and their experiences in the United States. An openness to learn about Latinos/as and receptiveness to materials are more important for this course to be a success for all those involved. By the end of this course, students will learn about various uses of

Spanish in the United States, acquire some understanding of linguistic and cultural communities, open channels of communication with local communities, and develop an appreciation for U.S. Latina/o peoples and their diverse cultures.

Grading:

Attendance and participation	30%
Assignments in class / modules	30%
Final project	40%

Grading Scale:

Grade		Percentage (%)	Grade		Percentage (%)
A+	=	100-98	C+	=	79-77
A	=	97-93	C	=	76-73
A-	=	92-90	C-	=	72-70
B+	=	89-87	D+	=	69-67
B	=	86-83	D	=	66-63
B-	=	82-80	D-	=	62-60
			F	=	59 or less

Course materials:

PDF files in Blackboard course space

Schedule : *Please include daily/weekly readings as well as a thematic progression and due dates for major assignments.*

Week: 1 – Latino bilingualism and biculturalism. Introduction to the course. Definition of basic concepts. Overview of Latino demographics in the US. Reading materials: Pew Hispanic Center reports, US Census data.

Week 2 – Historical overview of Spanish in the world. Reading materials: Ralph Penny, *A History of the Spanish Language* (2nd. Ed.) (Chapters 1-3). Cambridge: Cambridge University Press.

Week 3 – Historical overview of Spanish in the US. Reading materials: John Lipski, *Varieties of Spanish in the US* (Chapters 1-3). Washington, DC: Georgetown Univ. Press.

Week 4 – Varieties of Spanish in the U.S. Reading materials: John Lipski, *Varieties of Spanish in the US* (Chapters 4-6). Washington, DC: Georgetown Univ. Press.

Week 5 – Cognitive dimensions of bilingualism. Reading materials: "Bilingualism: Definitions and distinctions." Colin Baker, *Foundations of Bilingual Education and Bilingualism* (3rd. Ed.). (Ch. 1-3).

Week 6 – Linguistic dimensions of bilingualism. Reading materials: "Bilingualism: Definitions and distinctions." Colin Baker, *Foundations of Bilingual Education and Bilingualism* (3rd. Ed.). (Ch. 4-6).

Week 8 – Social and political dimensions of bilingualism. Reading materials: "Teaching children how to discriminate: What we learn from the Big Bad Wolf" and "The educational system: Fixing the message in stone." Rosina Lippi-Green. *English with an Accent* (pp. 79-132). New York: Routledge.

Week 9 – Hispanics, Latinos Are US? : Latino Demographics Revisited, Hispanic Identities Interrogated. Reading Materials: Marta Tienda and Faith Mitchell, "Multiple Origins, Hispanic Portrait" and Daniel Arreola, "Hispanic American Legacy, Latino American Diaspora."

Week 10 – Our Students, Ourselves?: Understanding the Historical Context of Latino Childhood in the U.S. Reading Materials: Rosaura Sánchez, "Mapping the Spanish Language along a Multiethnic and Multilingual Border." *The Latino Studies Reader* (pp.) Malden: Blackwell P. Excerpts from Tomás Rivera, *And the Earth Did Not Devour Him*. Houston: Arte Público P, and Sandra Cisneros, *House on Mango Street*. Vintage P.

Week 11 – "No One is Illegal": Immigrant Children in our Midst. Reading Materials: Sonia Nazario, Selections from Pulitzer Prize-winning articles in *Los Angeles Times*; Fran Leeper Buss, *Journey of the Sparrows*. Penguin Books.

Week 12 – Where You From?: From Here, There, and Everywhere In-Between. Reading Materials: Quique Avilés, "Latinhood," "Spanglish," "El Salvador at-a-Glance."

Week 13 – Connections between Latino Families and educational institutions. Backgrounds and challenges of families. Debunking paternalistic, hands-off views of school's role in student's academic. Exploring parenting skills. Reading materials: Santiago-Rivera, A., Arredondo, P., & Gallardo-Cooper, M. (2002). *Counseling Latinos and la familia: A practical guide*. Thousand Oaks, CA: Sage.

Week 14 – Reaching out to Latino/Hispanic Students. Growth and statistics in PG county and challenges facing educators. Breaking cultural misunderstandings through Service-Learning projects. Reading materials: Wortham, S., Murrillo, E. G. J., & Hamann, E. (2002). *Education in the new Latino diaspora: Policy and the politics of identity*. CT: Ablex Publishing // Zambrana, R. E., & Zoppi, I. M. (2002). Latina students: Translating cultural wealth into social capital to improve academic success. *Journal of Ethnic & Cultural Diversity in Social Work: Innovations in Theory Research & Practice, 11*(1/2), 33-53.

Week 15 – The Right Question. The importance of formulating questions and the techniques used. The "right" questions for Latino students and their parents. Service- learning: preparing survey questions to find out (what parents need to know; what parents want/would like to know. Reading materials: Delgado Gaitan, C. (2004). *Involving*

Latino families in schools: Raising student achievement through home-school partnerships. Thousand Oaks, CA: Corwin Press, SAGE.

Week 16 – Final project to be submitted on the date for the final exam.

NB: *Clearly state your exam make-up policy.*

There will be no make-ups without a proof of a serious emergency. As stated in the graduate catalogue, an instructor is under no obligation to give a student a make-up examination unless the absence was caused by illness, religious observance or participation in University activities at the request of University authorities upon the student's return to class. The Department of Spanish and Portuguese requires written proof of any of the above in order to provide the student with a make-up quiz or exam. In extenuating circumstances, certain forms of written proof may or may not be accepted.

University Policies:

1. **Disabilities**: Students with disabilities should contact the instructor at the beginning of the semester to discuss any accommodation for this course.
2. **Academic Integrity**: The University has approved a **Code of Academic Integrity** (http://www.shc.umd.edu/code.html) which prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Plagiarism policy: all quotations taken from other authors, including from the Internet, must be indicated by quotation marks and referenced. Paraphrasing must be referenced as well. The following University of Maryland **Honor Pledge** has been proposed by the Council and approved by the University Senate: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination." This pledge should be handwritten and signed on the front page of all papers, projects or other academic assignments submitted for evaluation in this course.
3. **Religious observance:** Please inform your instructor of any intended absences within the first 2 weeks of the semester.
4. **Absences from class due to the illness of a student**: (a) Students missing a single class due to illness must provide a self-signed note attesting to the date of illness. The note must also contain an acknowledgement by the student that the information is true and correct and that providing false information is prohibited under Code of Student Conduct. The student is also obligated to make a reasonable attempt to inform the instructor of his/her illness in advance. Note: A self-signed note does not apply to a Major Scheduled Grading Event such as previously scheduled exams, tests, quizzes, final and/or take-home exams as listed on the course syllabus or announced in class prior to the date of illness. (b) Prolonged absence or illness preventing attendance from class requires written documentation from the Health Center and/or health care provider verifying dates of treatment and time(s) when student was unable to meet academic responsibilities.
5. Unless otherwise directed, students are expected to remain in the classroom for 15 minutes in the unlikely event that the instructor should not arrive on time. After 15

minutes, it may be assumed that class will not be held. For more information see: http://www.president.umd.edu/policies/v100g.html.

6. **Course evaluations** are a part of the process by which the University of Maryland seeks to improve teaching and learning. Results are also used for promotion and tenure decisions. Your participation in this official system is critical to the success of the process. All information submitted to CourseEvalUM is confidential. Instructors and administrators can only view group summaries of evaluations. Instructors and college administrators cannot identify which submissions belong to which students. Participating ensures that your opinions will count. By completing all of your evaluations, you will be able to see all campus results posted to Testudo in January or June.
7. **Changes to syllabus**: This syllabus is subject to change. Students will be notified in advance of important changes that could affect grading, assignments, etc.

University of Maryland at College Park
School of Languages, Literatures, and Cultures

Fall 2018

Spanish 424: Curriculum Design for Spanish Language Teaching / Diseño curricular para la enseñanza del español

Course: Span 424, Online
Instructor: Dr. Elisa Gironzetti
Office: Virtual chat/Office hours via Canvas
Office hours: By appointment
Email: elisag@umd.edu (I will respond to emails within 24 hours during the week and by the next working day on weekends and holidays)

PROGRAM

Required texts

1. Brown, A. V. and Thompson, G. L. *The Changing Landscape of Spanish Language Curricula*. 2018. Washington, DC: Georgetown University Press.

2. Materiales adicionales (en inglés y español) disponibles en Canvas.

3. Hojas de ruta curriculares para el español:
   a. Marco Común Europeo de Referencia para las Lenguas (MCER) http://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/
   b. MCER Companion Volume with New descriptors https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989
   c. Plan Curricular del Instituto Cervantes (PCIC) https://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/
   d. ACTFL Proficiency Guidelines (for Spanish) https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012
   e. MLA language map resources https://www.mla.org/Resources/Research/MLA-Language-Map
   f. MLA Teaching, Enrollments, and Programs Resources https://www.mla.org/Resources/Research/Surveys-Reports-and-Other-Documents#teach
   g. NCFFSL-ACTFL Can-Do Statements https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements
   h. ACTFL World-Readiness Standards for Learning Languages https://www.actfl.org/publications/all/world-readiness-standards-learning-languages

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Course Description

Students will acquire and develop the necessary abilities and knowledge to evaluate existing curricula and design new ones for Spanish as a second or heritage language courses at all levels. We will study the principles and models from different pedagogical and curriculum design theories, which we will analyze by considering also current curricular guidelines for second language teaching (MCER, ACTFL, MLA, etc.) as well as the profiles and needs of Spanish students. Students will contribute to online debates (written and oral), and reflection and analysis tasks on a variety of topics including assessment and design of teaching materials, lesson plans, integrating and aligning learning outcomes and course contents. The final project consists of developing an original curricular design for a chosen Spanish Language Teaching context.

En este curso desarrollaremos las habilidades y conocimientos necesarios para evaluar los currículos existentes y diseñar nuevos currículos para la enseñanza del español como segunda lengua o lengua de herencia. Estudiaremos los principios y modelos de diferentes teorías pedagógicas y de diseño curricular y las analizaremos considerando las principales hojas de rutas curriculares (MCER, ACTFL, MLA, etc.) y los perfiles y necesidades de los estudiantes de español en el DMV. A lo largo de las tres semanas del curso, participaremos en debates en línea (escritos y orales) y completaremos tareas de reflexión y análisis sobre el diseño de materiales de enseñanza, la evaluación, el diseño de planes de clase, la integración y el alineamiento de objetivos de aprendizaje y contenidos del curso. El recorrido de aprendizaje de cada estudiante culminará con el desarrollo de un plan curricular original para la enseñanza del español.

Objectives

O1. Demonstrate in-depth, critical understanding of the main principles of curriculum design for second language teaching and learning by being able to summarize, review, and evaluate current approaches to curriculum design.
O2. Evaluate and redesign a curriculum for Spanish as a second language by integrating relevant topics as well as sound methods and approaches of curriculum design theory.
O3. Develop collaborative skills by effectively working in pairs to select, review, and write an annotated bibliography on Spanish curriculum design and related areas.

Expectations and grading procedures

Grades will be assigned on the following basis:

Curriculum design	30%
Bibliografía anotada	30%
Online critical presentation	20%
Course participation	20%
Total	**100%**

1. Curriculum design (30%)
This is the final project of this course and requires you to implement the principles, methods, and tools of curriculum design that we have worked with during the course. For this assignment, you will develop a curriculum redesign proposal in Spanish and for a Spanish second language course (including Spanish as a foreign language, heritage language, for specific purposes, etc.). The proposal needs to be supported with clear explanations of the decision-making process and relevant literature. More details and guidelines are available in our course space in Canvas.

2. Annotated bibliography (30%)
This is a pair assignment that requires you to develop your collaboration skills as well as your critical ability and a deeper knowledge of a specific aspect of curriculum design that is relevant for you. Each pair will collaborate to create an online annotated bibliography in the area of Spanish curriculum design. You will chose a specific topic among all those covered in the course and review 10 sources (peer-reviewed academic articles or book chapters) in English and Spanish. More details and guidelines are available in our course space in Canvas.

3. Online critical presentation (15%)
This presentation is your opportunity to showcase your own approach and interest in one of the curriculum design topics covered during the course, and to learn more about the areas that interest your classmates. Your presentation should focus on a main text (an article or book chapter) and go beyond a simple description or explanation of the text. In this presentation, you should demonstrate your ability to identify central issues, find and evaluate supplementary literature, and provide your audience with your personal perspective and analysis. While the central text can be in English or Spanish, the presentation will be in Spanish. More details and guidelines are available in our course space in Canvas.

4. Participation (20%)
This is an online intensive course and regular participation is key. The course is organized into modules; each module includes selected readings, examples, and case studies or reflection questions related to the readings. You are expected to engage with the course materials on a regular basis by posting your answers in the online discussion boards, share video-reflections with the class, as well as offer critical interpretations of the readings and additional (counter) examples. More details and instructions are available for each module in our course space in Canvas.

University and Course Procedures and Policies

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CALENDARIO - ESPAÑOL 424 - VERANO 2019

WEEK 1	Monday – May 27	Tuesday– May 28	Wednesday– May 29	Thursday– May 30	Friday– May 31	Saturday – June 1	Sunday – June 2
Introduction	Organize your week and make sure you have all required materials and access to online course.	Complete **Module 0 - Orientation** Start **Module 1**					
Reading		Complete readings from Module 0 and 1 as outlined on the readings page of the modules.					
Quiz		Complete weekly quiz for Module 1 by Thursday at 11:59 PM					
Content Exploration & Discussion			**All:** Forum for Module 1 opens Wednesday. Make initial individual post by Friday at 11:59 PM.				
				All: Respond to three peers by Saturday at 11:59 AM.			
Lecture	Lecture material for Module 1 is available all week.						
Assignments						Turn in Bibliografía anotada (borrador) - OPENS 6am Sat; due Sun at 11:59 AM.	

Esta semana vamos a:

1. Conocernos y formar las parejas de trabajo para la bibliografía anotada
2. Explorar el programa y los objetivos generales del curso
3. Leer Brown y Thompson caps. 1 y 2; Nation y McAlister cap. 1 y 2
    a. Panorámica del diseño curricular para lenguas (conceptos y principios básicos, contexto de enseñanza)
    b. La enseñanza del español en los Estados Unidos (panorámica histórica y actual)
4. Reflexionar sobre el contenido de las lecturas en los foros de discusión
5. Completar y entregar el primer borrador de la bibliografía anotada

WEEK 2	Monday – June 3	Tuesday– June 4	Wednesday– June 5	Thursday– June 6	Friday– June 7	Saturday – June 8	Sunday – June 9
Introduction	Organize your week. Start **Module 2** View the intro video and objectives						
Reading	Complete readings as outlined on the readings page of the module.						
Quiz	Complete weekly quiz by Thursday at 11:59 PM						
Content Exploration & Discussion			**All:** Forum opens Wednesday. Make initial individual post by Friday at 11:59 PM.				
				All: Respond to three peers by Saturday at 11:59 AM.			
Lecture	Lecture material is available all week.						
Assignments			Vídeo reflexión crítica - OPENS 6am; due at 11:59 AM.	Comentario vídeo reflexión crítica - OPENS 6am; due at 11:59 AM.		Bibliografía anotada - OPENS 6am Sat; due Sun at 11:59 AM.	

Esta semana vamos a:

1. Leer Brown y Thompson caps. 3, 4 y 7; Nation y McAlister cap. 3 y 4
    a. Español como lengua de herencia y aprendizaje servicio
    b. Realidades sociales, políticas y económicas en/para la enseñanza del español
    c. Análisis de necesidades y principios de enseñanza
2. Reflexionar sobre el contenido de las lecturas en los foros de discusión
3. Completar y entregar la bibliografía anotada
4. Publicar el vídeo de la reflexión crítica

WEEK 3	Monday – June 10	Tuesday– June 11	Wednesday– June 12	Thursday– June 13	Friday– June 14	Saturday – June 15	Sunday – June 16
Introduction	Organize your week. View the intro video and objectives						
Reading	Complete readings as outlined on the readings page of the module.						
Quiz	Complete weekly quiz by Thursday at 11:59 PM						
Content Exploration & Discussion		**All:** Forum opens Tuesday. Make initial individual post by Wednesday at 11:59 PM.					
			All: Respond to three peers by Thursday at 11:59 AM.				
Lecture	Lecture material is available all week.						
Assignments					Curriculum Design OPENS 6am; due at 11:59 AM.		

Esta semana vamos a:

1. Leer Brown y Thompson caps. 5, 6 y 10; Nation y McAlister cap. 5 y 9
    a. Cuestiones curriculares y programáticas
    b. Establecer objetivos y secuenciación de contenidos
    c. Enfoques curriculares
2. Reflexionar sobre el contenido de las lecturas en los foros de discusión
3. Completar y entregar el proyecto de diseño curricular

University of Maryland at College Park
School of Languages, Literatures, and Cultures

Fall 2018

Spanish 611: Current Trends in Hispanic Applied Linguistics - Pragmática y multimodalidad para la enseñanza del español

Course: Span 611-0101, JMZ 2206, Th 6:30-9:00 pm
Instructor: Dr. Elisa Gironzetti
Office: 2204 Jiménez Hall
Office hours: Th 5-6pm or by appointment
Email: elisag@umd.edu

PROGRAMA DEL CURSO

Required texts

1. Dumitrescu D. y P. L. Andueza. 2018. *L2 Spanish Pragmatics. From Research to Teaching.* London and New York: Routledge.

2. Materiales adicionales (en inglés y español) disponibles en Canvas.

3. Portal de lingüística hispánica http://hispaniclinguistics.com

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Course Description

En este curso estudiaremos cómo los hablantes crean significado mediante la integración de diferentes recursos semióticos y estrategias discursivas. Así, descubriremos cuál es el papel de las expresiones de la cara, los gestos y los movimientos de los ojos; cómo los hablantes usan el humor y la cortesía, y a qué estrategias recurren para expresar, comprender o reaccionar ante, por ejemplo, un rechazo o una invitación. Todos los temas del curso se tratarán desde una perspectiva intercultural aplicada a la enseñanza y aprendizaje del español como segunda lengua (EL2) o lengua de herencia (LH), aunando la teoría y la práctica.

Objetivos

O1. Understand, summarize, and critically reflect upon the themes, methods, approaches, and results of Spanish pragmatics research.
O2. Apply the theoretical concepts and notions to a specific area of interest such as (but not limited to) Spanish language learning and teaching.
O3. Engage with the discipline and use discipline-specific vocabulary, notions, and concepts in an appropriate and precise way.

Expectations and grading procedures

Grades will be assigned on the following basis:

Proyecto aplicado (enseñanza o investigación)	40%
Bibliografía anotada y comentada	30%
Reflexiones y debates	15%
Teaching demo	15%
Total	**100%**

1. Proyecto aplicado (enseñanza o investigación) (40%)
Uno de los objetivos del curso es poder aplicar las nociones y conceptos teóricos estudiados a un ámbito concreto (O2). Estos incluyen el aprendizaje de lenguas, la traducción, la edición, etc. El segundo proyecto que completaremos este semestre permite que cada uno aplique lo que aprendió en clase y a través de la elaboración de la bibliografía anotada y comentada a un campo que le interesa. Así, para este proyecto se puede elegir una de dos opciones: a) diseñar y desarrollar una unidad didáctica completa para la enseñanza de la pragmática del español, o b) diseñar y desarrollar (sin necesidad de llevar a cabo el estudio) un proyecto de investigación sobre un aspecto pragmático del español L2/LH. Todos los proyectos, unidades didácticas y proyectos de investigación, se presentarán a la clase durante la última semana del curso. Las presentaciones siguen el formato de conferencia (20 minutos más 10 minutos para preguntas y comentarios). Se requiere el uso de un soporte visual (PPT, Prezi, etc.). Ver instrucciones detalladas en ELMS.

2. Bibliografía anotada y comentada (30%)
Uno de los objetivos principales de este curso es que cada uno se familiarice con los temas, métodos, enfoques y resultados de investigación en el ámbito de la pragmática del español (O1). Para ello, además de completar las lecturas asignadas y participar en las actividades presenciales y virtuales, cada uno completará una bibliografía anotada y comentada (*literature review*) sobre un tema o aspecto pragmático del español de su elección. Ver instrucciones detalladas en ELMS.

3. Reflexiones y debates semanales (15%)
Para convertirse en expertos en cualquier disciplina es fundamental poder participar y contribuir a la conversación académica de forma escrita y de forma oral (O3). Estas actividades semanales te permitirán adquirir, poner en práctica y desarrollar el vocabulario específico de la disciplina. Además, tendrás la oportunidad de reflexionar de manera crítica sobre las lecturas y temas de clase, intercambiar opiniones con los compañeros de curso, poner a prueba nuevas ideas y desarrollar críticas constructivas e informadas. Ver instrucciones detalladas en ELMS.

4. Teaching demo (15%)
Uno de los objetivos del curso es poder aplicar las nociones y conceptos teóricos estudiados a la enseñanza del español como L2 (O2). Con el fin de promover la reflexión aplicada a partir de los temas y conceptos teóricos estudiados, cada estudiante diseñará y enseñará una breve actividad didáctica de unos 10/15 minutos de duración centrada en un tema/aspecto pragmático específico. Ver instrucciones detalladas en ELMS.

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CALENDARIO-ESPAÑOL 611 OTOÑO 2018

30/8: Introducción al curso y a la pragmática
Antes de clase leer Introducción (LT)

6/9: Enseñar y aprender la pragmática - <u>Clase online (Dr. Gironzetti en España para ASELE)</u>
Antes de clase leer Ch. 1, 2, 3 (LT); en horario de clase participar en debates 2 y 3en ELMS.
Debate 1 en ELMS: *Teorías pragmáticas y enseñanza/aprendizaje de la pragmática del español L2*

Debate 2 en ELMS: *Desafíos, limitaciones y posibilidades para la enseñanza/aprendizaje de la pragmática del español L2*

13/9: Investigar la pragmática
Propuesta para bibliografía anotada
Antes de clase leer Archer, Aijmer y Wichmann (2012, A2) y Culepeper, Mackey y Taguchi (2018, ch. 1)
Preparados para comentar *Actividad 1*
Moderador/a debate Dr. Gironzetti

20/9: Marcadores discursivos
Antes de clase leer Ch. 6 (LT), Hernández (2008), Briz y Pons Bordería (2010)
Preparados para comentar *Actividad 2*
Moderador/a debate _____

27/9: (Des)Cortesía
Antes de clase leer Ch 7 (LT) y Félix-Brasdefer y McKinnon (2016)
Preparados para comentar *Actividad 3*
Moderador/a debate _____

4/10: Humor e ironía
Antes de clase leer Ch 9 y 10 (LT)
Preparados para comentar *Actividad 4*
Moderador/a debate _____

11/10: Interacción y comunicación no verbal
Bibliografía anotada
Antes de clase leer Ch 5 (LT) y Culpeper, Mackey y Tagughi (2018, ch. 6)
Preparados para comentar *Actividad 8*
Moderador/a debate _____

18/10: Pragmática y gramática
Antes de clase leer Ch 8 y 11 (LT) y Félix-Brasdefer y Cohen (2012)
Preparados para comentar *Actividad 5*
Moderador/a debate _____

25/10: Pragmática y tecnología

Antes de clase leer Ch 12 (LT), Sykes (2005), Martín Gascueña (216)
Preparados para comentar *Actividad 7*
Moderador/a debate _____

1/11: Pragmática y español como lengua de herencia

Antes de clase leer Ch. 4, Showstack (2016), Pinto (2012).
Preparados para comentar *Actividad 6*
Moderador/a debate _____

8/11: Teaching demos

15/11: Pragmática y variación

Antes de clase leer Placencia y Fuentes (2013) y Bernal y Hernández Flores (2016)
Preparados para presentar y comentar en clase un capítulo de Placencia y García (2007)
Preparados para comentar *Actividad 9*
Moderador/a debate _____

Thanksgiving Recess November 21-25 (Wednesday-Sunday)

29/11: Multimodalidad

Lecturas TBA

6/12: Presentaciones de los proyectos aplicados

Last Day of Classes December 10 (Monday)

Finals Proyecto aplicado (ensayo)

University of Maryland at College Park
School of Languages, Literatures, and Cultures

Spring 2019

Spanish 426/626: Hispanic Linguistics III-Language in Use

Course: Span 426-0101, JMZ 2206, 3:30-4:45 pm
Instructor: Manel Lacorte
Office: 2202 Jiménez Hall
Office hours: Tu and Th 11am-12pm or by appointment
Email: mlacorte@umd.edu
Phone: 301/405 8233

PROGRAMA DEL CURSO

Textos

- Muñoz-Basols, J., N. Moreno, I. Taboada y M. Lacorte. 2017. *Introducción a la lingüística hispánica actual: teoría y práctica* (ILHA). Londres/NY: Routledge. ISBN 978-0-415-63157-0
- Portal de lingüística hispánica http://hispaniclinguistics.com/
- Materiales adicionales disponibles en Canvas

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Descripción del curso

Este curso se apoya en los fundamentos teóricos y prácticos del estudio de la lengua española (fonética, fonología, morfología, sintaxis y semántica/pragmática) para analizar tres áreas de especial relevancia: evolución (historia), variación (dialectología y sociolingüística) y adquisición (aprendizaje y enseñanza del español. La primera parte del curso realizará un recorrido histórico por las etapas lingüísticas más importantes, con el fin de entender mejor la situación actual de nuestra lengua. La segunda parte examina el español desde la perspectiva de la dialectología y la sociolingüística con el objetivo de mostrar la diversidad lingüística y dialectal en el mundo hispanohablante. La tercera parte del curso se centra en la adquisición del español como lengua materna (L1) y su aprendizaje y enseñanza como lengua segunda o extranjera (L2), y ofrece información sobre entidades y organizaciones para aprender y enseñar español.

En la secuencia de cursos avanzados en cualquier lengua extranjera, resulta habitual encontrarse con alumnos de distintos antecedentes lingüísticos y personales. Se debería considerar este hecho como una ventaja, ya que todos cuentan con la oportunidad de conocer y exponer experiencias muy variadas. Sobre todo, nadie debería preocuparse por cometer errores a nivel oral o escrito. Lo importante es aprender de ellos en una atmósfera de trabajo relajada y productiva. El éxito en este curso no reside sólo en el conocimiento previo de la lengua, sino sobre todo en la motivación y esfuerzo durante el semestre.

Resultados de aprendizaje

Al término de este curso, un estudiante debería ser capaz de:

- Explicar con suficiente rigor las principales etapas lingüísticas del español en la península ibérica y en Latinoamérica.
- Definir los rasgos lingüísticos más característicos de los dialectos del español peninsular y latinoamericano, y relacionarlos con distintos elementos sociolingüísticos.
- Determinar las dimensiones más importantes del aprendizaje y enseñanza del español como lengua primera y segunda en distintos contextos de instrucción formal o informal.
- Desarrollar destrezas para aplicar el conocimiento de las tres áreas de estudio principales del curso a la comprensión de textos académicos y la preparación de un texto propio.

Pre-requisitos

Todos los estudiantes deben haber cursado Spanish 303 y Spanish 311 o 316 o 325, o disponer de permiso del Departamento de Español y Portugués. El Departamento mantiene una estricta norma de ubicación y requiere evidencia de que usted está inscrito en el curso correcto. De no presentarse tal evidencia, usted podría perder su matrícula en el curso. **No habrá ninguna excepción**.

Sistema de evaluación

La nota final se basará en los siguientes elementos:

Tareas/Preguntas de reflexión	25%	Bibliografía anotada/Póster	40%
Examen final ("take-home")	20%	Participación	15%

El Departamento de Español y Portugués aplica esta escala para la evaluación de sus estudiantes:

A+ = 100-98	A = 97-93	A- = 92-90
B+ = 89-87	B = 86-83	B- = 82-80
C+ = 79-77	C = 76-73	C- = 72-70
D+ = 69-67	D = 66-63	D- = 62-60
	F = 59 ó menos	

Tareas/Preguntas de reflexión (25%): El instructor entregará diversas tareas durante el semestre en función del desarrollo del curso. Entre ellas, los estudiantes responderán a varias cuestiones planteadas por el instructor sobre las lecturas y ensayos del curso, con el fin de reflexionar sobre los elementos más relevantes de los temas por tratar en clase, y como práctica previa a los exámenes parcial y final. Estas actividades de reflexión pueden ser escritas a mano o a máquina y su extensión es de 75-100 palabras como mínimo. El instructor recoge estos textos al final de cada clase. La nota final se basa en (1) la redacción de todas las preguntas, con correcciones incluidas si es necesario, (2) la calidad del contenido y (3) la presentación visual, es decir, sin borrones, manchas, arrugas, etc. Las tareas asignadas por el instructor deben entregarse con puntualidad. Nota: El instructor se reserva el derecho de NO aceptar las tareas que lleguen sin un retraso justificado (por razones médicas u otras circunstancias especiales). Es fundamental ser responsable: El estudiante que no asista a clase deberá averiguar cuál es la tarea para el día siguiente, a fin de poder entregarla a tiempo.

Examen final (20%): Este examen constará de varias preguntas de ensayo para cuya respuesta los estudiantes deberán reflexionar sobre las nociones y conceptos presentados durante el curso. La elaboración del examen se llevará a cabo fuera de la clase durante un período de tiempo previamente asignado por el instructor. Habrá 4-5 preguntas en el examen, y la extensión para cada respuesta constará de 300-350 palabras.

Como se indica en el catálogo de estudios no graduados de la universidad, un instructor no tiene obligación de dar exámenes extraordinarios a menos que la ausencia se justifique por causas médicas, razones religiosas o participación en actividades universitarias por mandato de las autoridades correspondientes. El Departamento de Español y Portugués exige documentos por escrito que prueben las justificaciones anteriores a fin de conceder la posibilidad de realizar una prueba o examen extraordinario. Nota: A student may seek to reschedule final examinations so that he or she has no more than three (3) examinations on any given day. It is the responsibility of the student to initiate the rescheduling or be responsible for taking the examination as originally scheduled.

Bibliografía anotada/Póster (40%): El objetivo es profundizar en un tema de especial interés para el estudiante, que deberá elaborar una lista de lecturas (artículos o capítulos de libro. Nota: se puede utilizar un máximo de 2 capítulos de un mismo libro) para un tema relacionado con los contenidos del curso. Todos los temas serán revisados por el instructor antes de comenzar el trabajo. La lista consta de 6-7 lecturas, y la extensión final de la bibliografía será de 9-10 páginas (14-15 para estudiantes graduados). El instructor ofrecerá instrucciones concretas para preparar las reseñas, cada una con 18-20 líneas y con el siguiente formato: Times 12, interlineado 12, 1" margen superior e inferior, 1.25" margen izquierda/derecha (véase modelo en página 3). Póster: El último día de clase se dedicará a la presentación de pósters en que cada alumno resumirá el contenido de su bibliografía anotada. El instructor dará instrucciones para la preparación de los pósters en la segunda parte del curso.

Participación en clase (15%): All materials must be studied in advance; students are responsible for preparing all assignments. Students are expected to participate in class, electronically in chats and discussions, and with their group(s). Attendance itself is not sufficient to obtain a passing participation grade. Please bear in mind that dominating the conversation does not mean that you are contributing to the quality of the class discussion. A detailed rubric will be provided by the instructor.

Communication about the course and with the Spanish program:
Faculty and advisors use email to convey important information, and students are responsible for keeping their email address up to date and ensuring that forwarding to another address functions properly. Failure to check email, errors in forwarding, and returned email are the responsibility of the student, and do not constitute an excuse for missing announcements or deadlines. Note: Should you have any questions or issues about the course that might not be resolved directly with your instructor, please contact Chris Lewis, Undergraduate Advisor at mclewis@umd.edu or 301/405 6556.

Emergency protocol:
If the university is closed for an extended period of time due to emergency or inclement weather, consult your email and ELMS for updates from the instructor.

University and Course Procedures and Policies

The following webpage provides a uniform presentation of policies to all UMD students: http://www.ugst.umd.edu/courserelatedpolicies.html.
The page also includes links to resources related to each policy. For information on elms, counseling, health, learning workshops, tutoring, writing help, student rights, questions about graduation or add/drop/withdraw, please see http://www.ugst.umd.edu/courserelatedpolicies.html.

Placement:
The Spanish Department adheres to a strict placement policy and must have proof that you are in the correct level. The Foreign Language Placement Test (FLPT) is an online exam designed to place students in the appropriate foreign language course (especially language/culture courses at the 100 and 200-level). See: http://www.arhu.umd.edu/ undergraduate/flpt. All students must take the FLPT, **unless** you have completed the UMD prerequisite for the language course(s) you plan to take (via college-level/AP/IB credit). Your prerequisite credit can serve as placement into subsequent language courses.

Attendance and absences:
Students are expected to take full responsibility for their own academic work and progress. In order to progress satisfactorily, students must meet all of the requirements of each course for which they are registered. Students are expected to attend classes regularly. Consistent attendance offers students the most effective opportunity to gain command of course concepts and materials. In-class participation may be an ongoing requirement and an integral part of the work of some courses. In accordance with UMD policy (please see for further information http://www.ugst.umd.edu/courserelatedpolicies.html), the

Department of Spanish and Portuguese has established the following policy for this course regarding excused, medically necessitated, and unexcused absences:

(a) Absences will be excused provided that appropriate documentation is submitted in a timely manner to the instructor prior to or upon the student's return. Legitimate reasons for an excused absence may include religious observance; mandatory military obligation; illness of an immediate family member; required court appearance, etc. Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for an excused absence.

(b) For medically necessitated absences, students may, **one** time per course per semester, provide a self-signed excuse as documentation of an absence from a single class that does not coincide with a major assessment or assignment due date. For all other medically necessitated absences, students must provide detailed documentation from a physician or the University Health Center, upon request of the course instructor. Note: The self-signed single class excuse must contain a signed acknowledgement that the information is true and correct and that you know that providing false information is prohibited under the Code of Student Conduct. Note: A self-signed single class excuse does not apply to a major scheduled grading event such as exams, tests, quizzes, final and/or take-home exams as listed on the course syllabus or announced in class prior to the date of illness. Note: Either self-signed excuses or documentation from doctor/ physician/University Health Center must be submitted immediately after the absence(s).

(c) If you are absent without one self-signed excuse or valid documentation, such as something signed by a health care professional or evidence of a court appearance, your final participation grade will be lowered as follows:

2 unexcused absences: participation grade lowered by 1 letter, e.g. A → B; etc.
3 unexcused absences: participation grade lowered by 2 letters, e.g. A → C; etc.
4 unexcused absences: participation grade lowered by 3 letters, e.g. A → D; etc.
5 or more unexcused absences will result in no participation grade (0 points).

Note: If you are absent, whether excused or unexcused, you are still responsible for the material. Check the course ELMS, and communicate with the professor and classmates. Note: Unless otherwise directed, students are expected to remain in the classroom for 15 minutes in the unlikely event that the instructor should not arrive on time. After 15 minutes, it may be assumed that class will not be held.

FAQ's:

- If I am sick and miss one class, can I present a self-signed excuse?
  - Yes, you can. This excuse will not affect your grade.
- If I am sick for two or more consecutive days, can I hand in two or more self-signed notes?
  - No. Remember that only one self-signed note counts toward the two absences that will not affect your grade. Two or more consecutive days are considered a prolonged absence or illness and requires appropriate documentation. See point (b) above.
- If I am absent, but was not sick, can I still hand in a self-signed note?
  - No. Self-signed notes are for single medical absences only.

Tardiness:

Coming late interrupts the entire class. If you are up to 10 minutes late to class you will counted as tardy. Four (4) tardy notations will count as one (1) absence. After 20 minutes you will be considered absent.

Religious observance:

Students should inform their instructor of any intended absences for religious observance at least three weeks in advance. Link to the University's policy on religious observance and classroom assignments and tests: http://faculty.umd.edu/teach/attend_student.html#religious

Academic integrity:
The UMD Honor Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, forging signatures, and using Google Translator for paragraphs and entire papers. On every examination, paper or other academic exercise not exempted by the instructor, students must write by hand and sign the following pledge:

> *I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).*

Students who engage in academic dishonesty in this course will receive no points for the assignment in question. Allegations of academic dishonesty will be immediately reported to the Honor Council and Office of Judicial Programs for further action: http://www.shc.umd.edu. There will be no warnings. Definitions for plagiarism, fabrication, cheating, etc. can be found at:
http://www.ugst.umd.edu/courserelatedpolicies.html

Note about collaboration with (near) native Spanish speakers:
The Department of Spanish and Portuguese encourages students to seek out (near) native Spanish speakers as a valuable educational resource. However, when related to written work, the Department does not accept work that has been the product of collaboration between a student and a (near) native Spanish speaker other than the course instructor, unless the instructor has granted previous authorization. In this manner, the authenticity of the work is maintained within the framework of academic honesty.

Accessibility and Disability support:
Students with a documented disability should inform the instructors within the add-drop period if academic accommodations will be needed. NB: You are expected to meet with your instructor in person to provide them with a copy of the *Accommodations Letter* and to obtain your instructor's signature on the *Acknowledgement of Student Request* form. You and your instructor will plan together how accommodations will be implemented throughout the semester. To obtain the required Accommodation Letter, please contact Disability Support Service (DSS) at 301-314-7682 or dissup@umd.edu or see http://counseling.umd.edu/dss.

Academic accommodations for students who experience sexual misconduct:
The University of Maryland is committed to providing support and resources, including academic accommodations, for students who experience sexual or relationship violence as defined by the University's Sexual Misconduct Policy. To report an incident and/or obtain an academic accommodation, contact the Office of Civil Rights and Sexual Misconduct at 301-405-1142. If you wish to speak confidentially, contact Campus Advocates Respond and Educate (CARE) to Stop Violence at 301-741-3555. As 'responsible university employees' faculty are required to report any disclosure of sexual misconduct, i.e., they may not hold such disclosures in confidence. For more information:
http://www.umd.edu/ocrsm/

Diversity:
The University of Maryland values the diversity of its student body. Along with the University, I am committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless of age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation. Potential devaluation of students in the classroom that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion is inappropriate. For more information:
https://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-900A.pdf

Statement on research:
Many faculty members and graduate students in the School of Languages, Literatures and Cultures are involved in research on second language acquisition, second language teaching, and second language learning. Some of this research occurs in the language classroom context itself. The language classrooms at the University of Maryland offer a diversity of teacher and learner types and backgrounds and provide valuable information about the way people teach and learn languages. For this reason, we may ask your participation in our classroom-based studies, under the following conditions:

- All projects have been approved by the University of Maryland-CP Institutional Review Board.
- Participation is voluntary and anonymous; participants will sign a consent form to participate.
- Participation (or non-participation) will not affect the evaluation of a student in the course.
- Participation (or non-participation) in a study will not affect the evaluation of an instructor.
- All results will be reported in the aggregate and students will not be identified individually. In the event that students must be treated individually for the purposes of discussion, a code name or pseudonym will be assigned.
- If the instructor is also the researcher (or a part of the study), care will be taken so that he or she will not be able to identify students individually. For example, if an instructor intends to collect data from his/her own course, another researcher will assist in the data collection and will be the one to assign codes to protect anonymity.
- Participants may opt not to participate or stop participating at any stage of the research project without any penalty.
- Participants have access to information about the research project and researcher.
- Participants may request to review the final report of the research project.

Course evaluations:
These are a part of the process by which the University of Maryland seeks to improve teaching and learning. Student participation in this official system is critical to the success of the process. All information submitted to CourseEvalUM is confidential. Instructors can only view group summaries of evaluations and cannot identify which submissions belong to which students.

This syllabus is subject to change. Students will be notified in advance of important changes that could affect grading, assignments, etc.

Normas del instructor:
→ No se aceptarán tareas después de la fecha límite (sin justificación médica).
→ No se aceptan tareas por correo electrónico (sin permiso previo del instructor) con la excepción de los fenómenos lingüísticos y los proyectos de investigación.
→ Sólo se permite el uso de teléfonos celulares en caso de emergencia justificada. NO se acepta bajo ninguna razón el envío ni lectura de mensajes de texto.
→ El instructor se reserva el derecho de prohibir cualquier aparato eléctronico en clase si observa usos no apropiados (p.ej., participación en redes sociales, páginas no relacionadas con el curso, etc.).
→ No se puede comer durante la clase.
- ¿Otras normas?

Calendario del curso

NOTA: Las lecturas y actividades podrán variar a lo largo del curso en función de su progreso.

SEMANA 1	
Martes 29/1	**Presentación del curso:** Temario, libro de texto, calendario, evaluación, etc. Nuestra personalidad "sociolingüística"
Jueves 31/1	**Presentación del curso:** Opciones para bibliografía anotada Tarea: Entrega de ensayo sobre personalidad "sociolingüística" (350-400 pp.)
SEMANA 2	
Martes 5/2	**Evolución del español:** ▪ Lingüística diacrónica (289-291) ▪ Las lenguas prerromanas (291-293) ▪ Del latín al español (293-296) Tarea: Actividades 1 (291), 2 (293) y 3 (296)
Miércoles 6/2	*****Study Abroad Fair (Grand Ballroom, Stamp, 2-5 pm) *****
Jueves 7/2	**Evolución del español:** ▪ El Imperio romano (296-297) ▪ Cambios lingüísticos I (297-303) Tarea: Actividades 4 (297), 5 (299) y 6 (303)
SEMANA 3	
Martes 12/2	**Evolución del español:** ▪ Cambios lingüísticos II (304-308) ▪ Palabras patrimoniales y cultismos (308-310) Tarea: Actividades 7 (307), 8 (308), 9 (309), 10 y 11 (310)
Jueves 14/2	**Evolución del español:** ▪ Los pueblos visigodos (310-311) ▪ La conquista musulmana (311-313) Tarea: Actividades 12 y 13 (313)
SEMANA 4	Comienzan reuniones individuales para la bibliografía anotada
Martes 19/2	**Evolución del español:** ▪ El romance primitivo (313-315) ▪ Siglos XI-XXI (316-320) Tarea: Actividades 14 (315) y 15 (320)
Jueves 21/2	**Evolución del español:** ▪ El judeoespañol (320-323) ▪ Dos cambios significativos (324-327) Tarea: Actividades 16 (323), 18 (327) y 19 (328)
SEMANA 5	
Martes 26/2	**Variación en el mundo hispanohablante:** ▪ La variación lingüística I (337-345) ▪ Discusión sobre temas para la bibliografía anotada Tarea: Actividad 2 (344)
Jueves 28/2	**Variación en el mundo hispanohablante:** ▪ La variación lingüística II (345-355) Tarea: Actividades 1 (340) y 3 (345)
SEMANA 6	
Martes 5/3	**Variación en el mundo hispanohablante:** ▪ Lenguas criollas de base hispana (355-358) Tarea: Actividades 8 (357) y 9 (358)

Jueves 7/3	**Variación en el mundo hispanohablante:** ▪ Diversidad lingüística y dialectal en España (358-360) ▪ El castellano (360-364) Tarea: Actividades 10 (359) y 11 (364)
SEMANA 7	
Martes 12/3	**Variación en el mundo hispanohablante:** ▪ El andaluz (365-368) ▪ El canario (369-373) Tarea: Actividades 12 (368), 13 (368) y 14 (371)
Jueves 14/3	**Variación en el mundo hispanohablante:** ▪ Diversidad lingüística y dialectal en Latinoamérica (373-376) ▪ El español caribeño (377-382) Tarea: Actividades 17 (375), 18 (376), 19, 20 y 21 (381) Entrega Participación mitad de semestre
SEMANA 8	
Martes 19/3 – Jueves 21/3	***** Vacaciones de primavera *****
SEMANA 9	
Martes 26/3	**Variación en el mundo hispanohablante:** ▪ El español mexicano-centroamericano (382-387) Tarea: Actividades 22 (387), 23 y 24 (388)
Jueves 28/3	**Variación en el mundo hispanohablante:** ▪ El español andino (388-393) ▪ El español austral (394-398) ▪ El español chileno (399-403) Tarea: Actividades 26 (392), 28 (398) y 29 (403)
SEMANA 10	
Martes 2/4	**Variación en el mundo hispanohablante:** ▪ El español en y de los Estados Unidos (405-411) Tarea: Actividades 34 (408) y 35 (411)
Jueves 4/4	**Variación en el mundo hispanohablante:** ▪ El español estadounidense (412-413) Tarea: Actividad 36 (413) Entrega del borrador completo para bibliografía anotada
SEMANA 11	
Martes 9/4	**Aprendizaje y enseñanza del español:** ▪ La adquisición de la lengua materna (L1) (434-437) Tarea: Actividades 1 (438) y 2 y 3 (439)
Jueves 11/4	**Aprendizaje y enseñanza del español:** ▪ El aprendizaje de una segunda lengua (L2) (439-442) Tarea: Actividades 4 (441) y 5 (442)
SEMANA 12	
Martes 16/4	**Aprendizaje y enseñanza del español:** ▪ Factores en el aprendizaje de una L2 (442-451) Tarea: Actividades 9 y 10 (450) y 6 (446)
Jueves 18/4	**Aprendizaje y enseñanza del español:** ▪ El bilingüismo y el multilingüismo (451-453) Tarea: Actividad 12 (453)
SEMANA 13	
Martes 23/4	**Aprendizaje y enseñanza del español:** ▪ La lingüística aplicada al aprendizaje/enseñanza de lenguas (453-454) ▪ La interlengua de los aprendientes de español como L2 (454-457)

	Tarea: Actividades 13 y 14 (457)
Jueves 25/4	**Aprendizaje y enseñanza del español:** ▪ Los métodos de enseñanza I (457-462) Tarea: Actividades 15 (460), 16 y 17 (464)
SEMANA 14	
Martes 30/4	**Aprendizaje y enseñanza del español:** ▪ Los métodos de enseñanza II (462-468) Tarea: Actividades 18, 19 y 20 (467)
Jueves 2/5	**Aprendizaje y enseñanza del español:** ▪ Los métodos de enseñanza–Actividad práctica Tarea: Preparar mini-lecciones/demostraciones
SEMANA 15	
Martes 7/5	**Aprendizaje y enseñanza del español:** ▪ Las tecnologías del aprendizaje y del conocimiento (TAC) (468-470) Tarea: Actividad 21 (470)
Jueves 9/5	**Aprendizaje y enseñanza del español:** ▪ Instituciones profesionales para la enseñanza de L2 (470-474) Tarea: Actividad 23 (473)
SEMANA 16	
Martes 14/5	Feria de pósters sobre bibliografía anotada Instructor entrega preguntas para el examen final Entrega Participación final de semestre
Miércoles 22 de mayo (12:30 pm)	Instructor recoge respuestas para el examen final