The Department of Teaching and Learning in the College of Education and Human Ecology is proposing a new category 5b professional certificate (endorsement) in Bilingual Education. The 15-credit-hour endorsement is designed to train Ohio educators who hold a standard Ohio teaching certificate or license to teach in bilingual, immersion, and dual language programs.

The proposal was received by the Graduate School on 4 October 2018. It was reviewed by the combined GS/CAA Curriculum subcommittee, chaired by Faculty Fellow Jennifer Schlueter, on 30 October 2018 and revisions were requested that same day. Revisions were received on 9 November 2018 and moved forward to the Graduate Council that same day. The proposal was reviewed and unanimously approved by that body on 29 November 2018.
Memo

October 4, 2018

To: Alicia L. Bertone, Dean of the Graduate School and Vice Provost for Graduate Studies
    Jill Toft, Administrative Associate to Associate Dean

CC: Andrew Zircher, Director of Assessment and Curriculum
    Danielle Brown, Curriculum Development Specialist

From: Bryan Warnick, Associate Dean

RE: NEW PROGRAM PROPOSAL- GRADUATE ACADEMIC ENDORSEMENT IN BILINGUAL
    EDUCATION, DEPARTMENT OF TEACHING AND LEARNING

The faculty and administration of the College of Education and Human Ecology (EHE) have approved a proposal from the Department of Teaching and Learning to create a new graduate academic endorsement in Bilingual Education. The proposed program is 15 credit hours and is designed to train Ohio educators who hold a standard Ohio teaching certificate or license to teach in bilingual, immersion, and dual language programs.

The proposal was approved by the EHE Curriculum Committee on September 20, 2018 and received unanimous support. I am writing to request review of this proposal by the Graduate School/ Council on Academic Affairs subcommittee. If there are any questions, please contact me at Warnick.11@osu.edu or our curriculum coordinator, Danielle Brown, at brown.2199@osu.edu.
June 20, 2018

Dr. Helen Malone
Curriculum Committee Chair
College of Education and Human Ecology

Dear Dr. Malone:

I am writing in support of the enclosed proposal for the Bilingual Education Endorsement program and new courses (EDUTL 5302, 5303, and 5189.03). The proposal to create the endorsement and courses, with rationale and supporting documents, is attached. The Undergraduate Studies and the Graduate Studies Committees have approved the proposal on May 11, 2018. The faculty hopes to begin offering the program in the spring 2019 semester.

There are currently no negative budgetary implications and no additional funds or human resources are necessary for execution of this certificate. We already have a licensure program with a director and program managers in place. We will work with the faculty to ascertain a smooth implementation of the program. The administration of the department fully supports this proposal.

If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,

Ruth McKoy Lowery, Ph.D.
Associate Chair and Professor
Department of Teaching and Learning
614-292-4925
Lowery.163@osu.edu
November 9, 2018

Dear CAA,

Thank you for your attention to the Bilingual Endorsement proposal. Recently you posed two questions in regards to the review:

1- Please include a bit of information on what an “endorsement” is. Because curriculum review committees are made up of faculty outside your discipline, it will help to signpost a bit on this.
   a. **Response:** Per the State of Ohio an endorsement is a "supplemental teaching license that allows educators who hold a currently, valid standard Ohio teaching certificate or license to teach in a supplemental area." With regards to this proposal, the successful completion of the Bilingual Endorsement will allow licensed educators to additionally teach in a pre-kindergarten through 12th grade bilingual classroom.

2- From my read of this graph breaking out the different types of certificates available at OSU, an endorsement is also a Category 5b Professional Certification.
   a. **Response:** The Appendix A and the proposal letter attached here (and re-uploaded in curriculum.osu.edu) now reference the Professional Certification category.

Please let us know if any further changes need to be made to our documents.

Sincerely,

Lauren Salamone, M.Ed.
Academic Coordinator
Teaching and Learning, Academic Services
Salamone.9@osu.edu
Program Proposal: Letter Requesting Review

November 9, 2018

Department of Teaching & Learning Curriculum Committee,

I am respectfully submitting a program proposal for a Bilingual Education Endorsement (PreK-12): Professional Certification. This is a proposal to create a new endorsement within the department. This document is “Section 1: Letter Requesting Review.”

Summary of Program: The Bilingual Education Endorsement will consist of a 5 course (15 credit) sequence of courses leading to the ODE endorsement in “Bilingual Education (PreK-12)”. The program is designed as an additional endorsement at the Masters level for in-service teachers already licensed in Ohio, or as an add-on endorsement for BSEd initial licensure students. It is also meant to articulate with a planned Masters in Bilingual Education to be developed. The program would be run through the LES AoS, in consultation with the FSMLE AoS and the RLEMC AoS as coursework overlaps with current Reading and TESOL Endorsements.

Rationale: Ohio has become increasingly linguistically and culturally diverse. While OSU has maintained strong ESL programs for English language learners (ELLs), our teacher education programs have been slow to respond to recent trends in educational services for ELLs. In particular, Dual Language Education has emerged as a promising educational model. States whose demographic changes mirror Ohio’s, most notably Utah, have moved to the wide-scale adoption of dual language programs state-wide. Bilingual education is also rightly thought of as an issue of educational access and equity for language minority students, aligning this proposal with EHE’s core mission.

There are a paucity of teacher preparation programs in bilingual education in Ohio (see “Benchmarking” below). T&L has several faculty with the interest and expertise in this area, and the proposed program draws significantly on existing courses and resources. Given the trends for ELLs, it is a strategic move for T&L to develop program options in this area.

Benchmarking with other institutions/programs: The only other institution to have offered the bilingual education, Cleveland State University, has suspended the program. Therefore, no institution in Ohio currently offers the PreK-12 Endorsement in Bilingual Education. The CSU website states that the “PreK-12 endorsement for Bilingual Education (Spanish) is for candidates who hold an Ohio teaching license or certificate, have completed an approved program of preparation, and have successfully passed any PRAXIS II examinations prescribed by the State Board of Education” (https://www.csuohio.edu/undergradcatalog/edu/licensure/endorse.htm).
Some other institutions offer endorsements in “Multi-age Spanish (K-12)”, such as the University of Findlay (Findlay, OH). Likewise, OSU currently has an option for Spanish. Although the ODE terminology is not entirely clear, the multi-age Spanish (PreK-12) licensure seems intended for World Languages teachers who would teach Spanish as a foreign language at the middle and high school levels, whereas the Bilingual Education Endorsement (although also multi-age) is intended for early grade teachers working with emergent bilinguals, such as in K-6 teachers in one-way and two-way Dual Language programs. These teachers are primarily elementary grade content teachers. There is also a PreK-12 Endorsement and BSEd in TESOL offered at OSU, aimed at educators working with English language learners from across language backgrounds in ESL programs, but not for bilingual/dual language programs. Therefore, the proposed program would complement the existing ESL-focused program, and the existing world languages program for high school teachers by providing an option for elementary grade teachers.

**Summary of courses:** The endorsement will consist of a five-course (15 credit) sequence of the following courses. Additionally, participants who are unable to complete the 50-hour field experience requirement during the coursework would need to take an additional, 1-credit field experience course. The first three are existing courses; the last three would be new courses created.

EDUTL 5301 Foundations of Bilingual Education
EDUTL 5365 Linguistics for Literacy Education
EDUTL 5370 Language & Literacy Development & Instruction for Bilingual Learners
EDUTL 5302 Assessing Bilingual Learners [New course]
EDUTL 5303 Methods & Materials in Bilingual/Multicultural Education [New course]
EDUTL 5189.33 Bilingual Education Endorsement (PreK-12) Field Experience [New course]

**Summary of programs partnering and impacted:** The proposed endorsement would complement the following programs within the Department of Teaching & Learning:

MEd World Languages (Spanish)
MEd English/Integrated Language Arts
BSEd Teaching English to Speakers of Other Languages (TESOL) Education
BSEd Foreign Language Education (Spanish)
BSEd Integrated Language Arts Education
Endorsement TESOL (Grades P-12)
Endorsement Reading (Grades K-12)

**Overview of resources needed:** The endorsement will draw significantly on existing courses and the faculty and staff that support the teacher preparations programs listed above.
A program manager to oversee program

Resources to create and staff the two new courses

Supervisors to oversee field experience components of the program

Thank you for your time and attention in considering this program proposal.

Sincerely,

[Signature]

Peter Sayer, PhD
Associate Professor of Language Education Studies
Department of Teaching & Learning, College of Education & Human Ecology
346A Arps Hall, 1945 N High St
Columbus, OH 43210
T:614.292.4539 - sayer.32@osu.edu
Department of Teaching and Learning
Request for Program Proposal

Bilingual Education Endorsement (PreK-12): Professional Certification
Submitted: May 1, 2018
Sarah Gallo & Peter Sayer
TABLE OF CONTENTS

Request Form

Section 1: Letter Requesting Review
Summary
Rationale
Course changes
Resources

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Description
Program goals and Objectives
Course offerings/descriptions
Program sheet
Curriculum Plan
Off-site program components

Section 3: Admissions
Admission requirements
Admissions process
Unique Funding

Section 4: Human Resources
Existing Faculty
Staff Support
Additional Human Resources

Section 5: Letters of Support
Letter from Area of Study
Letter from the Chair
Letter from T&L Undergraduate or Graduate Committee

Section 6: Appendices
List the supplement or supplements included with the proposal and attach as separate files

Additional Information concerning curriculum review and procedures can be found at:
http://portal.ehe.osu.edu/assessment-and-curriculum

*This document has been adopted from The Ohio State University's Office of Academic Affairs Handbook and Kent State University's curricular forms and procedures*
REQUEST FORM:
Completed by faculty and Curriculum Committee Staff member

Date of Submission: May 1, 2018

Level/ Career: Graduate

Program Type: Endorsement

If a Graduate Certificate, how will it be offered (check all that apply):
- [ ] As a stand-alone experience
- [ ] While concurrently enrolling in an EHE degree program
- [x] While concurrently enrolling in a degree program at OSU outside of EHE

Delivery Sites Intended: Columbus campus

Alternative delivery options: {Columbus and/or regional campuses}
- [ ] More than 50% of the program will be offered using a fully online delivery model
- [x] More than 50% of the program will be offered using a hybrid/blended delivery model
- [x] More than 50% of the program will be offered using a flexible or accelerated delivery model

We anticipate that three of the five courses in the endorsement sequence would be developed to be offered in hybrid and/or as intensive summer courses.

Proposed Start Term: Spring 2019

Is this an adjustment to an existing program? No

Licensure or endorsement: Bilingual Education Endorsement (PreK-12)

CURRICULUM COMMITTEE REVIEW COMMITTEE ONLY

Date reviewed by the T&L Curriculum Committee: Decision:
Follow-up needed:

Date reviewed by EHE Curriculum Committee: Decision:
Follow-up needed:

Date reviewed by University Curriculum Committee: Decision:
Follow-up needed:

Final Approval Date:
SECTION 1: LETTER REQUESTING REVIEW

See Appendix A: Bilingual Endorsement Letter of Proposal

This introduction should be in letter form addressed to the Department of Teaching and Learning Curriculum Committee. The introduction should include:
- A summary of the program for the reviewers, including the title of the program
- Rationale for the development of the program or the changes made to an existing program
- Benchmarking with other similar institutions/programs
- Summary of courses included in the program
- Summary of programs that, to your knowledge, may partner with this program or be impacted by its development
- Overview of human or facility resources necessary for the program

SECTION 2: CURRICULUM

See Appendix B-E: Bilingual Endorsement Letter of Proposal

Description: The graduate-level coursework for the Bilingual Education Endorsement is designed to train Ohio educators who hold a standard Ohio teaching certificate or license to teach in bilingual, immersion, and dual language programs. This multi-age endorsement provides teachers with coursework— as well as a field experience— focused on content-area instruction, the development of bilingualism and biliteracy, assessment, cultural efficacy, and advocacy related to bilingual education programs for learners in PreK to 12th grade, with a special emphasis on elementary aged programs for emergent bilinguals.

Program goals and objectives:
1. Prepare teachers to work with emergent bilingual learners in accordance with the Program Standards for Bilingual Education in the State of Ohio.
2. Familiarize teachers with principles, characteristics, and models for implementing effective bilingual education programs.
3. Have teachers be able to apply understandings of biliteracy development, bilingual language acquisition, and content learning across language to develop pedagogical approaches, instructional strategies and materials, and the ability to assess learning of bilingual students.
4. Examine the policies affecting bilingual learners in U.S. schools, and the role of teaching in advocating for immigrant and language minority students.

List courses that are already in existence that will be utilized as requirements or electives:
EDUTL 5301 Foundations of Bilingual Education
EDUTL 5365 Linguistics for Literacy Education
EDUTL 5370 Language & Literacy Development & Instruction for Bilingual Learners

List any courses that will need to be developed for this program:
EDUTL 5302 Assessing Bilingual Learners
Course review: Concurrent with program proposal (syllabus attached)
EDUTL 5303 Methods & Materials in Bilingual/Multicultural Education
Course review: Concurrent with program proposal (syllabus attached)
EDUTL 5189.33 Bilingual Education Endorsement (PreK-12) Field Experience
Course review: Concurrent with program proposal (syllabus attached)

Program sheet: Attached.

Curriculum Plan:
EDUTL 5301 FALL/SUMMER
EDUTL 5365 SUMMER/SPRING
EDUTL 5370 FALL/SUMMER
EDUTL 5302 SPRING/SUMMER
EDUTL 5303 FALL
EDUTL 5189.33 (if needed)

Off-campus program components (check all that apply):

- [ ] Co-op/Internship/Externship
- [ ] Student Teaching
- [ ] Other
- [x] Field Placement
- [ ] Clinical Practicum

SECTION 3: ADMISSIONS

Describe the admissions requirements necessary for this program:
- Minimum score of Advanced-Low on the ACTFL OPI and WPT examinations in language in which the student is licensed
- Initial Resident Educator teaching license
- Bachelor degree

Describe the admissions process necessary for this program:
Graduate non-degree application process.

Describe any unique funding opportunities that a student in this program should be made aware of:
None

SECTION 4: HUMAN RESOURCES
Completed by faculty member

Provide a list of existing faculty that will instruct in this program:
Christian Faltis
Sarah Gallo
Michiko Hikida
Leslie Moore
Peter Sayer
Francis Troyan

Provide a list of staff members necessary to support this program:
Program manager
Will additional faculty, staff, or graduate associate support be necessary? Please explain.
Field experience supervisor

LETTER OF DEPARTMENTAL SUPPORT:
Completed by Area of Study, Department Chair, and Curriculum Committee Staff member

The faculty member submitting the proposal is in charge of obtaining Area of Study (AOS) approval. See Appendix G_Bilingual Endorsement Letter of Proposal

Two letters of support should be submitted upon departmental approval. As supplemental documents attach the letters addressed to:
College of Education and Human Ecology Curriculum Committee
College of Education and Human Ecology Academic Affairs
172 Arps Hall
1945 N High Street
Columbus, OH 43210

1. Letter from the Chair: [state that the program has been approved, is supported by the department, and the department is aware of any financial and/or staffing implications necessary for this program]

2. Letter from T&L Curriculum Committee Sample:

Dear College Curriculum Committee,

I am writing on behalf of the members of the Department of Teaching and Learning ________ Studies Committee who, on _____, have unanimously approved _________. Our department proposes the program be effective as of _________. In conjunction with this letter, _________, Interim Chair of the Department of Teaching and Learning, has provided a letter of approval concerning any resources that this program will require.

It is our hope that you will be able to review the proposed program in your next meeting. Please let us know if anything further is needed.

Sincerely,

SECTION 6: APPENDICES
Completed by faculty and Curriculum Committee Staff member

<table>
<thead>
<tr>
<th>Document title</th>
<th>Description (if needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A_Bilingual Endorsement Letter of Proposal</td>
<td>Letter of Proposal</td>
</tr>
<tr>
<td>Appendix B_Program Sheet</td>
<td>EDUTL 5302 Assessing Bilingual Learners</td>
</tr>
<tr>
<td>Appendix C_ 5302 syllabus</td>
<td>EDUTL 5303 Methods &amp; Materials in Bilingual/Multicultural</td>
</tr>
<tr>
<td>Appendix D_ 5303 syllabus</td>
<td>EDUTL 5189.33 Bilingual Education Endorsement (PreK-12) Field Experience</td>
</tr>
<tr>
<td>Appendix E_ 5189.33 syllabus</td>
<td>Shows how each course in sequence aligns to state standards for Bilingual Education Endorsement</td>
</tr>
</tbody>
</table>
Appendix G_Letter from AOS Convener

Letter of support Sarah Gallo, Co-convener of Language, Education & Society AOS

# Bilingual Endorsement (PK-12)

**Department of Teaching & Learning: The Ohio State University**

**Program Sheet**

<table>
<thead>
<tr>
<th>Name:</th>
<th>OSU Username:</th>
<th>Date:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>(lastname.#)</td>
<td></td>
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</table>

**Requirements**

- **Prerequisites:**
  - Minimum score of Advanced-Low on the ACTFL OPI and WPT examinations in the language in which student is licensed
  - Initial Resident Educator teaching license
  - Bachelor degree

- **Coursework must be completed within 5 years of applying to the Ohio Department of Education (ODE).**

- **GPA requirement:** 2.70 or above in all coursework; at least a B- in each course

- **Course Substitutions:** Requests must be coordinated by T&L Academic Services. Students are required to provide T&L Academic Services with a course syllabus and a statement of request in the form of a Word document for appropriate faculty to review. Final decisions will be emailed to the student within 2-4 weeks of their request.

- **Non-OSU Coursework:** Only two courses from another institution may be used towards the endorsement coursework requirements.

## Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term &amp; Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUTL 5301</td>
<td>Foundations of Bilingual Education</td>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td>EDUTL 5365</td>
<td>Linguistics for Literacy Education</td>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td>EDUTL 5370</td>
<td>Language and Literacy Development and Instruction for Bilingual Learners</td>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td>EDUTL 5362</td>
<td>Assessing Bilingual Learners</td>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td>EDUTL 5303</td>
<td>Methods and Material in Bilingual/Multicultural Education</td>
<td></td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Field Experience (Culminating experience to be taken in final term of endorsement)**

- **Option 1:** Signed form from direct supervisor
- **Option 2:** EDUTL 5189.33: Bilingual Endorsement Field Experience (1 credit)
  
  To register for this course, please complete the registration survey (_______) by April 1 for autumn course enrollment September 1 for spring course enrollment.


## To be completed by T&L Academic Services:

<table>
<thead>
<tr>
<th>SSN (last 4):</th>
<th>DOB:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus:</th>
<th>Term of Completion:</th>
<th>State ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTFL OPI Test Name</th>
<th>Test Date</th>
<th>Test Score (&gt;Advanced Low)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**OK to add Endorsement to:**

(Initial Ohio Licensure)

**Final Clearance:**

(T&L Academic Services Initials/Date)

---

Appendix B: Program Sheet 10/10/2018
Appendix C: EDUTL 5302 Syllabus

The Ohio State University
College of Education and Human Ecology
Department of Teaching and Learning
EDUTL 5302 – Assessing Bilingual Learners
Class Meeting Day/Time/Location (TBA)

Credit Hours: 3
Semesters Offered: Fall & Spring
Cross-Listing: N/A

Instructor:
Office:
E-mail:
Phone:
Office Hours:

Course Description

This course introduces participants to current school-based assessments through psychometric and socio-cultural models of assessment focusing on how schools measure language and achievement for emergent bilinguals. Through a unified theory of construct validity, participants will identify the purpose, instrument, method, and the use of assessments and evaluations most appropriate and valid for emergent bilinguals. This course explores relationships of assessment to instruction, data driven instruction, consequences of assessments, test score interpretation, state and federal assessment policies, and those assessments unique for emergent bilinguals. Participants learn how to develop assessment instruments aligned with English Language Proficiency Standards as well as develop a conceptual understanding of basic psychometric concepts (grade level equivalent, percentile rank, cut-off scores, standard error of measurement) and how best to apply these concepts in their work with emergent bilinguals.

Course Objectives/Learning Outcomes

<table>
<thead>
<tr>
<th>Objective</th>
<th>Bilingual Education Endorsement Program Standard</th>
<th>Course Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following successful completion of this course, the student will be able to...</td>
<td>Standard 9. Candidates demonstrate competence in language assessment techniques and instruments and the evaluation of students in both English and the target language(s).</td>
<td>In class activities, discussions, and quick write</td>
</tr>
<tr>
<td>… read and reflect on history of in/appropriate test use for emergent bilinguals (EBs) in the United States.</td>
<td></td>
<td>Essay exam</td>
</tr>
<tr>
<td>… explore a variety of assessment constructs such as communicative competence, language proficiency, acculturation, academic achievement, use of home language, etc.</td>
<td></td>
<td>EB student profile</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The assessment plan</td>
</tr>
</tbody>
</table>
### Essential Questions of this Course

- What is the long and difficult history of inappropriate test use for EBs in the United States?
- What are historical events, laws, and policies surrounding the issue of assessing (in particular testing) EBs?
- What do accountability terms associated with assessment such as Student Learning Outcomes (SLOs), Annual Measurable Achievement Objectives (AMAOs), Title III etc. really mean?
- How can I use a PUMI (purpose, use, method, instrument) framework to evaluate the appropriateness or using assessment results with EBs?
Appendix C: EDUTL 5302 Syllabus

- How should I use a profile of assessment methods and results to make decisions about EBs?
- What are the key components of good assessment instruments?
- What are validity concerns with regard to assessment results for EBs, including accommodations?
- Use appropriate assessments to distinguish between typical and atypical Second Language Acquisition (SLA) processes and behaviors exhibited by EBs.
- What is the identification process for EBs in Ohio?
- What are validity concerns regarding norm or criterion referenced testing?
- What are important assessment constructs for EBs, such as communicative competence, language proficiency, acculturation, academic achievement, use of home language, etc.?
- How can I use PUMI to plan assessment for EBs?
- How can I use PUMI to plan content and language assessment using a variety of methods (including peer and self-assessment techniques)?

Required Texts


Expectations

I expect you to perform at your highest potential. I will help you in any way I can to help you succeed, and I expect you do your part. Course requirements (listed below) will each be graded and awarded points as indicated for a total of 100 points, and grades will be calculated according to the following distribution:

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B</td>
<td>87-89</td>
</tr>
<tr>
<td>B+</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C+</td>
<td>73-76</td>
</tr>
<tr>
<td>D</td>
<td>67-66</td>
</tr>
<tr>
<td>D+</td>
<td>60-65</td>
</tr>
<tr>
<td>E</td>
<td>59% or less</td>
</tr>
</tbody>
</table>

**Attendance and Class Participation** — Attend class, come prepared, and be an active participant in all class discussions and activities. *Attendance* and participation are essential to building your knowledge base and skill sets as a dual language teacher and will be recorded for each class
Appendix C: EDUTL 5302 Syllabus

meeting. Punctuality is expected, and you are expected to attend each class for the full session unless you have been excused in advance or in case of emergency.

This course is highly interactive and requires significant in-class participation. Most sessions of this course will follow a seminar style. This means that you will be expected to influence these sessions through your questions, thoughtful responses, and discussion. You are expected to come to class having completed the reading assignments and prepared to discuss them. There are at least four distinct sources of evidence that one can invoke in a debate or to support one’s claims: (a) a personal experience, (b) text/reading, (c) empirical research, and (d) theory. All of these vary in their strengths, in their relationships to each other, and in how well they coincide with what others think and claim. You should become very clear on the nature of the warrants that you use to support your claims. In all cases, my primary concern involves the thoughtfulness of your work. How substantively do you think about things? How carefully do you craft your arguments? How well do you understand the source(s) of your own beliefs? How well do you synthesize these things into a coherent argument that considers alternatives but also that respectfully challenges others to think things through?

**Written work** – All written work will be submitted via CARMEN and must:

- Be of professional quality, neatly presented, proofread for grammar usage, spelling, and punctuation.
- Be prepared on a computer using 12 point font, double spacing, page numbers, and a standard print (e.g., Times New Roman, Times, Geneva).
- Include your name, course number/name, date, and assignment title at the top of the first page.
- Be submitted on time. Late or incomplete assignments will not earn full credit.
- Be original work (i.e., written and conceived by you, with proper credit given to others’ words, ideas, materials, or work through citations and proper documentation).

Written work will earn full points if it is superior in every way: thoughtful, makes connections between theory and practice, demonstrates deep understanding of course ideas/concepts, takes risks, indicates growth and learning. Please note that most assignments can be revised with the instructor’s consent.

**Academic Integrity** – Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not
Appendix C: EDUTL 5302 Syllabus

limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another
student, and possession of unauthorized materials during an examination. Ignorance of the
University’s Code of Student Conduct is never considered an “excuse” for academic misconduct,
so I recommend that you review the Code of Student Conduct and, specifically, the sections
dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by
University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM
determines that you have violated the University’s Code of Student Conduct (i.e., committed
academic misconduct), the sanctions for the misconduct could include a failing grade in this
course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in
this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uaec/8cards.html)
Appendix C: EDUTL 5302 Syllabus

Course Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1: In-class activities, discussions,</td>
<td>10%</td>
</tr>
<tr>
<td>and quick-writes</td>
<td></td>
</tr>
<tr>
<td>Assignment #2: Emergent Bilingual Student Profile</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment #3: The Assessment Plan</td>
<td>40%</td>
</tr>
<tr>
<td>Assignment #4: Essay Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Assignment #1: *In-Class Activities, Discussions, and Quick-Writes* (10% of course grade)
Throughout the course, participants will be involved in in-class group activities, discussions, and individual reflective writing. A thorough understanding of the required readings is essential for active participation in these activities. Everyone is expected to participate in an informed manner through questions, discussion, and reflective writing response. These activities will serve as one type of evidence that you have read carefully and understood the material.

Assignment #2: *Emergent Bilingual Student Profile* (30% of course grade)
Participants will collect important information from emergent bilingual students in their current classroom/school context using the PUMI (Purpose, Use, Method, Instrument) decision-making process. The EB Student Profile assignment with specific directions will be distributed and discussed in class.
Undergraduate: See assignment description for requirements.
Graduate: See assignment description for requirements.

Assignments #3: *The Assessment Plan* (40% of course grade)
This field-based assignment will require you to select assessments you have experienced in your current classroom/school context and reflect and expand on them. You will use PUMI in table format and narrative to describe assessments used in your classroom/school. You will consider questions such as, How was the home language used to increase the validity of the results? How could the home language have been used to increase the validity of the results? You will be asked to give specific examples and include assessment examples and results. Special emphasis will be placed on assessments of language such as home language assessments and other language proficiency measure used to assess EBs at your school site. The Assessment Plan assignment with specific directions will be distributed and discussed in class.
Undergraduate: See assignment description for requirements.
Graduate: See assignment description for requirements.

Assignment #4: *Essay Exam* (20% of course grade)
Around three quarters into the semester there will be an essay exam. The questions will be distributed the week before. Exams will be taken in-class and without notes.

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1 Key assessment. Requires access to a school/classroom. Participants who are not currently teaching or working in a school will need to make arrangements with the professor for a field placement.
Appendix C: EDUTL 5302 Syllabus

Undergraduate: The exam will consist of 4 questions worth 5 points each.
Graduate: The exam will consist of 5 questions worth 4 points each.

Schedule of Class Topics and Assignments

<table>
<thead>
<tr>
<th>Session #</th>
<th>Topic/s</th>
<th>Assignments Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What's in a name?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Introduction to a decision</td>
<td>Read: Mahoney (2017), Chapter 1</td>
</tr>
<tr>
<td></td>
<td>making assessment process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>called PUMI (purpose, use, method, instrument)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>How did we get here? A history</td>
<td>Read: Mahoney (2017), Chapter 2</td>
</tr>
<tr>
<td></td>
<td>of test use for EBs (Intro.)</td>
<td>Kamenetz (2015), Part I</td>
</tr>
<tr>
<td>4</td>
<td>A history of test use for EBs, Part II</td>
<td>Read: Kamenetz (2015), Part II</td>
</tr>
<tr>
<td>5</td>
<td>Unified view of validity</td>
<td>Read: Mahoney (2017), Chapter 3</td>
</tr>
<tr>
<td>6</td>
<td>National perspective on accountability and assessment</td>
<td>Read: Ravitch (2015), all</td>
</tr>
<tr>
<td>7</td>
<td>Methods of assessment</td>
<td>Read: Mahoney (2015), Chapter 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Due</em>: Emergent Bilingual Student Profile</td>
</tr>
<tr>
<td>8</td>
<td>Assessing language and content</td>
<td>Read: Mahoney (2017), Chapters 5 &amp; 6</td>
</tr>
<tr>
<td></td>
<td>using PUMI</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Psychometrics for EB educators</td>
<td>Read: Mahoney (2017), Chapter 7</td>
</tr>
<tr>
<td>10</td>
<td>Accommodations</td>
<td>Read: Mahoney (2017), Chapter 8</td>
</tr>
<tr>
<td></td>
<td>Distribution of Essay Exam Questions</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Essay Exam</td>
<td><em>Due</em>: Essay Exam (taken in class)</td>
</tr>
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</table>
Appendix C: EDUTL 5302 Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Read:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Assessment and policy in special education</td>
<td>Mahoney (2017), Chapter 9</td>
</tr>
<tr>
<td>13</td>
<td>Global perspectives on accountability and assessment</td>
<td>Zhao (2009), all</td>
</tr>
<tr>
<td>14</td>
<td>Course reflections, debriefing</td>
<td>Due: The Assessment Plan</td>
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You are welcome to use your cell phone, check email, surf the Web during class breaks.

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<td>Over 8 hours after time due</td>
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**Email** - All students registered in this course are required to have an active e-mail address and to check that address regularly. You are responsible for all assignments and materials that are given and updated via Carmen and/or e-mail.

**Submission of Written Assignments** - All written assignments must be typed and submitted on Carmen on the due date indicated in this syllabus. If you foresee a problem meeting a due date, you must speak with the professor within the first two weeks of the semester. Late assignments will not be accepted if prior arrangements have not been made early in the semester.

**Writing Center**
All members of the OSU community are invited to discuss their writing with a trained consultant at the Writing Center. The Center offers the following free services: help with any assignment, one-on-one tutorials, one-on-one online tutorials via an Internet Messenger-like system (no ads or downloads), and online appointment scheduling. Visit [https://cstw.osu.edu/writing-center](https://cstw.osu.edu/writing-center) or call 688-4291 to make an appointment.

**Office of Disability Services Statement**
Appendix C: EDUTL 5302 Syllabus

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Grievances and Solving Problems
According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

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The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Off-Campus Field Experiences: Students who are current teachers, instructional aides, or hold a hold position at a school and are pursuing the course as part of the Bilingual Endorsement (PreK-12) may complete up to 25 hours of the 50-hour field experience requirement (and in lieu of taking EDUTL 5189.03), if she/he has access to a suitable bilingual classroom setting. Speak to the instructor about the requirements for documenting field experience hours. Students without access to a suitable classroom site are not required to fulfill field experience hours for this course, and should take EDUTL 5189.03.

Technology
This course requires computer use and internet access. Some assignments will require you to access websites and view videos on-line. I will introduce you to several web resources that will useful in your teaching practice. I will post assignments, readings, web sites, grades, & other information for the class on Carmen. If you have questions for me that may be of interest to your
Appendix C: EDUTL 5302 Syllabus

classmates, I encourage you to post them on the 'Questions for the Instructor' discussion forum on Carmen. Assignments will be submitted via Carmen.
Appendix D: EDUTL 5303 Syllabus

The Ohio State University
College of Education and Human Ecology
Department of Teaching and Learning
EDUTL 5303 – Methods & Materials in Bilingual/Multilingual Education
Class Meeting Day/Time/Location (TBA)
Graduate/Undergraduate

Credit Hours: 3
Semesters Offered: Fall & Spring
Cross-Listing: N/A

Instructor:
Office:
E-mail:
Phone:
Office Hours:

Course Description

Grounded in key principles of effective instruction for emergent bilingual learners, this course provides an overview of instructional approaches and curricular materials designed to promote the language, literacy, and content learning of bilingual students. Participants will have the opportunity to familiarize themselves with relevant approaches and materials through course readings, class activities, and extension activities outside of class. Participants will create an annotated unit plan that will serve as a capstone project for the course and a resource for future teaching practices.

Course Objectives/Learning Outcomes

Upon completing the course, participants will be able to:

- Observe and identify key linguistic, cultural, and academic characteristics of bilingual learners, and consider how these characteristics may impact students’ instructional needs.
- Evaluate curricular materials and methods for their appropriateness and utility for bilingual learners.
- Develop responsive, standards-based curricular materials and implement effective instructional approaches for bilingual learners in a variety of instructional contexts.
- Create a comprehensive unit plan that is aligned with relevant theory, research, and best practices for teaching bilingual learners.

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Bilingual Education Endorsement Program Standard</th>
<th>Course Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop responsive, standards-based curricular materials</td>
<td>Standard 1. Candidates demonstrate competence in listening, speaking, reading, and writing in both English and the language of the</td>
<td></td>
</tr>
</tbody>
</table>

1
### Standard 1. Candidates demonstrate competence and successful experience in applying English as a Second Language (ESL) teaching methods and techniques in simulated and actual classroom setting.

1.1 Candidates identify and discuss a range of methods, approaches and techniques for teaching second language learners.
1.2 Candidates select from and apply a wide range of appropriate methods and techniques for different programs.
1.3 Candidates identify appropriate instructional methods and techniques, given a particular set of students with different backgrounds and abilities.
1.4 Candidates develop and implement lesson plans that incorporate appropriate methods and techniques for particular groups of students.

### Standard 2. Candidates demonstrate competence in the knowledge of U.S. cultural diversity and the cultural background of the target and related populations.

2.1 Candidates identify and discuss at least three theories of second language acquisition and the instructional implications of each theory across grade levels.
2.2 Candidates explain differences and similarities between first and second language acquisition.
2.3 Candidates identify and explain factors that impact second language acquisition (age, motivation, personality, etc.).
2.4 Candidates apply first and second language

### Standard 3. Candidates demonstrate competence in the knowledge of and experiences in how first and second language acquisition theories apply to teaching across grade levels.

3.1 Candidates identify and discuss at least three theories of second language acquisition and the instructional implications of each theory across grade levels.
3.2 Candidates explain differences and similarities between first and second language acquisition.
3.3 Candidates identify and explain factors that impact second language acquisition (age, motivation, personality, etc.).
3.4 Candidates apply first and second language

### Standard 4. Candidates demonstrate competence in the knowledge of and experiences in how first and second language acquisition theories apply to teaching across grade levels.

4.1 Candidates identify and discuss at least three theories of second language acquisition and the instructional implications of each theory across grade levels.
4.2 Candidates explain differences and similarities between first and second language acquisition.
4.3 Candidates identify and explain factors that impact second language acquisition (age, motivation, personality, etc.).
4.4 Candidates apply first and second language
theories in the development of lesson plans for students of diverse language backgrounds across grade levels.

**Standard 7. Candidates demonstrate competence in the knowledge of and experiences in communicating effectively with students, parents, and others within culturally and linguistically different communities and diverse English-speaking populations.**
7.1 Candidates successfully explain different possible school procedures and policies to a student and parents/families in English and the target language.
7.2 Candidates explain academic-related performance to students in both English and the target language.
7.3 Candidates successfully conduct teacher-parent conference in both English and the target language.
7.4 Candidates produce written school related communications in both English and the target language.

**Evaluate curricular materials and methods for their appropriateness and utility for bilingual learners.**

**Standard 6. Candidates demonstrate competence in the knowledge of and experiences in teaching subject matter areas in both English and the target population language.**
6.1 Candidates develop and implement lesson plans and materials that teach different subject matter to K-12 students in both English and the target language.
6.2 Candidates demonstrate the effective teaching of subject matter to K-12 students in both English and the target language in actual school settings.
6.3 Candidates demonstrate knowledge of the vocabulary of the subject matter in two languages.
6.4 Candidates show how the plans and materials and their implementation incorporate Ohio English Language Proficiency Standards and Ohio academic content standards.

**Site-based application of instructional approaches**
- Written reflections
- In class presentations
- Annotated Unit Plan

Create a comprehensive unit plan that is aligned with relevant theory, research, and best practices for teaching bilingual learners.

**Standard 6. Candidates demonstrate competence in the knowledge of and experiences in teaching subject matter areas in both English and the target population language.**
6.1 Candidates develop and implement lesson plans and materials that teach different subject matter to K-12 students in both English and the target language.
6.2 Candidates demonstrate the effective teaching of subject matter to K-12 students in both English and the target language in actual school settings.
6.3 Candidates demonstrate knowledge of the

**Annotated Unit Plan**
Appendix D: EDUTL 5303 Syllabus

<table>
<thead>
<tr>
<th>vocabulary of the subject matter in two languages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4 Candidates show how the plans and materials</td>
</tr>
<tr>
<td>and their implementation incorporate Ohio English</td>
</tr>
<tr>
<td>Language Proficiency Standards and Ohio academic</td>
</tr>
<tr>
<td>content standards</td>
</tr>
</tbody>
</table>

Required Texts


Other readings as assigned.

Course Requirements

For graduate students:

- **Demonstration of thoughtful completion of readings.** As indicated in the course outline. Participants are expected to complete all reading assignments prior to class and be prepared to discuss them in class.

- **Active involvement in class.** Throughout the course, participants will be involved in small group activities, whole class discussions, and individual written reflection. An understanding of the required readings is essential for active participation in these activities. Everyone is expected to participate in an informed manner.

- **Application and self-reflection.** In order to maximize learning of course content, participants will be asked to carry out ongoing, small-scale application of instructional approaches discussed and modeled in class in their own teaching contexts, write a 1-page reflection about each experience, and debrief with classmates through an informal, 5-minute presentation in class. **Topics and deadlines as specified in course outline.**

- **Annotated Unit Plan**\(^1\). Drawing on the theory, research, and best practices discussed in class, participants will create a comprehensive unit plan that meets the needs of bilingual learners. This capstone project will be completed in phases, starting with a first draft (outline), working towards a complete draft to be shared with classmates and the instructor, and ending with a **final version that will be orally presented during the last class and submitted in writing by [DATE]**. The activities chosen for the application and self-reflection tasks may also be incorporated into the annotated unit plan.

For undergraduates:

- Complete at least 5 of 7 teaching reflection assignments
- Annotated unit plan may be completed with partner

**Deadlines**

- Application and self-reflection (*As specified in course outline*)
- Annotated Unit Plan (*Oral Presentation: XXX; Final written version: XXX*)

\(^1\) Key assessment.
Appendix D: EDUTL 5303 Syllabus

- If you foresee a problem meeting a due date, you must speak with the professor within the first two weeks of the semester. Late assignments will not be accepted if prior arrangements have not been made early in the semester.

Participant Evaluation

Evaluation is the cornerstone of the whole course. Teaching and learning are processes of continual self-reflection, self-evaluation, and personal goal setting: in this course, participants will document their progress on a weekly basis through course discussions, written reflections, oral presentations, and small group activities, and will use what they learn to guide their subsequent actions. Participants will be contacted if at any time their work is below a B. Participants are encouraged to keep in touch with the instructor and each other through e-mail. They are advised to contact the instructor if having problems with assignments, readings, or class contents. Participants will be evaluated according to the following criteria:

Class participation: 13 points
Application and self-reflection: 27 points
Annotated unit plan: 50 points
Oral presentation of unit plan: 10 points
Total: 100 points

Grading Guidelines:

OTHER IMPORTANT INFORMATION

Attendance
Attendance is not mandatory, but frequent absences will have a negative impact on your final course grade as the course is highly interactive and 13% of the final grade is based on class participation. If you must miss a class session, please notify me in advance so that I can modify class activities as needed and send you class assignments.

Written work – All written work will be submitted via CARMEN and must:
- Be of professional quality, neatly presented, proofread for grammar usage, spelling, and punctuation.
- Be prepared on a computer using 12 point font, double spacing, page numbers, and a standard print (e.g., Times New Roman, Times, Geneva).
- Include your name, course number/name, date, and assignment title at the top of the first page.
- Use APA writing style for any of the references (see http://apastyle.apa.org/ for more information).
- Be submitted on time. Late or incomplete assignments will not earn full credit.
Appendix D: EDUTL 5303 Syllabus

- Be original work (i.e., written and conceived by you, with proper credit given to others’ words, ideas, materials, or work through citations and proper documentation).

Written work will earn full points if it is superior in every way: thoughtful, makes connections between theory and practice, demonstrates deep understanding of course ideas/concepts, takes risks, indicates growth and learning. Please note that most assignments can be revised with the instructor’s consent.

Academic Integrity – Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:
- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)
Appendix D: EDUTL 5303 Syllabus

COURSE OUTLINE
(with readings and assignments indicated for each week)

Week 1. INTRODUCTION TO COURSE; SETTING THE CONTEXT: GETTING TO KNOW OUR STUDENTS AND OURSELVES
Readings:
- Wright text, Chapter 1

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Week 2. STANDARDS FOR ACADEMIC CONTENT AND LANGUAGE PROFICIENCY
Read before class:

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Week 3. GUIDING PRINCIPLES
Read before class:
- Gibbons text, Chapter 1

Due: completed student survey

---

Week 4. FRAMEWORKS FOR INTEGRATED CURRICULUM AND INSTRUCTION
Read before class:
- Wright text, Chapter 2
- Gibbons text, Chapter 8

Due: 1-page teaching reflection on current level of alignment with guiding principles

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Appendix D: EDUTL 5303 Syllabus

Week 5. CREATING CONTEXTS FOR LANGUAGE AND CONTENT LEARNING
Read before class:
  - Gibbons text, Chapters 2 & 3
  - Optional: Wright text, Chapter 3

Due: First draft (outline) of annotated unit plan

---

Week 6. CROSS-LINGUISTIC CONNECTIONS AND METALINGUISTIC AWARENESS
Read before class:

Due: 1-page teaching reflection on current level of alignment with effective contexts for language and content learning

---

Week 7. BUILDING BACKGROUND AND ACADEMIC LANGUAGE
Read before class:
  - Wright text, Chapter 11

Due: 1-page teaching reflection on cross-linguistic connections and metalinguistic awareness

---

Week 8. LISTENING AND SPEAKING
Read before class:
  - Gibbons text, Chapters 4 & 7
  - Wright text, Chapter 7
Appendix D: EDUTL 5303 Syllabus

Due: 1-page teaching reflection on building background knowledge and academic language

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Week 9. WRITING
Read before class:
- Wright text, Chapter 9
- Gibbons text, Chapter 5

Due: 1-page teaching reflection on listening and speaking

---

Week 10. READING
Read before class:
- Wright text, Chapter 8
- Gibbons, Chapter 6

Due: 1-page teaching reflection on writing

---

Week 11: VOCABULARY
Read before class:

Due: 1-page teaching reflection on reading

---

Week 12. CONTENT AREA INSTRUCTION
Read before class:
- Wright text, Chapter 10
Appendix D: EDUTL 5303 Syllabus


Due: complete draft of annotated unit plan

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Week 13. ASSESSMENT
Read before class:
- Wright text, Chapter 6

Due: 1-page teaching reflection on content area instruction

---

Week 14. SUPPORTING EMERGENT BILINGUALS WITH SPECIAL LEARNING NEEDS
Read before class:

Due: oral presentation of annotated unit plan

Final annotated unit plan due [DATE].
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The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Off-Campus Field Experiences - N/A, unless requested by participant to fulfill requirements of course assignments.

Technology - This course requires computer use and internet access. Some assignments will require you to access websites and view videos on-line. I will introduce you to several web resources that will be useful in your teaching practice. I will post assignments, readings, web sites, grades, & other information for the class on CARMEN. If you have questions for me that may be of interest to your classmates, I encourage you to post them on the 'Questions for the Instructor' discussion forum on CARMEN. Assignments will be submitted via CARMEN.
Appendix E: EDUTL 5189.03 Syllabus

The Ohio State University
College of Education and Human Ecology
Department of Teaching and Learning
EDUTL 5189.33 – Bilingual Education (PreK-12) Endorsement
Field Experience; 1 credit hour
Graduate

Instructor:
Office:
E-mail:
Phone:
Office Hours:

Note: This syllabus is subject to change. Changes will be announced in class or via email.

Course Description
This field experience is designed to provide you with an opportunity to work with a mentor teacher to gain insight into:
1. best practices in lesson planning, teaching, and classroom management;
2. student learning, interests, and perspectives;
3. how to effectively implement methods and pedagogical approaches specific to bilingual students and bilingual, dual language, and/or immersion classrooms.

Course Objectives
1. Gain experience teaching and learning in bilingual classroom settings;
2. Use observation as a learning tool for understanding the dynamics of teaching and learning;
3. Apply analysis and reflection to your own professional development; and
4. Articulate how theories and methods inform and are informed by practice.

Essential Questions
1. What is effective classroom instruction for 21st century education for young learners or young adolescents?
2. What are the most effective methods and instructional practices to meet the learning goals and skills of (choose appropriate for specified content areas): ELA, Math, Science, or Social Studies.

Grading and Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Attendance Log</td>
<td></td>
</tr>
<tr>
<td>2) Lesson Plans with Materials</td>
<td></td>
</tr>
<tr>
<td>3) Lesson Plan Reflections</td>
<td></td>
</tr>
<tr>
<td>4) Final Reflection</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Assignments will be graded on the University system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>87-89%</td>
</tr>
<tr>
<td>C</td>
<td>77-79%</td>
</tr>
<tr>
<td>D</td>
<td>67-69%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B-</td>
<td>83-86%</td>
</tr>
<tr>
<td>C-</td>
<td>73-76%</td>
</tr>
<tr>
<td>D-</td>
<td>60-67%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>
Appendix E: EDUTL 5189.03 Syllabus

Submitting Assignments:
Assignments, unless otherwise noted, are typed, double-spaced using Times New Roman, 12-point font with 1" margins. Please utilize APA 6th edition guidelines for page numbers, references, citations, etc. Reference pages are not included in page number totals. I encourage you to refer to the following website: http://owl.english.purdue.edu/owl/resource/560/01/

Assignments are evaluated according to the following criteria:
- The degree to which the assignment is completed thoroughly based on the criteria outlined in the description of each assignment.
- The degree to which the assignment is polished and edited carefully. A poorly edited assignment will be returned to you.
- The degree to which the assignment shows insight, careful thought, and synthesis with respect to course readings and other class experiences.
- The degree to which the organization of the piece contributes to its effectiveness. Do not answer each question in order starting sentences with, “I learned…” Craft a piece, please.

Late Work:
An assignment is considered late if it is not submitted by 11:59 on the day it is due, unless otherwise noted. As professionalism includes paying careful attention to deadlines and meeting those deadlines, late work will receive a full grade reduction for each day late. Any pattern of lateness will require submission of a written plan to ensure you are taking appropriate steps to develop the habits and dispositions appropriate for your success. Please take advantage of e-mail, phone, and office hours to communicate any anticipated difficulties prior to an assignment due date.

Explanation of Assignments

Field Experience Requirements: You are required to complete 50 hours of field work in a bilingual classroom. These 50 hours must focus on classroom instruction and does not include time spent planning or grading.

Attendance: The 50 hours must be complete within the 14-week semester in which you have registered up for this course. Your mentor teacher must sign your Attendance Log to verify your hours. Log your hours for each class attendance related to your specific areas of focus for your field experience.

Due in Carmen:

1. Lesson Plans
You will submit two lesson plans, with materials, over the course of the 14 weeks. You are responsible for teaching these lessons. If you are taking methods courses, lesson plans from those courses can be used for this assignment. The essential question for this assignment is: What is effective classroom instruction for 21st century education for bilingual learners?

The lesson plan will be written using the following guidelines:
- use the lesson plan template for your school or district. If you do not have one, use the lesson plan template found on Carmen;
- lesson should be designed for a 45-60-minute class;
- you may not use pre-made lesson plans - lesson plans must be created by you;
- standards for the lesson plan must come from the appropriate Ohio Standards for the assigned grade level and content area;
Appendix E: EDUTL 5189.03 Syllabus

e) include measurable learning objectives;
f) incorporate student-centered learning;
g) incorporate the questions and how you will facilitate and drive learning; and
h) include assessments that will take place during the lesson.

2. Lesson Plan Reflections
After you teach each lesson, you will spend time reflecting on the lesson learned and ways to improve your teaching practice. You may choose from either option below for your reflection. You will submit a reflection no later than one-week after you teach the lesson, for a total of three reflections.

<table>
<thead>
<tr>
<th>Written Reflection</th>
<th>Video Reflection</th>
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</thead>
<tbody>
<tr>
<td>After you finish teaching each lesson, you will complete a three-page written reflection that responds the following:</td>
<td></td>
</tr>
<tr>
<td>• Make general observations about your teaching.</td>
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</tr>
<tr>
<td>• Examine the impact of your teaching—did student learning meet your identified learning outcomes? How do you know?</td>
<td></td>
</tr>
<tr>
<td>• What modifications or improvements would you make?</td>
<td></td>
</tr>
<tr>
<td>• Overall reflection of the lesson — what did you learn through this process?</td>
<td></td>
</tr>
<tr>
<td>Submit your written reflection to Carmen one week after you teach the lesson.</td>
<td>After you finish teaching each lesson, you will complete a 6-minute video that answers the following essential questions:</td>
</tr>
<tr>
<td>• Make general observations about your teaching.</td>
<td></td>
</tr>
<tr>
<td>• Examine the impact of your teaching — did student learning meet your identified learning outcomes? How do you know?</td>
<td></td>
</tr>
<tr>
<td>• What modifications or improvements would you make?</td>
<td></td>
</tr>
<tr>
<td>• Overall reflection of the lesson — what did you learn through this process?</td>
<td></td>
</tr>
<tr>
<td>Submit your written reflection to Carmen one week after you teach the lesson.</td>
<td></td>
</tr>
</tbody>
</table>

Due in Carmen: One week after teaching date

3. Final Reflection
The final represents your learning throughout the semester and how this learning impacts your ongoing understanding of yourself as an educator.

Video:
You will create a 6-minute video that answers the following essential questions:

a) What is effective classroom instruction for 21st century education for young learners or young adolescents?

b) What are the most effective methods and instructional practices to meet the learning goals and skills of (choose appropriate for specified content areas): ELA, Math, Science, or Social Studies.

Course Policies

Attendance:
Attendance is critical to success. It is expected that you will be in attendance for every class session. At this stage in your career, there is no differentiation between excused and unexcused absences. Any absence will impact your participation grade. More than one absence will result in the loss of a full letter
Appendix E: EDULT 5189.03 Syllabus

grade. Additional absences will continue to reduce your grade by one letter grade. Please email me in advance to inform me of any absence.

Arriving late/leaving early is disruptive to the classroom environment and prevents you from fully participating in class. Two or more occurrences will result in an absence and impacts your participation grade.

E-mail Policy:
When writing electronic communications, adopt an appropriate tone that demonstrates your identity as a teacher and that you are making requests and not demands. As with all communication during our time together, I expect e-mails to be sufficiently professional.
Be mindful of spelling, grammar, and tone. Since you hope to have a classroom of your own and will be required to communicate with parents and members of the community — you should get in the habit of communicating in a professional manner.

Statement of Academic Misconduct:
The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that compromises the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. I recommend that you review the Code of Student Conduct. If I suspect that a student has committed academic misconduct in this course, I am obliged by University rules to report my suspicions to the Committee on Academic Misconduct. Sanctions for misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp)

Grievances and Solving Problems:
According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising Instructor, then to the chairperson of the assistant’s department.”

ODS Statement:
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your documented disability, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I will request that you register with Student Life Disability Services. After registration, make arrangements as soon as possible to discuss your accommodations with me so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Statement on Diversity:
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color,
Appendix E: EDUTL 5189.03 Syllabus

disability, gender identity or expression, national origin, race, religion, sex, sexual orientation or veteran status, is prohibited.
Bilingual Education Endorsement

2007 Modified Ohio/NASDTEC Program Standards (Grades PreK-12)

Valid for teaching the subject or learners named, shall be issued to an individual who holds a baccalaureate degree; who is deemed to be of good moral character; who has successfully completed an approved program of preparation; who has successfully completed an examination prescribed by the State Board of Education; and who has been recommended by the dean or head of teacher education at an approved institution. The endorsement may be added to any standard teaching certificate or teaching license.
Ohio Educator Licensure Program Standards
for
Bilingual Education Endorsement

Introduction
The Ohio Educator Licensure Program Standards for Bilingual Education programs were
developed in spring 2007 by an advisory committee after a thorough review of the following
document: 1) Ohio's 1987 Bilingual Education Teacher Validation Standards based on the
Bilingual/Bicultural Teacher Education Standards adopted by the National Association of State
Directors of Teacher Education and Certification in 1976 (ERIC Document #ED142049,
NASDTEC, June 1976).

The standards were reviewed by an advisory committee consisting of Bilingual representatives
from public and private teacher preparation institutions of higher education and a consultant
from the Ohio Department of Education. We wish to acknowledge the following individuals who
served on the advisory committee:

Maria Angelova, Ph.D. Cleveland State University
Dan Fleck, Ph.D. Ohio Department of Education
Lori Jones-Parker Ohio Department of Education
Michael Reed, Ph.D. University of Findlay
Lee Wilberschied, Ph.D. Cleveland State University

Performance-based standards
Ohio requires performance-based programs and program reports which must include candidate
performance assessments. Performance-based assessments should be appropriate for the
standards including multiple forms of measurement, and measurement at multiple points over a
candidate’s progression through a program.

Licensure Rule 3301-24-05 (E) (3)
An endorsement of a teacher license, valid for teaching the subject or learners named, shall be
issued to an individual who holds a baccalaureate degree; who is deemed to be
of good moral character; who has successfully completed an approved program of
preparation; who has successfully completed an examination prescribed by the State Board of
Education; and who has been recommended by the dean or head of teacher education at an
approved institution. The endorsement may be added to any standard teaching certificate, or
provisional or professional teaching license.

State Standards
On October 11, 2005 the State Board of Education adopted the Ohio Standards for the
Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC
standards. The Ohio Standards for the Teaching Profession can be found at:
http://esb.ode.state.oh.us/communications/standards.aspx
# P-12 BILINGUAL EDUCATION ENDORSEMENT STANDARDS

**Standard 1.** Candidates demonstrate competence in listening, speaking, reading, and writing in both English and the language of the target student population.

1.1 Candidates successfully engage in social and school-related conversations with native speakers in both English and the target language(s).

1.2 Candidates demonstrate comprehension of authentic oral and written texts in both English and the target language(s).

1.3 Candidates demonstrate understanding of literacy and cultural texts and traditions.

1.4 Candidates proficiently write texts of different genres in both English and the target language(s).

**Standard 2.** Candidates demonstrate competence in the knowledge of U.S. cultural diversity and the cultural background of the target and related populations.

2.1 Candidates identify and describe characteristics of major language and cultural groups in Ohio.

2.2 Candidates compare and contrast cultural values and behaviors of diverse language and cultural groups.

2.3 Candidates demonstrate successful interaction with persons of diverse backgrounds in a way that shows cultural understanding and sensitivity.

**Standard 3.** Candidates demonstrate competence in the knowledge of the historical, philosophical and legal and theoretical underpinnings of bilingual education as well as an understanding of the range of bilingual programs and organizational models for providing instruction in a bilingual/multicultural setting.

3.1 Candidates discuss major historical events related to bilingual education in the U.S.

3.2 Candidates cite and explain multiple theories that support bilingual education.

3.3 Candidates identify and discuss major goals, objectives and rationales given by both proponents and opponents of bilingual education.

3.4 Candidates identify and discuss major legislation and court cases that relate to the education of language minority students.

3.5 Candidates describe at least four models of bilingual education.
**Standard 4. Candidates demonstrate competence in the knowledge of and experiences in how first and second language acquisition theories apply to teaching across grade levels.**

4.1 Candidates identify and discuss at least three theories of second language acquisition and the instructional implications of each theory across grade levels.

4.2 Candidates explain differences and similarities between first and second language acquisition.

4.3 Candidates identify and explain factors that impact second language acquisition (age, motivation, personality, etc.).

4.4 Candidates apply first and second language theories in the development of lesson plans for students of diverse language backgrounds across grade levels.

**Standard 5. Candidates demonstrate competence and successful experience in applying English as a Second Language (ESL) teaching methods and techniques in simulated and actual classroom setting.**

5.1 Candidates identify and discuss a range of methods, approaches and techniques for teaching second language learners.

5.2 Candidates select from and apply a wide range of appropriate methods and techniques for different programs.

5.3 Candidates identify appropriate instructional methods and techniques, given a particular set of students with different backgrounds and abilities.

5.4 Candidates develop and implement lesson plans that incorporate appropriate methods and techniques for particular groups of students.

**Standard 6. Candidates demonstrate competence in the knowledge of and experiences in teaching subject matter areas in both English and the target population language.**

6.1 Candidates develop and implement lesson plans and materials that teach different subject matter to K-12 students in both English and the target language.

6.2 Candidates demonstrate the effective teaching of subject matter to K-12 students in both English and the target language in actual school settings.

6.3 Candidates demonstrate knowledge of the vocabulary of the subject matter in two languages.

6.4 Candidates show how the plans and materials and their implementation incorporate Ohio English Language Proficiency Standards and Ohio academic content standards.

**Standard 7. Candidates demonstrate competence in the knowledge of and experiences in communicating effectively with students, parents, and others within culturally and linguistically different communities and diverse English-speaking populations.**

7.1 Candidates successfully explain different possible school procedures and policies to a student and parents/families in English and the target language.
7.2 Candidates explain academic-related performance to students in both English and the target language.

7.3 Candidates successfully conduct teacher-parent conference in both English and the target language.

7.4 Candidates produce written school related communications in both English and the target language.

<table>
<thead>
<tr>
<th>Standard 8. Candidates demonstrate competence in the knowledge of similarities and differences between the linguistic systems of the second language and English, including dialect differences across geographic regions, ethnic groups and social languages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Candidates compare and contrast phonology, morphology, syntax, semantics and sociolinguistic features of English and another language.</td>
</tr>
<tr>
<td>8.2 Candidates describe how variations in the English language system can affect second language acquisition.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 9. Candidates demonstrate competence in language assessment techniques and instruments and the evaluation of students in both English and the target language(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Candidates describe and evaluate standardized English language proficiency tests in terms of validity, reliability and usefulness for making decisions relating to teaching and learning.</td>
</tr>
<tr>
<td>9.2 Candidates design and use varied age-appropriate assessment procedures and instruments to obtain information about students' English language proficiency and academic achievement, including authentic and alternative assessments.</td>
</tr>
<tr>
<td>9.3 Candidates demonstrate the ability to reflect on and interpret assessment data to make instructional decisions.</td>
</tr>
<tr>
<td>9.4 Candidates successfully and effectively explain assessment results to students, parents, and others.</td>
</tr>
<tr>
<td>9.5 Candidates effectively assist students to use assessment results to make decisions about their learning strategies.</td>
</tr>
</tbody>
</table>
Dear Lauren,

As co-convenors of Language, Education, and Society (LES), we approve the following on behalf of the LES Faculty:

- Creation of New Program, Bilingual Education Endorsement (PreK-12)
- Creation of New Course: EDUTL 5302 – Assessing Bilingual Learners
- Creation of New Course: EDUTL 5303 – Methods & Materials for Bilingual/Multilingual Education
- Creation of New Course: EDUTL 5189.03 – Bilingual Education Endorsement (PreK-12) Field Experience

Please let us know if there is anything else we can provide to be supportive in this process.

Best,
Sarah Gallo and Dave Bloome

Appendix G: LES Support for Bilingual Education Endorsement