TESL 758: Cultural & Linguistic Leadership

Department of Early Childhood, Multilingual, and Special Education
College of Education, University of Nevada, Las Vegas
Preparing Professionals for Changing Educational Contexts

Course Information
Semester:
Credits:
Instructor:
Email:
Office:
Phone:
Office Hours:

Class Location:
Meeting Day:
Time:

Course Description
The objective of this course is to develop leadership competencies and knowledge to ensure that teachers who serve in leadership roles in culturally and linguistically diverse environments are adequately equipped to accomplish the following:

Establish and engage in effective school, home, and community collaboration,
Implement and manage culturally and linguistically diverse programs
Demonstrate leadership and advocacy for emergent bilinguals and culturally linguistically diverse populations in general
Demonstrate a deep understanding of English language development assessment and standards
Evaluate programs that are culturally and linguistically diverse
Overall, this course prepares teachers of emergent bilinguals for leadership roles by building knowledge related to:
Promoting a school environment that values diverse student populations and provides equitable resources to support emergent bilinguals and their families.

guidelines.

What current forms of advocacy occur for emergent bilinguals? Why is there a need for advocating for emergent bilinguals?
Who is and to what extent are individuals responsible? How could we create a shared sense of responsibility for teaching emergent bilinguals?

1. How could advocacy efforts be expanded (e.g., What should advocacy look like? What specifically should be advocated for?)? How can teachers further collaborate to expand advocacy efforts for emergent bilinguals?
2. How could collaboration around advocacy be strengthened across varying stakeholders? How can we strengthen advocacy between teachers and school and district administrators?
3. What are the anticipated obstacles and successes for advocacy of emergent bilinguals?

Personal reflection (75 points): Students will individually write and submit a personal reflection paper (minimum 4 pages, maximum 6 pages excluding cover page and references) addressing the questions listed above.

Group presentation (25 points): Each group will prepare a PowerPoint slideshow (minimum 10 slides) addressing the questions listed above and present their advocacy collaboration plan to the class (20 minutes maximum including Q&A). All group members are expected to present and actively participate in their group presentation. Groups will be randomly planned and will be available on Canvas-People section.

Grading   Policy

A: 93.4   100%
A-:   90.1 - 93.3%
B+:   86.7   90.0%
B: 83.4 - 86.6%
B-:   80.1 - 83.3%
C+:   76.7 - 80.0%
C: 73.4   76.6%
C-:   70.1   73.3%
D+:   66.7   70.0%
D: 63.4 - 66.6%
D-:   60.1   63.3%
F: 0   60.0%

Assignment Notes

In completing assignments, please reference the syllabus as well as the assignment instructions on Webcampus. If there is a discrepancy between the assignment postings (syllabus, Webcampus) please let me know.

While no points are allocated for attendance and participation, you are expected to complete all online activities prior to in-person meetings and are expected to attend all in-person learning sessions.
All assignments will be uploaded to Webcampus via the appropriate assignment link. Assignments submitted via any other method will NOT be accepted.

All assignments are due by the date indicated in the syllabus; assignments submitted within 24 hours of the posted due date will be graded for full consideration. Any assignments submitted between 24.1 hours and three days (i.e., Wednesday following the original due date at 11:59 PM) after the posted due date will be graded but the final grade will be reduced by 10%. **No assignments will be accepted later than three days** after the posted due date unless other arrangements have been made with the instructor.

NOTE: These timelines have been shortened due to the modular nature of this course.
All assignments are to be typed and in **APA format**; a template for APA 7 will be provided.
Rubrics for these assignments will be posted on Canvas. Make sure to refer to **rubric** before you submit your assignment.

Samples of student assignments will be collected and submitted to faculty in the Department of Early Childhood, Multilingual, and Special Education for program evaluation and accreditation purposes.

Names will be redacted from all submitted assignments. If you would **not** like samples of your work submitted, please let your instructor know in writing by the end of the second week of the course.

Attendance Policy

There are only 8 in-person meetings days with this class, therefore attendance is mandatory. You are allowed 1 missed class due to emergencies and/or school events. In the case of an absence, you are required to access the missed information from a class peer. Zoom recordings of the class will not be conducted. If you miss more than 1 class, the department chair and CCSD will be notified.

SPECIAL NOTES

Communicating with your Instructor   It is vital that you a) are timely with assignments and b) communicate any questions you may have with your instructor. It is your responsibility as a student to check in to webcampus and to check your rebelmail several times per week for any course announcements that are made.

Not having access to your UNLV email or CANVAS is not an excuse for not getting work done. Fix any technological issues prior to the course start date. Also, know that the UNLV IT phone help desk is available 7 days a week from 7AM   11PM. https://oit.unlv.edu/help/it-help-desk

E-mail: To respond to you as efficiently as possible (and all other students), I will only respond to emails that meet the following criteria:

Email comes through CANVAS (or, in emergency in which you MUST email me through your

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Written in a respectful and professional tone with your full name (first and last name).

Timeline: I will respond to emails within a reasonable time (for example, do not expect responses right before class, if you send something at 10PM, or on weekends), *given the email criteria are met above.*

(SCROLL DOWN FOR CLASS SCHEDULE)

Topic(s):
 @   .   .   .   .

Readings:
 Chapter 5
Task:
 Start working on your

days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for

competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Title IX

UNLV is committed to providing an environment free of all forms of unlawful discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available. To learn more or to report an incident, please visit the Office of Equal Employment and Title IX website at https://www.unlv.edu/compliance. Please be aware that as an instructor, I am not a confidential resource, and I will need

Coordinator. You can also report concerns directly using the online reporting form, at https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18, or via email at titleixcoordinator@unlv.edu or 702-895-4055. For confidential support in matters of sexual violence, relationship/family violence, or stalking, contact the Care Center at https://www.unlv.edu/carecenter or 702-895- 0602.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3 301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

988 FREE 24/7 SUICIDE & CRISIS LIFELINE

In addition to campus resources such as the Counseling and Psychological Services (CAPS) website at https://www.unlv.edu/caps, visiting the YOU@UNLV website at https://you.unlv.edu/, and Early Alert (for graduate students, at https://www.unlv.edu/graduatecollege/academy/early-alert), you may now call or text 988 or

Group presentation on advocacy plan
Reflection on advocacy plan
Reflection on action plan

Aligned Standards
TESOL Standard 2:   Culture as it Affects English Language Learning
TESOL Standard 5.b: Partnerships and Advocacy
   2.a: Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL.
   2.b: Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.
   2.c: Understand and apply knowledge about cultural conflicts and home events that can have an

instructional technology.
INTASC Standard 2: Learning Differences
INTASC Standard 9: Professional Learning and Ethical Practice
INTASC Standard 10: Leadership and Collaboration
  Performance
2(d) The teacher brings multiple perspectives to the discussion of content, including attention to

ICC6K2
differ from other cultures and uses of language.
ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help
address these concerns.

    Objective 3
Objective 3: The learner will be able to provide leadership to professional colleagues while
implementing, managing, and evaluating culturally and linguistically diverse programs.

Measurement/Evaluation
Group presentation on advocacy plan
Reflection on advocacy plan
Reflection on action plan

Aligned Standards
TESOL Standard 1.b: Language Acquisition and Development
TESOL Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction
  1.b.1: Demonstrate understanding of current and historical theories and research in language
acquisition as applied to ELLs.
  3.b.3: Provide activities and materials that integrate listening, speaking, reading and writing.
INTASC Standard 4: Content Knowledge
INTASC Standard 5: Application and Content
INTASC Standard 7: Planning for Instruction
INTASC Standard 8: Instructional Strategies
  Performance
4(a) The teacher effectively uses multiple representations and explanations that capture key

achievement of content standards.
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their
comprehensiveness, accuracy for representing particular concepts in the discipline, and
appropriateness for his/ her learners.
5(b) The teacher engages learners in applying content knowledge to real world problems through the
lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
5(h) The teacher develops and implements supports for learner literacy development across content
areas
7(a) The teacher individually and collaboratively selects and creates learning experiences that are
appropriate for curriculum goals and content standards, and are relevant to learners.
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways
to demonstrate knowledge and skill.
7(k) The teacher knows a range of evidence-based instructional strategies, resources, and
technological tools and how to use them effectively to plan instruction that meets diverse learning
needs.
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach,
audience) in relation to the content and purposes of instruction and the needs of learners.
8(e) The teacher provides multiple models and representations of concepts and skills with
opportunities for learners to demonstrate their knowledge through a variety of products and

performances.

Essential Knowledge

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

  Critical Dispositions

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

CEC Standard 4: Instructional Strategies

ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings.

ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.