

# Teacher Leadership in Bilingual ESL Instruction Graduate Certificate

The Teacher Leadership in Bilingual ESL Instruction Graduate Certificate requires admission to the Graduate School and 12 semester hours of graduate courses from the following.

## Requirement to complete graduate certificate program.

bled 501	Theoretical Foundations of Bilingual/ESL Education	3
bled 510	Dual Language Assessment	3
bled 597	Special Topics	4
<b>One course (3 sh) from the following:</b>		
bled 502	Biliteracy Development, Instruction, and Assessment	3
bled 512	Social and Academic Language Development in English for Bilingual Learners	3
<b>Total Hours</b>		<b>12</b>

## Note:

Coursework must be completed at Texas A&M University-Commerce with a 3.0 GPA on all courses used for graduate certificate. **(No Substitutions)**

### bled 501 - Theoretical Foundations of Bilingual/ESL Education

Hours: 3

A critical analysis of the rationale for bilingual, multicultural education focusing on history, philosophy, and theory. The study and analysis of educational programs designed for English Language Learners including the native language and the ESL (English as a Second Language) components as well as a critical review of research on the effective implementation of bilingual/ESL programs.

### bled 502 - Biliteracy Development, Instruction, and Assessment

Hours: 3

The course focuses on analysis and application of research-based approaches to the development of oral and written language in English Language Learners that result in biliteracy and high academic achievement. Preparation and adaptation of holistic, thematically based materials and activities and critical evaluation of existing materials in Spanish. Cross listed with: BLED 602

### bled 503 - Content Area Instruction for Emergent Bilinguals

Hours: 3

The course focuses on analysis and application of methods, materials, and assessment instruments used in the teaching of language arts, math, science and social studies to bilingual students. Creation, formal presentation, and evaluation of thematic units delivered primarily in Spanish and others using sheltered ESL techniques delivered primarily in English. Crosslisted with: BLED 603

### bled 504 - Technology Tools for Emergent Bilinguals

Hours: 3

Students will apply knowledge of current educational technology. They will have the opportunity to incorporate videos, podcasts and more into websites designed to fit the needs of emergent bilingual. Crosslisted with: BLED 604

### bled 505 - Project-Based Learning for Emergent Bilinguals

Hours: 3

Project Based Learning (PBL) taps into student strengths and interests in a manner that is cross disciplinary as it builds academic language and the ability to think deeply and well. Students will identify and evaluate PBL models and create project plans for linguistically and culturally diverse learners. Crosslisted with: BLED 605

### bled 506 - The Languageing and Literacies of Multilingual Students

Hours: 3

This course explores the languageing and literacies of multilingual students in k-12 education and in the larger society. Specifically, the ideas of critical language awareness, translanguaging, and holistic bilingualism are discussed in relation to how educational practice, policy, and research might respond. This course is for those who educate bilingual children and youth, especially minoritized bilinguals. You do not need to be bilingual to take this course.

**bled 507 - Engaging Emergent Bilinguals' Families**

Hours: 3

This course will help graduate students to understand the numerous benefits of involving emergent bilinguals' families in their children's education. Based on best practices, this course will explore specific, meaningful ways in which teachers can form a partnership with families to help emerging bilinguals be successful inside and outside of the classroom. Opportunities will be provided for graduate students to learn about the emerging bilinguals in their own communities and create practical resources to share with the families of students. You do not need to be bilingual to take this course. Crosslisted with: BLED 607.

**bled 508 - Teaching Multilingual Literature**

Hours: 3

Teaching Multilingual Literature explores both the problems and the possibilities of including multilingual, multicultural literature in the K-12 classroom. By first considering teachers' positionality, the course traverses the natural preferences of individual teachers, with its affordances and limitations, before considering how to implement authentic and complex multilingual, multicultural literature with critical language awareness. The ambition of this class is that through thoughtfully exploring Native, Black/African-American, Chicano/Latinx, Middle Eastern, and Asian literature, teachers may deepen their commitment to critical consciousness with and for their students in language education. Prerequisites: Admission into master's or doctoral program. Crosslisted with: BLED 608.

**bled 510 - Dual Language Assessment**

Hours: 3

The course focuses on the selection, evaluation, and design of means for assessing the oral and written language proficiency and academic achievement of bilingual and ESL students. Critical review of standardized tests as well as alternative and informal assessment techniques and instruments, consideration of relationships between first and second language proficiency, and academic achievement and sociocultural dimensions of testing and assessment. Prerequisites: Admission to the MED program or consent of the instructor. Crosslisted with: BLED 610.

**bled 512 - Social and Academic Language Development in English for Bilingual Learners**

Hours: 3

The course focuses on analysis and application of current approaches to oral and written language development in English that result in higher academic achievement for K-12 English Language Learners (ELLs). Students will assess the oral languages and literacy skills of ELLs and design, evaluate, and modify/adapt commercial and research-based instructional materials to build on student strengths and meet identified needs. Crosslisted with: BLED 502.

**bled 513 - Advanced Sheltered Content Area Instruction**

Hours: 3

The course focuses on analysis and application of second language acquisition research, theory, and pedagogical approaches to the teaching of math, science, social studies, and language arts in English to ESL students in K-12. Content-based ESL and sheltered instructional approaches, methods, and materials that meet state and local standards will be among those explored and experienced. Crosslisted with: BLED 503.

**bled 529 - Workshop:Bilingual/ESL Education**

Hours: 3

Six semester hours may be applied to a graduate degree when topics vary. May be graded on a Satisfactory (S) or Unsatisfactory (U) basis.

**bled 589 - Independent Study**

Hours: 0-4

Independent Study

**bled 597 - Special Topics**

Hours: 0-4

Special Topics

**bled 602 - Advanced English & Spanish Academic Language Development for Emergent Bilinguals**

Hours: 3

This course is designed for bilingual educators who work with bilingual education programs as teachers, instructional specialists, or administrators. Analysis and application of research-based approaches to oral and written language (English and Spanish) development for K-12 students who are becoming bilingual and biliterate. Creation, formal presentation, and evaluation of Spanish language arts instruction to native speakers of Spanish and of English language instruction to students not yet proficient in English. Advanced Spanish proficiency required. Prerequisites: Doctoral level standing or consent of the instructor. Advanced Spanish proficiency. Crosslisted with: BLED 502.

**BLLED 603 - Advanced Content Area Instruction for Emergent Bilinguals**

Hours: 3

This course is designed for bilingual educators who work with bilingual education programs as teachers, instructional specialists, or administrators. Analysis and application of second language acquisition research, theory, and pedagogical approaches to the teaching of language arts, math, science and social studies in English and Spanish to K-12 students who are becoming bilingual and biliterate. Creation, formal presentation, and evaluation of culturally responsive content area instruction delivered in Spanish and in English using sheltered instruction approaches. Advanced Spanish proficiency required. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 503.

**BLLED 604 - Advanced Technology Tools for Emergent Bilinguals**

Hours: 3

This intensive course provides opportunities for experienced educators to further develop the ways in which they use technology with emergent bilinguals. Students will apply knowledge of current educational technology tools to their own teaching practices. They will incorporate videos, podcasts and more into websites designed to fit the needs emergent bilingual. Additionally, students will serve as teachers themselves as they provide recommendations to classmates for effectively using technology tools. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 504.

**BLLED 605 - Advanced Project-Based Learning for Emergent Bilinguals**

Hours: 3

Both Project-Based and Problem-Based Learning build on student strengths and interests as they stimulate curiosity and motivate students to find answers for complex issues. Problem-Based Learning is aligned with Critical Pedagogy approaches as students to identify significant real world problems and seek multiple solutions. Students will identify and evaluate PBL models and create long-term, cross-disciplinary PBL plans that work for linguistically and culturally diverse learners in bilingual, ESL, and general education classrooms. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 505.

**BLLED 607 - Advanced Emergent Bilingual Family Engagement**

Hours: 3

Emphasizing both research and practice, this course will help graduate students to understand the numerous benefits of involving emergent bilinguals' families in their children's education. Through review of scholarly and practitioner resources, students will explore specific, meaningful ways in which teachers can form a partnership with families to help emerging bilinguals be successful inside and outside of the classroom. Opportunities will be provided for graduate students to learn about the emerging bilinguals in their own communities, create practical resources to share with the families of students, and create a research based article to share what they have learned about engaging families. You do not need to be bilingual to take this course. Crosslisted with: BLED 507.

**BLLED 608 - Theories and Practices for Multilingual Literature**

Hours: 3

Multilingual Literature explores both the problems and the possibilities of including multilingual, multicultural literature in the K-12 classroom. By first considering teachers' positionality, the course traverses the natural preferences of individual teachers, with its affordances and limitations, before considering how to implement authentic and complex multilingual, multicultural literature with critical language awareness. The ambition of this class is that through thoughtfully exploring native, black/African-American, Chicano/Latinx, Middle Eastern and Asian literature, teachers may deepen their commitment to critical consciousness with and for their students in language education. Crosslisted with: BLED 508.

**BLLED 610 - Valid Assessment & Accountability for English Learners**

Hours: 3

This course is designed for bilingual and ESL educators who work with bilingual and ESL programs as teachers, instructional specialists or administrators. Selection, evaluation and design of means for assessing the oral and written language proficiencies and academic achievement of English Learners (ELs). Critical review of standardized tests and their usage in state-mandated accountability systems and authentic assessment techniques and instruments, consideration of relationships between L1 and L2 proficiencies and academic achievement, and sociocultural dimensions of testing and assessment. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 510.

**BLLED 612 - Advanced English Academic Language Development for English Language Learners**

Hours: 3

This course is designed for ESL educators who work with ESL programs as teachers, instructional specialists, or administrators. Analysis and application of research-based approaches to oral and written English language development for K-12 ESL students. Creation, formal presentation, and evaluation of English language instruction to students not yet proficient in English. No Spanish proficiency required. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 602.

**BLLED 613 - Advanced Sheltered Content Area Instruction for English Language Learners**

Hours: 3

This course is designed for ESL educators who work with ESL programs as teachers, instructional specialists or administrators. Analysis and application of second language acquisition research, theory, and pedagogical approaches to the teaching of language arts, math, science and social studies in English to K-12 students who are native speakers of multiple languages other than English. Creation, formal presentation, and evaluation of culturally responsive content area instruction delivered in English using sheltered instruction approaches. No Spanish proficiency required. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 603.

**BLED 690 - Seminar in Bilingual/ESL Education**

Hours: 3

Seminar in Bilingual/ESL (English as a Second Language) Education In depth analysis of major topics of critical concern to the profession. Nine semester hours may be applied to a doctoral degree when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

**BLED 697 - Special Topic**

Hours: 0-4

Special Topic