

**HOUSTON BAPTIST UNIVERSITY**  
**School of Education & Behavioral Sciences**

**EDBI 4307 Foundations for Teaching ESL and Bilingual Education**

**Course Syllabus**  
**Fall 2013**

**COURSE DESCRIPTION**

Survey of the historical, theoretical, and policy foundations of programs which serve English language learners (ELLs); types of programs; research findings related to these programs; and factors in creating an effective multicultural environment for addressing students' affective, linguistic, and cognitive needs.

**COURSE SEQUENCE IN CURRICULUM and PREREQUISITE INFORMATION**

This course is required for undergraduate students who are pursuing EC-6 Bilingual Generalist certification. No pre-requisites.

**DATE AND TIME OF CLASS MEETINGS:**

Monday/Wednesday 2:00-3:15PM

**ROOM NUMBER**

Hinton 125

**INSTRUCTOR INFORMATION**

Elizabeth (Polly) Trevino, Ph.D. [etrevino@hbu.edu](mailto:etrevino@hbu.edu)

Office Phone: 281-649-3020

Office Location: Hinton 347

Office Hours: M/W 1-2PM, T/TH 1-3PM, F 10AM-12PM

*Other times available by appointment.*

**LEARNING RESOURCES**

*Required Textbook:*

Ovando, C.J. & Combs, M.C. (2012). *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts* (5<sup>th</sup> ed.). McGraw-Hill. ISBN: 0-07-337838-0.

*Other Required Materials:*

- 1) Readings, articles, and websites available on Blackboard or on reserve at the library
- 2) 2 books of your choice for Book Share project: 1 children's or adolescent novel and 1 professional or non-fiction book. (Books must be related to bilingual/ESL education. List of suggested titles will be provided.)

**RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY**

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

In relation to the mission of the University, this course will help students to acquire the academic skills and knowledge necessary for effective instruction of English language learners, including the design of a supportive classroom atmosphere, theoretical foundations of second language acquisition processes, and an awareness of and sensitivity to the cognitive, affective, and linguistic needs of English language learners. This course is taught in a Christian environment and emphasizes educational excellence, respect for all persons, personal growth, a sense of community, and service as the students are being prepared for the teaching profession. Students will develop critical and creative thinking, compassion, responsibility, ethics, professionalism and a continuing interest in learning.

## **RELATION TO SCHOOL OF EDUCATION GOALS AND PURPOSES**

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

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

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

In relation to the stated goals and purpose of the School of Education this course will prepare learners to function as knowledgeable and effective teachers of English language learners. The course will (a) provide students with the theoretical, historical, sociocultural frameworks for teaching in bilingual education/ESL settings; (b) provide students with interdisciplinary knowledge (e.g., assessment, research, culture, linguistics) that will help them provide an effective multilingual environment for ELLs; and (c) promote students' abilities to create a learning environment where students, parents, and teacher work together to develop a Christian community.

## **COURSE LEARNING OBJECTIVES**

Upon completion of this course, the student will be able to:

1. Discuss the historical, legal, sociocultural, and theoretical/research foundations for ESL and bilingual programs.
2. Describe various bilingual/ESL program models, including their characteristics and goals, research findings on program effectiveness, and factors that determine the nature of a bilingual/ESL program on a particular campus.
3. Explain concepts of language and culture related to the education of ELLs.
4. Describe factors in creating an effective multicultural and multilingual learning environment for ELLs.
5. Discuss in oral/written form current issues in the education of ELLs, organizing and synthesizing the material which they have researched and read.
6. Write effective short essays, letters, and emails in Spanish for contexts related to bilingual education.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

## **SCHOOL OF EDUCATION REQUIREMENTS---TE<sub>x</sub>ES STANDARDS**

- The list above of student knowledge and skills acquired through the learning experiences in this course supports the TEA Standards for Pedagogy and Professional Responsibilities and Standards.
- A matrix at the end of this document indicates the PPR topics addressed.
- Appropriate grade level TEA guidelines, TEKS, and ELPS are included as part of this course.
- A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at:  
<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

**TE<sub>x</sub>ES PPR Standards.** *The following TE<sub>x</sub>ES Pedagogy and Professional Responsibilities Standards are addressed in part or in full in this course:*

***Domain IV.*** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

*The following TE<sub>x</sub>ES EC-6 PPR competencies are represented in this course:*

**013** The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

**TE<sub>x</sub>ES Bilingual Generalist EC-6 Standards.** *The following TE<sub>x</sub>ES Bilingual/ESL Generalist EC-6 competencies are represented in this course:*

**001** – *The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.*

- A. The teacher understands the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education, and the effects of demographic changes on bilingual education.
- B. Understands procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement of English Language Learners.
- C. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.
- D. Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.
- E. Uses knowledge of the historical, legal, legislative, and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.

- F. Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.
- G. Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus.

**TExES BTLPT Standards.** *The following TExES BTLPT-Spanish competencies are represented in this course:*

- 004** The bilingual education teacher demonstrates the ability to write effectively in the target language (Spanish) for various audiences, purposes, and occasions relevant to the bilingual education classroom and school environment.
- (A) Write a letter to parent, community member, principal, etc.
  - (C) Write an essay to persuade.

**Technology Objectives.** Following completion of the course, the student will be able to:

1. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information.
2. Use technology to synthesize knowledge, create and modify solutions, and evaluate results.
3. Communicate in different formats.
4. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.

**Writing and Oral Standards.** Through reading, written assignments, and discussion, students will acquire and demonstrate a basic understanding of goals, issues, and research/theory which inform pedagogical practice in the education of English language learners (ELLs).

## TOPICAL OUTLINE

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

1. ELL Students & Programs: ELL demographics; ELL diversity; bilingual and ESL program models; research findings for program effectiveness; characteristics of effective programs.
2. History, Law, & Policy: History of multilingual education in U.S.; federal and state legislation (e.g., NCLB) and policy (e.g., Chapter 89); significant court cases; Language Proficiency Assessment Committee (LPAC); bilingual education around the world.
3. Language & Culture: language acquisition for school; sociolinguistics and linguistic diversity (e.g., dialects); overview of linguistics; concept of culture; cultural transmission, biculturalism, acculturation, and assimilation; prejudice, stereotypes, discrimination, and ethnocentrism; sociocultural theory.
4. Assessment: Basic assessment concepts (e.g., validity, reliability); types of assessments; limitations of standardized assessments in L2; assessment of language proficiency and content knowledge/skills; school-based assessment; classroom-based assessment; linking assessment to instruction.
5. Family & Community: School-community partnerships; funds of knowledge; cultural differences regarding parental involvement in school; identifying and mitigating common barriers to parental involvement; parent-teacher communication.

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

**TEACHING/LEARNING STRATEGIES**

This course will be taught using a variety of methods, including:

1. Lecture/explanation
2. Class discussion
3. Student presentations
4. Cooperative learning activities
5. Project-based learning, which will require research, summarization, reflection, application of theory to practice, synthesis, and evaluation

**ASSESSMENT FOR LEARNING**

**Course Requirements.** The following assignments will be required. See the agenda at the end of this syllabus for due dates.

Assignments*	Learning Objective(s)	Standards	Proportion of Course Grade
Exams, Midterm & Final	1,2,3,4	PPR Domain IV Bil Generalist 001	30% (15% ea.)
Projects <ul style="list-style-type: none"> <li>• Ideal Bilingual Program Design (5%)</li> <li>• History of Bil Ed Timeline (5%)</li> <li>• 2 Book Shares (5% ea.)</li> </ul>	2,4  1  1,3,4,5	Bil Generalist 001	20%
Reading Quizzes	1,2,3,4	PPR Domain IV Bil Generalist 001	15%
Participation, In-Class Activities, & 4 BTLPT Writing Prep Activities	1,2,3,4,5,6	PPR Domain IV Bil/ESL Generalist 001 BTLPT 004	15%
Research Paper & Presentation	1,5	PPR Domain IV Bil/ESL Generalist 001	20%

\*Descriptions and grading criteria for assignments are included at the end of this document. Detailed project instructions and rubrics will be available under separate cover on Blackboard.

*NOTE: The use of **Blackboard** and **ONLY the HBU e-mail system** are required components of this course.*

**Grading Standards.** Grades will be assigned as follows:

**School of Education Undergraduate Grading Scale**

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

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

## **CLASS POLICIES**

**Absence and Tardy Policies.** Please see the official Attendance Policy in the HBU Classroom Policy on Blackboard. Students missing more than 25% of the class will be given a failing grade.

**Late Work.** All assignments are expected to be completed in their entirety by the beginning of class on the due date, even if the student is not in class. Late work is strongly discouraged. Work may be submitted late ONLY (with proper documentation for illness or other emergency situations) within the following TWO calendar days, including weekends, for a maximum grade value of 80. No work will be accepted after that deadline passes. As professionals it is imperative to complete responsibilities and tasks in a timely, effective manner. [If work is returned for revision, it is expected to be re-submitted as directed by the professor regarding the due date and the maximum grade value of the revised effort.]

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

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

**Students are required to read the University Classroom Policy addendum to this course syllabus.**

## **PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS**

Dr. Elizabeth (Polly) Treviño

*Polly Treviño*

July 31, 2013

EDBI 4307  
Foundations for Teaching Bilingual/ESL Education

**TENTATIVE SCHEDULE**

Class Date		Topics	Readings Due <sup>***</sup>	Assignments/Projects Due <sup>***</sup>
Week 1	M 8/26	Introduce Course Review Syllabus Key Terms in ELL Education		
	W 8/28	Bilingual vs. ESL ELL Student Demographics Types of ELLs	Chapter 1	<b>Syllabus Quiz (Bb)</b> (Participation Grade)
Week 2	M 9/2	Labor Day – No Class		
	W 9/4	Student Background; Affective, Linguistic, Cognitive Issues	Chapter 1	<b>Reading Quiz (IC)</b>
Week 3	M 9/9	Characteristics of Effective Programs for ELLs	Chapter 1	
	W 9/11	Bilingual Program Models	Torres- Guzman (2002)	<b>Reading Quiz (IC)</b>
Week 4	M 9/16	ESL Program Models	TBA	<b>BTLPT Practice #1</b>
	W 9/18	Documentary: <i>Speaking in Tongues</i>	Collier & Thomas (2004)	<b>Reading Quiz (IC)</b>
Week 5	M 9/23	Research Findings on Program Effectiveness	Chapter 2	
	W 9/25	Politics of Bil Ed Historical Background	Chapter 2	<b>Project Due: Design Your Own Program (Bb &amp; IC)</b>
Week 6	M 9/30	Federal Legislation Court Cases	Chapter 2	
	W 10/2	State Policy; Language Proficiency Assmt Committees	TAC.Chapter89. LPAC Flowchart	<b>Reading Quiz (IC)</b>
Week 7	M 10/7	Assessment Basics	Chapter 8	<b>BTLPT Practice #2</b>
	W 10/9	School-based & Classroom-based Assessments	Chapter 8	<b>Reading Quiz (IC)</b>
Week 8	M 10/14	Standardized Tests & ELLs Language Proficiency Assessment	TBA	<b>Project Due: Timeline (IC)</b>
	W 10/16	State Assessments for ELLs: TELPAS, STAAR Accommodations	TEA Resources	<b>Reading Quiz (IC)</b>

Class Date		Topics	Readings Due ***	Assignments/Projects Due ***
Week 9	M 10/21	<b>Midterm Exam</b>		<b>Midterm Exam today</b>
	W 10/23	Language Acquisition for School SLA Processes	Chapter 4	
Week 10	M 10/28	Bilingualism, Bilingual Proficiency, Sociolinguistics & Dialect Diversity	Chapter 4	<b>BTLPT Practice #3</b>
	W 10/30	Language Arts in Bil Classrooms Biliteracy Current L2 Teaching Approaches	Chapter 4	<b>Reading Quiz (IC)</b>
Week 11	M 11/4	<b>Book Share #1 (Children's/Adolescent Novel)</b> Multicultural Literature		<b>Book Share #1 Due (Bb &amp; IC)</b>
	W 11/6	Views of Culture Cultural Identity and Transmission	Chapter 5	<b>Reading Quiz (IC)</b>
Week 12	M 11/11	Multicultural Ed Prejudice & Discrimination Role of Culture in Achievement	Chapter 5	
	W 11/13	Culture in the Classroom	Bridging Cultures- Ch.1	<b>Reading Quiz (IC)</b>
Week 13	M 11/18	<b>Book Share #2 (Professional/Non-fiction Book)</b>		<b>Book Share #2 Due (Bb &amp; IC)</b>
	W 11/20	Understanding Communities Funds of Knowledge	Chapter 10	<b>Reading Quiz (IC)</b>
Week 14	M 11/25	Cultural Differences and Parent Involvement; Mitigating Barriers to Involvement	TBA	<b>Reading Quiz (Bb)</b>
	W 11/27	Thanksgiving Holiday—No Class		
Week 15	M 12/2	Advocating for ELLs	TBA	<b>BTLPT Practice #4</b>
	W 12/4	Paper Presentations Course Review & Wrap-up		<b>Paper (Bb) &amp; Presentation (IC) Due</b>
		<b>Final Exam</b>		

\*\*\* Readings and Assignments are due on the date listed. For example, before class on 8/28/2013, you will read sections of Chapter 1 and complete the Syllabus Quiz on Blackboard.

Bb = Submit on Blackboard; IC = Submit in class.

## ASSIGNMENT DESCRIPTIONS AND GRADING CRITERIA

**Exams.** A midterm and a final exam will be given. Exams will include selected-response items (e.g., multiple-choice, matching) and constructed-response items (e.g., short answer, essay). Constructed-response items will be scored according to clarity, accuracy, relevance, and completeness.

**Project: Design Your Ideal Bilingual Program.** Imagine that you have unlimited resources (e.g., time, money, space) to create an ideal bilingual education program. Reflect on your knowledge of bilingual programs and research findings on effectiveness. How would you meet the cognitive, affective, and linguistic needs of language learners in your program? How would the program develop language, literacy, and content knowledge in bilingual learners? Create a bilingual brochure advertising your program to parents and the community. Brochures will be assessed for effective program characteristics using a checklist provided under separate cover.

**Project: Timeline of Bilingual/ESL Education in the U.S.** Create a visual timeline that explains the chain of significant historical and legal events related to the education of English language learners in Texas and the U.S. Situate your own life experience in the timeline by including important family milestones related to education, language, culture, immigration, etc. This project is meant to be a creative research project, and you have great flexibility regarding the format of your visual timeline. Examples will be shown in class. Timelines will be scored using a checklist provided under separate cover.

**Book Shares (2).** You will read 2 books, 1 children's or adolescent novel and 1 professional or non-fiction book, and share them in written and oral form with the class. You will write a 500-word (~2pp. typed) book review, which you will submit on Blackboard. You will also give a short book talk presentation (~5-7 min) to the class on a designated day. All books must be:

(a) related to bilingual/ESL education in some way. Multicultural education, immigration, language acquisition, literacy, language diversity, history, and culture are all appropriate subject matter.

(b) must be pre-approved by the professor. A list of suggested books will be provided.

Book shares will be assessed according to depth of discussion and insightful critique. Rubric will be provided under separate cover.

**Research Paper & Presentation.** Write a research paper (7-8 pp., typed, double-spaced, 12 pt. font, APA style) related to bilingual education foundations, and present your findings to the class in a formal presentation. Presentations must have a visual aid (e.g., PPT or handout). Topics must be pre-approved by the professor. Papers and presentations will be assessed for clarity of communication; level of analysis, application, synthesis, and evaluation; topic development; adherence to APA style and formal register; use of research sources, and quality of research. Rubric will be provided under separate cover.

**Reading Quizzes.** Please complete all readings before class begins so that you can participate fully in the class discussion and conversation. Reading Quizzes will be given at the beginning of class on designated days. *Tardy students will not be allowed to make up the Reading Quiz.* 11 quizzes will be given; your lowest quiz grade will be dropped. Quiz questions will be selected-response (e.g., multiple-choice, matching, etc.) and short answer. Some quiz questions will be written in the format of TExES exam questions.

## COURSE ACKNOWLEDGEMENTS

### Syllabus Statement

I am aware of all topics listed and described in the course syllabus --by reading the syllabus on my own and through class discussions. Such topics include, but are not limited to the following:

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

### Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else's work in place of your own. This is called plagiarism and is not allowed in this class. If a student cheats and/or plagiarizes, then the student will receive a "0" for the assignment and/or fail the course. Any attempt during a test to consult with notes or another person or to look at another's test will constitute cheating. If you share answers in any way, both students will receive a "0" for the test and/or fail this course. Using stolen tests or "borrowed" tests (any test that is not readily available to all members of the class) to study for an exam is cheating and will result in a "0" and/or course failure. **DO NOT:**

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

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

---

Printed Name

Signature

Date

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

**Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30\***

\*Source: *TEA Audit Monitoring Handbook 2009*

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experience/Product
II, IV	<b>2. Code of Ethics</b>	Texas Educators' Code of Ethics TAC§ 247.2	
I, II, III	<b>3. Child Development</b>	Programs will teach a variety of theories for child development.	
I, II, III,	<b>4. Motivation</b>	Programs will select from a variety of theories and methods appropriate for teaching motivation.	
I, I, II, III	<b>5. Learning Theories</b>	Programs will teach a variety of learning theories	Course reading, discussion, class activities, exams.
I, III	<b>6. TEKS Organization,</b>	<a href="http://ritter.tea.state.tx.us/TEKS/">http://ritter.tea.state.tx.us/TEKS/</a>	
I, III	<b>7. Content TEKS</b>	<a href="http://ritter.tea.state.tx.us/TEKS/">http://ritter.tea.state.tx.us/TEKS/</a>	
I, II, III	<b>9. Curriculum Development and Lesson Planning</b>	Programs will select from a variety of theories and methods appropriate for teaching curriculum development and lesson planning.	
I, III	<b>10. Classroom Assessment and Diagnosing Learning Needs</b>	Programs will select from a variety of theories and methods appropriate for teaching formative assessment to diagnose learning needs and other types of classroom assessment.	Course reading, discussion, class activities, exams.
II, IV	<b>11. Classroom Management</b>	Programs will select from a variety of theories and methods appropriate for teaching classroom management.	
I, II, III, IV	<b>12. Special Populations</b> ELPS—English Language Proficiencies <a href="http://ritter.tea.state.tx.us/curriculum/bilingual/elps.html">http://ritter.tea.state.tx.us/curriculum/bilingual/elps.html</a> National Assoc. for Gifted Children Teacher Knowledge and Skills <a href="http://www.nagc.org/index2.aspx?id=1863">http://www.nagc.org/index2.aspx?id=1863</a> TEA website resources <a href="http://ritter.tea.state.tx.us/special.ed">http://ritter.tea.state.tx.us/special.ed</a> <i>See TEA Special Education Recommendations Attachment</i>	<b>A. ESL/ Bilingual</b> 1. learning strategies 2. listening 3. speaking 4. reading 5. writing <b>B. G/T</b> 1. Learner characteristics and development 2. Instructional strategies 3. Socio-cultural influences 4. Identifying GT <b>C. Special Education</b> 1. Acronyms/Terms 2. Modifications/ Accommodations 3. Inclusion 4. Parent Involvement 5. Discipline	Course reading, discussion, class activities, projects, and exams.
III, IV	<b>13. Parent Conferencing and Communication Skills</b>	Programs will select from a variety of theories and methods appropriate for teaching communication skills and parent conferencing.	BTLPT Writing (Write a letter to a parent) Practice; Bilingual Program Brochure product.
I, III	<b>14. Instructional Technology</b> <a href="http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp">http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp</a>	<b>SBEC Tech . Stds. for All Teachers</b> 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology <b>TEKS</b> for students.	Students use technology to share class presentations and conduct research. Blackboard is used for many tasks: submitting work, communication, grading, etc.

I, III, IV	<b>15. Pedagogy/ Instructional Strategies</b> <i><a href="http://olc.spsd.sk.ca/DE/PD/instr/index.html">http://olc.spsd.sk.ca/DE/PD/instr/index.html</a></i>	Programs will teach a variety of instructional strategies suitable for all classrooms and also for specific subjects and content.	
I, II, III, IV	<b>16. Differentiated Instruction</b>	Programs will teach a variety of instructional strategies suitable for differentiating instruction.	
IV	<b>17. Certification Test Preparation</b> (6 clock hours required)	Testing study guides, standards, frameworks, competencies <a href="http://www.texas.ets.org">www.texas.ets.org</a>	ESL/Bil Generalist Frameworks reviewed in Course Intro. Reading quiz questions in TExES item formats. BTLPT Writing practice exercises.