

EDMS 273: METHODS FOR TEACHING EMERGENT BILINGUALS IN DIVERSE PK-3RD CLASSROOMS

In Workflow

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Approval Path

1. Thu, 28 Sep 2023 01:13:04 GMT
Jenna Porter (jporter): Approved for TC Chair
2. Thu, 12 Oct 2023 22:30:54 GMT
Araceli Feliz (feliz): Approved for ED College Committee Chair
3. Tue, 17 Oct 2023 19:28:15 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Wed, 01 Nov 2023 23:12:46 GMT
Katie Hawke (katiedickson): Approved for Academic Services

New Course Proposal

Date Submitted: Wed, 27 Sep 2023 21:26:54 GMT

Viewing: EDMS 273 : Methods for Teaching Emergent Bilinguals in Diverse PK-3rd Classrooms

Last edit: Mon, 09 Oct 2023 20:10:33 GMT

Changes proposed by: Pia Wong (101055431)

Contact(s):

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Catalog Title:

Methods for Teaching Emergent Bilinguals in Diverse PK-3rd Classrooms

Class Schedule Title:

EBPK3

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Teaching Credentials

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2024 (2024/2025 Catalog)

Subject Area: (prefix)

EDMS - Multiple Subject Credentials

Catalog Number: (course number)

273

Course ID: (For administrative use only.)

TBD

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The State of California is seeking educators with a newly approved credential: the Pre-Kindergarten through 3rd grade Early Childhood Education Instruction Specialist credential (PreK-3rd credential). To address this need, Sacramento State's College of Education has developed a new PreK-3rd credential program proposal and anticipates offering it as soon as possible after approvals are secured. This course meets several standards adopted by the Commission on Teacher Credentialing for the PreK-3rd credential.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Focus on teaching candidates the methods, techniques and strategies needed to make content accessible for second language learners in grades PK-3rd. Candidates will learn to use the state English Language Development (ELD) standards to create developmentally appropriate lessons within multicultural framework. Candidates will also learn how to interpret and implement formative and summative assessments, with a focus on the youngest learners. Lecture, demonstration, modeling, group work, discussions, field tasks.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

Admission to the Master of Arts in Teaching (PK-3rd Early Childhood Education Instruction Specialist) Program

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

Yes

Corequisite:

EDMS 424A

Corequisites Enforced at Registration?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Apply knowledge of first and second language acquisition and compare and contrast ways in which they impact teaching and learning in linguistically diverse PreK-3 classrooms.	English Language Development-Integrated Lesson Plan (with scoring rubric) Emergent Bilingual Case Study
2	Design learning tasks using knowledge of linguistic development and developmentally appropriate practices as they pertain to instruction for Emergent Bilinguals/English Learners/Dual Language Learners	English Language Development-Integrated Lesson Plan (with scoring rubric) English Language Development-Designated Lesson Plan (with scoring rubric) Writing Unit Design
3	Synthesize different bilingual program models and their contribution to English language learners' growth in the classroom	Quote papers Emergent Bilingual Case Study
4	Design instruction that aligns with California Preschool Learning Foundations, California Content Standards, English Language Development standards, and English Language Arts/English Language Development frameworks	English Language Development-Integrated Lesson Plan (with scoring rubric) English Language Development-Designated Lesson Plan (with scoring rubric) Writing Unit Design

5	Design instruction for bilingual students that promotes English language development that is integrated across content areas, including oral language development, writing instruction, and learning through play	English Language Development-Integrated Lesson Plan (with scoring rubric)
6	Apply knowledge of effective classroom structures and instruction that provides bilingual learners access to learn and apply protocols for academic language and relationship skills (active listening, questioning, clarifying, negotiating, etc.) across content areas	English Language Development-Integrated Lesson Plan (with scoring rubric) English Language Development-Designated Lesson Plan (with scoring rubric) Writing Unit Design
7	Evaluate initial, progress monitoring and summative assessments of bilingual learners for language development and for content knowledge in the core curriculum, by providing multiple ways to demonstrate their learning	Emergent Bilingual Case Study
8	Analyze the purposes, content, uses and limitations of California's English language development standards and English Language Proficiency Assessments for California	Quote papers
9	Apply strategies effective for creating welcoming multilingual classroom cultures that value the importance of students' language, family backgrounds, and experiences and their impact on learning (e.g. translanguaging pedagogies).	English Language Development-Integrated Lesson Plan (with scoring rubric) English Language Development-Designated Lesson Plan (with scoring rubric) Writing Unit Design
10	Analyze issues of student access and equity, empowerment and advocacy	Quote papers Emergent Bilingual Case Study
11	Identify methods to enhance the collaboration among students, educators (including classroom teachers, specialists, and school and district administrators), families, and diverse communities	Quote papers
12	Design an effective instructional unit that incorporates a developmentally appropriate writing workshop model that includes collaboration, oral language, and explicit demonstration of particular writing skills.	Writing Unit Design

Attach a list of the required/recommended course readings and activities:

EDMS273 EmBil methods PK3.pdf

For whom is this course being developed?

Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

Master of Arts in Teaching (PK-3rd ECE Instruction Specialist)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Disciplinary knowledge
Communication
Critical thinking/analysis
Information literacy
Professionalism
Intercultural/Global perspectives

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

Yes, upon approval this program will need to be integrated into the Common Standards document.

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 15001