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# graduate COMMITTEE curriculum PROPOSAL FORM

## A. Cover page (rover over text for more instructions- please delete red instructions)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A.1[. Course or program](#_acknowledge) | **TESL 548: TESOL Pedagogies for grades 5-adult** | | | | |  |
| [Replacing](#Ifapplicable) |  | | | | |  |
| Academic Unit | School of Education | | | | |  |
| A.2. [Proposal type](#type) | Course: revision | | | | |  |
| A.3. [Originator](#Originator) | Sarah Hesson | | [Home department](#home_dept) | | Educational Studies | |
| A.4. [Rationale](#Rationale)  Additional Information for [new programs](#type) | The RI Department of Education recently changed the ESOL Certification in the state to be All Grades. Thus, all our candidates need to learn methods for All Grades. Rather than having one methods course for elementary grades, and a separate methods course for Secondary grades, we are revising our methods course to address all grade levels.  There is no need to increase credit hours because there is content overlap across the two courses. The quality of the course will be maintained but will now address all grade levels. | | | | | |
| A.5. [Student impact](#student_impact) | None | | | | | |
| A.6. [Impact on other programs](#impact) | None | | | | | |
| A.7. [Resource impact](#Resource) | [Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.): | None | | | | |
|  | [Library:](#library) | None | | | | |
|  | [Technology](#technology) | None | | | | |
|  | [Facilities](#facilities): | None | | | | |
| A.8. [Semester effective](#Semester_effective) | Fall 2022 | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | | |
| A.10 [Changes to the website](#Signature_2) | <https://www.ric.edu/department-directory/feinstein-school-education-and-human-development/tesol-bilingual-education-program-pathways> | | | | | |

## B. NEW OR REVISED COURSES

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | TESOL Pedagogies for Grades 5-Adult | TESOL Pedagogies for Grades PK-Adult |
| B.4. [Course description](#description) |  |  |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) | Spring | Fall | Spring |
| B.7. [Contact hours](#contacthours) |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.11.a [Delivery Method](#instr_methods) | On campus | On campus |Hybrid |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) |  |  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  | |

| B.16. [Course learning outcomes](#outcomes): List each outcome in a separate row | [Professional organization standard(s)](#standards), if relevant | [How will each outcome be measured?](#measured) |
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| Review current theories of second language learning and relate the acquisition of English as a second language to other aspects of child and adolescent development (cognitive development, social development, emotional development, personality factors, etc) and to the social context in which the second language is being acquired. | TESOL standards 1a, 1b, 2, 3a, 5a | Field Observation  Unit Plan  Class activities and discussions |
| Become proficient in teaching to the WIDA English Language Development Standards and exhibit how to use the results of the associated language proficiency assessments used in Rhode Island to plan instruction; Become proficient in the application of relevant content standards to ELLs. | TESOL standards 3a, 3b, 4a, 4b, 4c | Unit Plan  Class discussions |
| Understand important research-based principles to guide Academic Language development in English Language Learners | TESOL standards  1b, 2, 3a, 5a | Class discussions |
| Gain knowledge and become highly skilled in the use of sheltered instruction methods, strategies, and techniques of teaching and assessing ELLs in content area classes; aid learners in acquiring learning strategies to support language, literacy, and content learning | TESOL standards  3a, 3b, 3c, 5a | Field Observation  Unit Plan  Class activities/  discussions |
| Plan a detailed ESL unit of student for a particular group of emergent bilinguals which is linked to standards, has clearly defined goals and objectives, and uses current pedagogical approaches | TESOL standards  3a, 5a | Unit Plan |
| Select teaching methods, tasks, and activities and design and implement curriculum and instruction that respond to particular students’ linguistic, communicative, educational and cultural needs. | TESOL standards  1b, 2, 3a, 3c,4b, 4c, 5a | Unit Plan  Field Observation  Class activities and discussion  Student interview |
| Access a variety of standards-based curriculum materials and texts for use with individual students, including technology-rich materials and discuss the role of instructional materials in relation to L2 development. | TESOL standards  2, 3c, 5b | Unit Plan |
| Understand text selection and adaptation principles and ways to effectively integrate technology in language teaching. | TESOL standards  2, 3c, 5b | Unit Plan  Class Activities and Discussion |
| Form partnerships with parents and extend learning to the home and community in meaningful ways. | TESOL standards  2, 5b | Unit Plan |

| B.17. [Topical outline](#outline): Please do not include a full syllabus |
| --- |
| 1. Overview of the course   Syllabus  Introductions  What do you already know about emergent bilinguals? About teaching emergent bilinguals?  Review of [stages of second language acquisition](https://www.colorincolorado.org/article/language-acquisition-overview)  [MLLs in Rhode islan](https://www.rikidscount.org/Portals/0/Uploads/Documents/Factbook%202021/fm6781_Factbook2021web.pdf?ver=2021-05-14-103207-510)d–pgs. 142-143 |
| 1. What do we need to learn about our Emergent bilinguals?   What should we learn about their families and cultures?  [Getting their names right](https://www.colorincolorado.org/teaching-ells/creating-welcoming-classroom/getting-students-names-right)  [Making students and families feel welcome](https://www.colorincolorado.org/immigration/guide/welcome)  [Immersion video](https://www.youtube.com/watch?v=D6HUv2eFdLg) |
| 1. How can we use access proficiency scores to inform instructional planning?  * A Deep dive into [WIDA standards](https://wida.wisc.edu/teach/standards/eld/2020) and how to use them along with the [can do descriptors](https://wida.wisc.edu/teach/can-do/descriptors) * [MPI template](https://docs.google.com/document/d/1ayAepNbeepjRb2QoxMEh1NhdW5zU9IBl40TAlDjPmEw/edit) * [ELD standards Framework](https://wida.wisc.edu/teach/standards/eld#statements) * [Blueprint for multilingual learner success](https://www.ride.ri.gov/Portals/0/Uploads/Documents/OSCAS/English-Learner-Pages/Blueprint%20MLL/RIDE%20Blueprint%20for%20MLL%20Success_0621.pdf?ver=2021-09-24-100601-540) |
| 1. What is [Translanguaging](https://wida.wisc.edu/sites/default/files/resource/Focus-Bulletin-Translanguaging.pdf)?   Translanguaging in the curriculum  [Translanguaging Guide–Cuny-nysieb](https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf) |
| 1. Translanguaging and Literacy   [Cuny-nysiEb translanguaging and writing.](https://www.cuny-nysieb.org/wp-content/uploads/2016/05/TLG-Pedagogy-Writing-04-15-16.pdf) (will also be referenced on 3/22) |
| 1. [Assessment for Emergent Bilinguals](https://www.dropbox.com/s/a5cyqvxrwrxl67u/Adelman%20Reyes%20and%20Kleyn%20Ch%207%20assessment.pdf?dl=0)–link for reading |
| 1. A deep dive into [differentiation](https://app.emaze.com/@AOOLCZOWC/wida-training---differentiation-and-mpis#1)   Lesson plan analysis-  Jigsaw in class activity– Differentiated by grade level |
| 1. Scaffolding writing   Using artifacts as points of entry |
| 1. Teaching emergent bilinguals to write across content areas   Language instruction through writing  [Ell supports for writing and discussion](https://achievethecore.org/content/upload/ELL%20Supports%20for%20Writing%20and%20Discussion.pdf)  [Cuny-nysieb translanguaging and writing.](https://www.cuny-nysieb.org/wp-content/uploads/2016/05/TLG-Pedagogy-Writing-04-15-16.pdf) |
| 1. Developing a Quality Unit plan   [Content](http://achievethecore.org/peersandpedagogy/using-content-and-language-objectives-to-help-all-students-in-their-learning/) and [Language Objectives](https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners)  [Language Objectives](https://www.dropbox.com/s/uilje8ojr3g2zz2/Celic%2C%20Language%20Structures%20Checklist%20and%20Lang%20Objectives%20REVISED%20Spr%202021.pdf?dl=0)  [Unit Plan- cuny-nysieb](https://www.cuny-nysieb.org/wp-content/uploads/2016/05/Translanguaging-Guide-Curr-Inst-Final-December-2014.pdf) |
| 1. Evaluating Books for Emergent Bilinguals   Successful selection of materials  Culturally responsive Pedagogy/[Teaching](https://repository.usfca.edu/cgi/viewcontent.cgi?article=2117&context=capstone)  [Intro to CRP:](https://www.youtube.com/watch?v=nGTVjJuRaZ8)  [Storybook extensions–Cuny-nysieb](https://www.cuny-nysieb.org/fostering-bilingual-reading-identities-in-early-childhood-programs-storybook-extensions/) |
| 1. Technology in the MLL classroom-   How can we use technology as a resource to support our emergent bilinguals? |

## D. Signatures

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| Name | Position/affiliation | [Signature](file:///C:\\Users\\rache\\Dropbox\\TESL%20Admin%20credits\\GCC%202022\\2122_08%20CGS%20in%20TESOL%20Revision%20to%20Admissions%203.8.22.docx" \l "_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Sarah Hesson | Program Director of |  | 3/4/22 |
| Lesley Bogad | Chair of Educational Studies | Lesley Bogad  (signature approval via email) | 3/23/22 |
| Jeannine Dingus-Eason | Dean of FSEHD | Jeannine Dingus-Eason (signature approval via email) | 3/23/22 |

##### D.2. [Acknowledgements](#acknowledge):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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