Bemidji State University

ED 4790: Teaching PK-12 Multilingual Learners

A. COURSE DESCRIPTION

   Credits: 3
   Lecture Hours/Week: 0
   Lab Hours/Week: 0
   OJT Hours/Week: *.*
   Prerequisites: None
   Corequisites: None
   MnTC Goals: None

   This course is an intensive study to develop instructional competencies that support the literacy development of students from culturally and linguistically diverse backgrounds. Pedagogical approaches and methods, curriculum planning, assessment, differentiated instruction, materials adaptation, and collaborative teaching will be presented. The course will examine cross-disciplinary literacy instruction and approaches to develop students’ reading, writing, speaking, and listening skills in all content areas. This course is designed for teacher candidates, experienced teachers, and those who want to develop their knowledge and understanding of fundamental principles, practices, and policies for working with multilingual learners.

B. COURSE EFFECTIVE DATES: 08/20/2022 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

   1. Culturally and linguistically responsive pedagogy
   2. Developmental stages in reading and writing
   3. Literacy assessment (reading, writing, speaking, listening)
   4. Materials adaptation
   5. Research-based best practices in ESL instruction

D. LEARNING OUTCOMES (General)

   1. analyze recent research on best practices in literacy instruction for students from culturally and linguistically diverse backgrounds.
   2. describe the developmental stages of reading and writing
   3. provide examples of appropriate teaching strategies for the developmental stages of reading and writing.
   4. describe how to assess the reading, writing, speaking, and listening development of students learning English.
   5. evaluate resources for culturally responsive teaching practices.
   6. develop a vocabulary-focused Sheltered Instruction Observation Protocol (SIOP) lesson plan.
   7. develop a personalized teaching philosophy that reflects attitudes, assumptions, and beliefs that impacts interactions and relationships with students from culturally and linguistically diverse backgrounds.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

   None
F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted