

San José State University
Connie L. Lurie College of Education / Department of Special Education
EDSE 124 Methodologies for English Learners with and without Disabilities
Fall 2022

Course and Contact Information

Professor:	Saili S. Kulkarni, Ph.D. (she, her, hers)
Name Coach:	Pronunciation
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Office Hours:	Wednesdays from 2:00-3:00 PM in person or make a Zoom Appointment
Class Days/Time:	Wednesdays from 4:00 PM to 6:45 PM
Prerequisites:	<ol style="list-style-type: none">1. Completion of Core General Education. Upper division standing (60 units). Passage of the Writing Skills Test (WST) or ENG/LLD 100A with a C or better (C- not accepted). Completion of or co-registration in 100W is strongly recommended.2. Students are strongly encouraged to satisfy GE Areas R, S, and V. with courses from departments other than the major department.3. A minimum aggregate GPA of 2.0 in GE Areas R, S, and V shall be required of all students. This course assumes an understanding of APA writing guidelines and format, how to read research articles, and basic concepts in special education.4. Basic technology requirements for this course include convenient and dependable access to the internet, as well as the ability to use word processor software, send and receive emails, download and upload files, log-on and navigate the CANVAS platform, and conduct Internet searches.
GE / SJSU Studies:	SJSU Studies Area V: Culture, Civilization, and Global Understanding

Course Format

In Person Synchronous Course

This course is an in-person course. There will be synchronous in person sessions and one (asynchronous) session. Participants must have regular access to the internet, have mastered the use of CANVAS and commit to using and checking their SJSU email address regularly for updates. Participants who are unfamiliar with CANVAS and/or unable to access their SJSU email are asked to seek assistance from tech support located through [E-Campus CANVAS Student Resources](#). Course materials such as syllabus, handouts, notes, assignments, and instructions can be found on CANVAS. You are responsible for regularly checking with the messaging system through [MySJSU](#). In addition to CANVAS, we will host synchronous sessions using the platform Zoom®. Students who are unfamiliar with [Zoom®](#) will be provided with a video tutorial through the CANVAS site at the beginning of the semester.

Course Description

The purpose of this course is to examine the unique considerations and approaches to working with culturally and linguistically diverse students with disabilities and prepares preservice candidates to deliver effective instruction of academic content to students who are English Learners through the content area of mathematics. Second, the course explores issues of culture and diversity as they relate to literacy development for individuals with and without disabilities across cultures. Students investigate cultural variations in literacy development particularly for individuals with disabilities. Students draw on both an understanding of historical context and cultural values to articulate their own ideas about what it means to support the literacy development of non-English speaking students in the schools in which they will work, including those with disabilities. Students develop an understanding of how cultural differences may impact views on whether

learning differences constitute a disability. Further students discuss issues of diversity and social justice related to literacy / illiteracy and discuss their values related to supporting the academic progress of students who are English learners.

California Council on Teacher Credentialing (CCTC) Standards

In compliance with the California Teacher Credentialing Commission's Teaching Performance Expectations (TPEs) for the Single Subject Credential Program and Program Standards for the Education Specialist Instruction in Mild to Moderate Disabilities Credential Program, students will address, examine, and/or employ techniques that will help them develop the ability to meet the following Program Standards and Teaching Performance Expectations:

Education Specialist Preliminary Program Standards

- Standard 3: Educating Diverse Learners
- Standard 10: Preparation to Teach English Language Learners

Multiple Subject and Single Subject Teaching Performance Expectations

- TPE 1 Engaging and Supporting All Students in Learning (Elements 1.1, 1.3, 1.4, 1.5, 1.6)
- TPE 2 Creating and Maintaining Effective Environments for Student Learning (Elements 2.2, 2.3, 2.5, 2.6)
- TPE 3 Understanding and Organizing Subject Matter for Student Learning (Elements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)
- TPE 4 Planning Instruction and Designing Learning Experiences for All Students (Elements 4.1, 4.2, 4.3, 4.4)
- TPE 5 Assessing Student Learning (Elements 5.1, 5.2, 5.6, 5.7, 5.8)
- TPE 6 Developing as a Professional Educator (Elements 6.1, 6.2)

Students can access the full narrative of the Teaching Performance Expectations [here](#).

SJSU Studies: CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING (V)

General Education Learning Outcomes

Learning Outcome 1

Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

Learning Outcome 2

Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

Learning Outcome 3

Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

Course Learning Outcomes [CLO]

Upon successful completion of this course candidates will be able to:

1. Describe the role of culture, civilization, and global understanding in the US education system using the written standards of academic and professional quality as outlined the guidelines of the American Psychological Association (APA) manual 6th edition.
2. Discuss the impact of policies and legislation that protect the rights of second language learners on special education services and practices at the local level.
3. Discuss research and learning theories as well as the role of cultural differences applicable to English Language Learners with and without disabilities.
4. Identify models, methods, curriculum, strategies, and teaching behaviors related to English language teaching and learning and apply data-based decision-making to developing appropriate IEP goals and objectives based on the learner's level of linguistic and academic competence and his/her specific disability.

Required Texts/Readings

Textbooks and Readers

1. [California Practitioners Guide for Educating English Learners with Disabilities \(free PDF available\)](#)
2. Rethinking Mathematics: Teaching Social Justice by the Numbers (PDF Chapters posted)

Other Readings and Resources

- Baglieri, S., & Lalvani, P. Undoing ableism: Teaching about Disability in K-12 classrooms. Routledge.
- Cioè-Peña, M. (2020a). Raciolinguistics and the education of emergent bilinguals labeled as disabled. *The Urban Review*.
- Cioè-Peña, M. (2020b). Bilingualism for students with disabilities, deficit or advantage?: Perspectives of Latinx mothers. *Bilingual Research Journal*, 1-14.
- Cline, Z., & Necochea, J. (2003). Specially designed academic instruction in English (SDAIE): More than just good instruction. *Multicultural Perspectives*, 5, 18-24.
- Clegg, J. (2007). Analysing the language demands of lessons taught in a second language. *Revista española de lingüística aplicada*, (1), 113-128.
- Echevarria, J., & Graves, A. (2015). Sheltered content instruction: Teaching English learners with diverse abilities (5th ed.).
- Echevarria, J., Vogt, M., & Short, D. (2008). Making content comprehensible for English learners: The SIOP model.
- Leonard, J. (2020). Black Lives Matter in teaching mathematics for social justice. *Journal of Urban Mathematics Education*, 13(1B), 5-11.
- Renner, A., Brew, B., & Proctor, C. (2019). Plotting inequalities, building resistance. In (Eds.) D. Watson, J.
- [The Salamanca Statement and Framework for Action on Special Needs Education](#) (1994). World Conference on Special Needs Education: Access and Quality, Salamanca Spain.
- Wong, A. (Ed.). (2020). *Disability visibility: First-person stories from the twenty-first century*. Vintage.
- Wrights Law IDEA 2004: <https://www.wrightslaw.com/idea/index.htm>

Assignments and Descriptions (out of 250 Total Points)

<p>#1 Reading Reflections</p> <p>Candidates will complete reading reflections on 1 of the assigned course readings of their choice based that highlights the experiences of disability and language intersections. Reflections must include a summary of the reading and a connection to the reading from your work or personal experiences. You can choose ONE of the following options to submit your reflection:</p> <ol style="list-style-type: none"> 1. Written paper of 1-2 pages double spaced <ol style="list-style-type: none"> a. <i>Note: Grammar and spelling will not count for this assignment.</i> 2. An audio recorded segment of 8 minutes or less summarizing the reading and then making connections 3. A visual display such as a PowerPoint (2-3 slides) or artwork with captions describing the two parts to the assignment <p>Poetry, music or other method of showcasing the summary and reflection.</p>	<p>5 reflections @ 10 points each= 50 Total Points</p>	<p>GELO 1, 2, 3</p>	<p>CLO 1, 2</p>
<p>#2 Language Artifact Part I & II</p> <p>PART I: Students will share a brief story of the language or language(s) that they speak in their home. Students are welcome to comment on their language(s) via English but not required to do so for this assignment. <u>All languages</u> are welcome in this assignment including sign language, Ebonics, regional dialects, etc. Students may choose how to share the answers to the following questions for their language artifact assignment.</p> <ol style="list-style-type: none"> 1. What language(s) are spoken in your family? 2. What language(s) are spoken by you and how did you acquire it/them? 3. Is/are there origin stor(ies) of your language(s)? 4. Where do you feel most comfortable using your language(s)? 5. Describe any challenges or issues you've faced in using your language(s)? <p>You have the following four choices for answering these questions:</p> <ul style="list-style-type: none"> • Generate an audio recording of your responses • Generate a presentation (slides) of your responses • Bring in artifact(s) or tangible representations of your responses • Compose a story, poem, or song with your responses <p>Be ready to share your response in small groups on the due date for PART I</p> <p>PART II: After completing PART I and sharing with group members about your language(s), reflect on how your experiences (and learning about the experiences of your peers) has informed how you will teach students who use a variety of languages in the classroom.</p> <ol style="list-style-type: none"> 1. How will you make sure to celebrate their different language backgrounds? 2. How will you embrace these backgrounds as they intersect with other identity markers like race, culture, disability, gender, sexuality, class, immigration status? 3. How will you share your background and experiences with your students so that they learn about your language(s) too? 	<p>100 Total Points (50 per section)</p>	<p>GELO 1, 2, 3</p> <p>TPE 1 & 4</p>	<p>CLO 1-4</p>

<p>You have the following three choices for answering PART II questions:</p> <ul style="list-style-type: none"> Podcast Discussion: take turns with a peer (groups of 2 only) discussing the three questions and coming up with responses. Collectively form your ideas about these three questions through the podcast discussion Generate a brief blog post describing your educational philosophy related to these three questions Audio or written paper with responses to the three questions <p>Be ready to share your responses in small groups on the due date for PART II.</p>			
<p>#3 Social Justice Lesson Plan & Presentation</p> <p>Students will work in groups of 2-3 to create a lesson plan in their chosen content area to support the language acquisition of students who are English learners and / or students with disabilities. Students may choose the age level they wish to work with to plan the lesson. The lesson plan will include specific measures to support students who are English learners and students with disabilities with rationales provided for each area of the lesson related to the students' cultural backgrounds. Students will present a portion of the lesson in one of our Zoom class sessions. <i>Students in the ITEP Math Program must choose a math lesson in secondary education.</i></p>	100 Total Points	<p>Ed Specialist Program Standards 3 & 10</p> <p>TPEs 1-6</p>	CLO 4

Grading Information

Assignment	Points Possible	Percentage of Grade	Outcomes
Reading Reflections (5)	50	16.67%	GELO 1, 2, 3 CLO 1, 2
Language Artifact Part I & II (2)	100	33.33%	GELO 1, 2, 3 CLO 1-4 TPE 1 & 4
Group Lesson Plan & Presentation (2)	100	33.33%	Ed Specialist Program Standards 3 and 10 TPE 1-6 CLO 4
Total	250	100%	

Calculation of Grades¹

245-250 points = A+
 233-244 points = A
 225-232 points = A-
 218-224 points = B+
 208-217 points = B
 200-207 points = B-

¹ *Credential Candidates are reminded that they must maintain a GPA of 3.0 and each course should be completed with a grade of B or higher. A passing grade in this course is needed to fulfill SJSU Studies Area V. Students are reminded that an overall GPA of 2.0 is needed in SJSU studies courses. Students using this course to fulfill requirements for a teacher credential must earn a grade of B or higher in the course. An "Incomplete" is given only at the discretion of the instructor and only if 80% of the coursework has been completed.

1. This class contains a combination of formal and informal assignments. Informal assignments will be exempt from grammar/spelling point deductions. All formal written assignments, however, must meet academic and professional standards for quality and free of spelling and grammar errors.
2. All assignments are DUE ON ASSIGNED DATES THROUGH CANVAS. Email or paper copies are NOT ACCEPTABLE. Any issue with an assignment, submitting on time, or request for an extension for extenuating circumstance must be received in writing 48 hours before an assignment due date or it will be considered late and lose 3 points per day late. I give NO QUESTIONS ASKED extensions if communicated **before due dates**.
3. All written work must be turned into CANVAS using **Microsoft Word (no Pages or other programs accepted where applicable)**. Microsoft Word is available to all students FOR FREE from the university. Please see [Information Technology](#) for information on how to download Word for your personal device. Laptops preloaded with Microsoft Word are also available for check out daily from the Martin Luther King Library with valid student ID.

Classroom Community Expectations

1. Make efforts to...
 - a. Log onto Zoom at the appropriate time for synchronous sessions. If you arrive late or need to miss a session please do a consult "three before me" (1. Check the Zoom recording or audio, 2. Check in with a classmate for notes; 3. Review notes and information on CANVAS)
 - b. Turn in assignments on time. I use a 48-hour rule. If you require an extension for an assignment, I need a **written request 48 hours before it is due**. Only exceptions include emergencies (e.g., illnesses, accidents, family emergencies).
 - c. Respect your professor and your peers! Differences of opinions and/or perspectives are going to be a part of our time together.
 - d. Practice self-care. There will be moments of seriousness, laughter, and discomfort that occur during our class. Be mindful of when you may need to step away, take a breath, and then return. Also note that we will be using a *brave space* rather than *safe space* approach.
 - e. Make the most of our space and time together. Engage in the class discussions, complete readings and most importantly ASK QUESTIONS.

COVID-19 Caregiving Support

Many of you are a caregiver to a child during the time of session meetings. Children are welcome in the space where we hold sessions provided you respect the space when we're having discussions by going outside if it becomes loud, not bringing child when sick, practicing mask wearing etc.

Writing & Lurie Student Success Center Resources

1. You are encouraged to use the [University Writing Center](#) for formal paper assignments in this class in advance of the deadline. Appointments can be made online and are 30-minute slots through Zoom. The Writing Center is free for students.
2. The Lurie College of Education also has a [Student Success Center](#) that provides resources such as general advising, tutoring, financial guidance, and support for students.

CAPS: Counseling Support Resources

[CAPS](#) is a student counseling and psychological services resource available to all SJSU students. All students can receive free counseling or therapy sessions through this service. To make an appointment or learn more about this service, please call 408-924-5910. Mental health is a critical aspect of overall health!

Extra Credit

I provide extra credit opportunities on an on-going basis throughout the class. Any points for extra credit will be listed as non-graded but will add to your total points in addition to the 300 points for the class. I encourage you to take advantage of these opportunities for enrichment and development.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo>

**EDSE 124 Methodologies for English Learners with Disabilities,
Fall 2022 (subject to changes)**

Session	Date	Topics	Assignments & Readings Due the date listed	Standards, TPEs, CLOs
1	08/24	Introductions <ul style="list-style-type: none"> Setting Course Expectations Syllabus and Assignments Introduction to Disability and Special Education Who are English Learners and how do we describe them? 	<ul style="list-style-type: none"> Baglieri & Lalvani (in class) Wong (in class) 	GELO 1, 2, 3 CLO 1, 2 TPE 4
2	08/31	Introduction to Special Education and Disability <ul style="list-style-type: none"> Overview of Rights & Laws Strategies and Distinctions <ul style="list-style-type: none"> Identifying and Defining Second Language Learners of English ELPAC Assessment 	<ul style="list-style-type: none"> CA Practitioners Guide Chapter 1 (free PDF on CANVAS) The Salamanca Statement and Framework for Action on Special Needs Education https://www.wrightslaw.com/idea/index.htm <p>Reading Reflection #1 Due by 4:00PM to CANVAS</p>	GELO 1, 2, 3 CLO 1, 2 TPE 1-6
3	09/07	Strategies and Distinctions <ul style="list-style-type: none"> RTI and MTSS Designing Instruction Families and Input 	<ul style="list-style-type: none"> CA Practitioners Guide Chapter 2 Cioè-Peña (2020b) (on CANVAS) Echevarria & Graves Chapter 2 & MTSS Section (on CANVAS) 	GELO 1, 2, 3 CLO 1, 2
4	09/14	Strategies and Distinctions <ul style="list-style-type: none"> Distinguishing Between ELLs and LD UDL <ul style="list-style-type: none"> Introduction Designing Instruction 	<ul style="list-style-type: none"> https://udlguidelines.cast.org/ CA Practitioners Guide Chapter 2 pp. 64-73 Echevarria, Vogt, & Short Chapter 2 (on CANVAS) <p>Reading Reflection #2 Due by 4:00PM to CANVAS</p>	GELO 1, 2, 3 CLO 1, 2 TPE 1-6

Session	Date	Topics	Assignments & Readings Due the date listed	Standards, TPEs, CLOs
5	09/21	SDAIE and Lesson Plans Specially Designed Academic Instruction in English Lesson Objectives and Common Core Standards Lesson Plan Development Lesson Plan Strategies Overview	<ul style="list-style-type: none"> CA Practitioners Guide Chapter 3 Cline & Nechochea (on CANVAS) 	GELO 1, 2, 3 CLO 1, 2
6	09/28	Social Justice Mathematics Lesson Plans <ul style="list-style-type: none"> Introductions Math Across Curriculum 	<ul style="list-style-type: none"> Rethinking Mathematics Book Introduction & Chapter 1 Leonard Renner <p>Reading Reflection #3 Due by 4:00PM to CANVAS</p>	GELO 1, 2, 3 CLO 1, 2
7	10/05	Social Justice Mathematics Lesson Plans <ul style="list-style-type: none"> Applications and Strategies SDAIE and UDL inclusion 	<ul style="list-style-type: none"> Rethinking Mathematics Chapter 2-4 CA EL Guide Chapter 7 	GELO 1, 2, 3 CLO 1, 2
8	10/12	Social Justice Lesson Plans Across Subject <ul style="list-style-type: none"> Applications and Strategies SDAIE and UDL 	<ul style="list-style-type: none"> Echevarria & Graves Chapter 6 (on CANVAS) CA EL Guide Chapter 7 <p>Language Artifact Part I Due</p>	GELO 1, 2, 3 CLO 1-4
9	10/19	Social Justice Lesson Plans Across Subject <ul style="list-style-type: none"> Exiting ELLs from Special Education 	<ul style="list-style-type: none"> CA EL Guide Chapter 8 	GELO 1, 2, 3 CLO 1, 2
10	10/26	Social Justice Lesson Plans Across Subject <ul style="list-style-type: none"> Exiting ELLs from Special Education 	<ul style="list-style-type: none"> CA EL Guide Chapter 8 <p>Reading Reflection #4 Due by 4:00PM to CANVAS</p>	GELO 1, 2, 3 CLO 1, 2
11 10/28 NO CLASS ASYNCH MODULE	11/02	Language and (Dis) Ability	<p>Read:</p> <ul style="list-style-type: none"> Hikida & Martinez (on CANVAS) Cioè-Peña (2020a) (on CANVAS) <p>Reading Reflection #5 Due by 4:00PM to</p>	TPE 1-6 CLO 3, 4

Session	Date	Topics	Assignments & Readings Due the date listed	Standards, TPEs, CLOs
			CANVAS	
12 11/04 ZOOM TOGETHER	11/09	Lesson Planning Review and Language Demands <ul style="list-style-type: none"> Lesson Planning and Standards Academic Language Demands Overview of Demo Instructions 	Read: <ul style="list-style-type: none"> Clegg (on CANVAS) <i>Language Artifact Part II Due</i>	TPE 1-6 CLO 3, 4
13	11/16	Lesson Planning Review and Language Demands <ul style="list-style-type: none"> Lesson Planning and Standards Academic Language Demands 		
14 NO CLASS	11/23	THANKSGIVING NO CLASS		
15	11/30	<ul style="list-style-type: none"> Class Presentations 		Ed Specialist Program Standards 3 and 10 TPE 1-6 CLO 4
16 12/02 ZOOM	12/07	<ul style="list-style-type: none"> Finalize Lesson Plans to turn in 	 <i>Lesson Plans due to Canvas by 11:59PM on December 7th</i>	Ed Specialist Program Standards 3 and 10 TPE 1-6 CLO 4