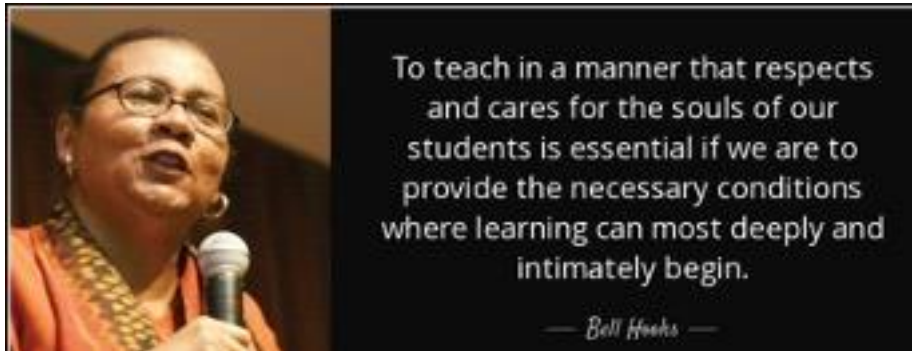


**San José State University**  
**Connie L. Lurie College of Education/Special Education**  
**EDSE 224, Methods in Teaching Second Language Learners in Special Education, Fall 2022**



[Image Description: Gloria Jean Watkins, known by her author penname, *bell hooks*, a Black woman with glasses, cropped black hair and silver hoop earrings, wearing an orange shirt with yellow on the collar, holds a microphone].

### Course and Contact Information

Professor:	<a href="#">Saili S. Kulkarni, Ph.D.</a> ( <i>she, her, hers</i> )
Name Coach:	<a href="#">Pronunciation</a>
Office Location:	Sweeney Hall, 221
Telephone:	(408) 924-3313
Email:	<a href="mailto:saili.kulkarni@sjsu.edu">saili.kulkarni@sjsu.edu</a>
Office Hours:	Wednesdays 2:00-3:00 PM (in person drop in) or <a href="#">book a Zoom appointment</a>
Class Days/Time:	Wednesdays from 7:00PM to 7:45 PM
Classroom:	Sweeney Hall 315 (with asynchronous sessions via CANVAS)

### Course Format

#### Hybrid Course

This course is a hybrid course. There will be synchronous sessions in person and online (asynchronous) modules. 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 links to review video tutorials at the beginning of the semester.

#### Course Description

This course examines the unique considerations and approaches to working with culturally and linguistically diverse students with disabilities. The course provides a discussion and application of teaching and learning concepts, strategies, and methods related to effective and meaningful instruction for English Language Learners (ELLs) with and without dis/abilities. The course will include legislation requirements, strategies to deliver instruction, materials, and resources. Candidates will be proficient in using the Sheltered Instruction Observation Protocol for ELLs. Content and conceptual understanding in this course draws heavily from the fields of child development, education, sociolinguistics, psycholinguistics, anthropology, disability studies, and sociology.

## **CCTC Program Standards**

### **Program Learning Outcomes (PLO)**

2. Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
3. Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
4. Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection

### **Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

1. Discuss the impact of policies and legislation that protect the rights of second language learners and special education services and practices. Describe how the socio-political climate and state/federal laws play a role in school policies and ultimately in EL student learning.
2. Examine multiple theories, perspectives, and complexities related to programming models for ELLs and recognize the multifaceted social, psychological, and cultural dimensions contributing to language acquisition and language attitudes.
3. Discuss research and learning theories related and/or applicable to ELLs with dis/abilities. Understand major theories of both first and second language acquisition (SLA) and make informed decisions about the implications of these theories for the instruction of ELLs and students with dis/abilities.
4. Identify models, methods, curriculum, strategies and teaching behaviors related to EL teaching and learning including English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE).
5. Articulate knowledge of the California State ELD standards for ELD formal assessments.
6. Discuss strategies for grouping, organizing, and managing classrooms to enhance instruction of ELLs with and without dis/abilities.
7. Demonstrate competence in selecting evaluation procedures and tools appropriate to access different levels of EL proficiency/competence.
8. Demonstrate planning competence in applying data-based decision-making to instruction by constructing and interpreting a case and developing further recommendations for an IEP, including appropriate goals and objectives based on the learner's level of linguistic and academic competence and specific dis/ability.
9. Design lesson plans with strategies/approaches that make content area knowledge accessible to ELLs and students with dis/abilities, explicitly promote academic language development among these students, and incorporate California ELD standards. Describe how to collaborate with a fellow teacher in developing and delivering lessons.
10. Examine the significant roles of families, teachers, schools, and communities in the process of learning and language acquisition for ELLs.

### **Teacher Performance Expectations**

As part of the Department of Special Education Common Trunk courses, EDSE 224 includes Teacher Performance Expectations (TPEs) across the Mild/Moderate (MM), Extensive Support Needs (ESN) and Early Childhood Credentials. To view the list use the link for the [Complete List of TPEs for EDSE 224](#). You may also view the [Complete List of All TPEs](#) for additional information. Note that (I) stands for "introduced," (P) stands for "practiced" and (A) stands for "assessed" on these documents.

### **Textbooks and Readers (FREE)**

1. (M)othering Labeled Children: Bilingualism and Disability in the Lives of Latinx Mothers (PDF Chapters posted)
2. Hoover, J. J., & Patton, J. R. (2017). IEPs for ELs: And other diverse learners. Corwin Press (PDF Chapters posted)
3. [California Practitioners Guide for Educating English Learners with Disabilities](#) (PDF available)

### **Other Potential Readings (PDFs posted to CANVAS)**

Cioè-Peña, M. (2020). Bilingualism for students with disabilities, deficit or advantage?: Perspectives of Latinx mothers. *Bilingual Research Journal*, 1-14.

Clegg, J. (2007). Analyzing 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.

Eppolito, A. M., & Schwarz, V. S. (2016). Response to Intervention for Emergent Bilingual Students in a Common Core Era. *Teaching Emergent Bilingual Students: Flexible Approaches in an Era of New Standards*, 40.

Hikida, M., & Martínez, R. A. (2019). Linguaging, race, and (dis) ability: Discerning structure and agency in classroom interaction. *Linguaging relations across social worlds: Retheorizing the teaching and learning of literacy and the language arts*, 69-90.

Hoover, J. J., Erickson, J. R., Patton, J. R., Sacco, D. M., & Tran, L. M. (2019). Examining IEPs of English learners with learning disabilities for cultural and linguistic responsiveness. *Learning Disabilities Research & Practice*, 34(1), 14-22.

Klingner, J., & Eppolito, A.M. (2014). English language learners: Differentiating between language acquisition and learning disabilities.

Lim, W., Stallings, L., & Kim, D. J. (2015). A Proposed Pedagogical Approach for Preparing Teacher Candidates to Incorporate Academic Language in Mathematics Classrooms. *International Education Studies*, 8(7), 1-10.

Ortiz, A. A., Robertson, P. M., Wilkinson, C. Y., Liu, Y. J., McGhee, B. D., & Kushner, M. I. (2011). The role of bilingual education teachers in preventing inappropriate referrals of ELLs to special education: Implications for response to intervention. *Bilingual Research Journal*, 34(3), 316-333.

Trainor, A. A., Newman, L., Garcia, E., Woodley, H. H., Traxler, R. E., & Deschene, D. N. (2019). Postsecondary Education-Focused Transition Planning Experiences of English Learners With Disabilities. *Career Development and Transition for Exceptional Individuals*, 42(1), 43-55.

### **Other Course Resources**

- [Teaching Tolerance](#)
- [Colorin Colorado](#)
- [EDSE 224 Padlet](#)

### **Library Liaison**

Dr. Mantra Roy: [mantra.roy@sjsu.edu](mailto:mantra.roy@sjsu.edu)

### **Course Requirements and Assignments (Required)**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 40 hours over the length of the course (normally eight hours per week) for instruction over 5 weeks, preparation/studying, or course

related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

#### **Course Assignments (Total of 300 Points)**

Assignment Number and Description	Total Points	Aligned TPEs	Aligned CLOs/PLOs
<p><b>#1 Reading Reflections</b> 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"> <li>1. Written paper of 1-2 pages double spaced               <ol style="list-style-type: none"> <li>a. <i>Note: Grammar and spelling will not count for this assignment.</i></li> </ol> </li> <li>2. An audio recorded segment of 8 minutes or less summarizing the reading and then making connections</li> <li>3. A visual display such as a PowerPoint (2-3 slides) or artwork with captions describing the two parts to the assignment</li> <li>4. Poetry, music or other method of showcasing the summary and reflection.</li> </ol>	<p>4 reflections @ 12.5 points each= <b>50 Total Points</b></p>	<p>U 1.1 (I/P), U 6.2(I), U 6.3 (I)</p> <p>MM 5.2 (I), MM 5.5 (I/P/A)</p> <p>ESN 5.5 (P)</p> <p>ECSE 1.2 (I), ECSE 1.4 (I)</p>	<p>PLO # 2, 3 CLO # 1-4</p>
<p><b>#2 Asynchronous Modules &amp; Discussion Questions</b> Candidates will complete discussion questions and activities on four asynchronous online modules that are required for the course. <i>Note: Grammar and spelling will not count for these assignments.</i></p> <ul style="list-style-type: none"> <li>• MTSS and RTI Components CLD (Hoover &amp; Patton Chapters 1-2)</li> <li>• PLAAFP (Hoover &amp; Patton Textbook Chapters 4-5)</li> <li>• IEPs and Transition Planning (Hoover &amp; Patton Chapter 9; Trainor et al., 2019)</li> <li>• IEP Meetings (Hoover &amp; Patton Chapter 10)</li> </ul>	<p>4 modules @ 12.5 points each= <b>50 Total Points</b></p>	<p>U 1.1 (I/P), U 1.6 (I/P), U.3.1 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 5.6 (I), U 5.7 (P, A)</p> <p>MM 1.7 (I), MM 4.2 (I)</p> <p>ESN 1.4 (I)</p> <p>ECSE 1.4 (I), ECSE 5.7 (I), ECSE 6.7 (I)</p>	<p>PLO # 2-4 CLO # 1-4</p>
<p><b>#3 Written Paper on Distinction Between Language Acquisition and Dis/ability</b> Candidates will submit a four-to-five-page, double-spaced paper discussing the similarities and differences between students who are English learners, students with learning disabilities, and students who are both English learners and students with disabilities. The paper should also discuss steps general education teachers and Education Specialists can take within a Multi-Tiered System of Support to determine whether or not a student who is an English Learner should be referred for special education and the pros and cons of making the referral. The paper must follow APA format and must be submitted to CANVAS.</p> <p><i>Note: This is considered a FORMAL paper and grammar and spelling DO COUNT.</i></p>	<p><b>100 Total Points</b></p>	<p>U 1.1 (I/P), U 2.2 (I/P)</p> <p>MM 5.5 (I/P/A)</p> <p>ESN 5.6 (I/P)</p> <p>ECSE 5.4 (I)</p>	<p>PLO # 2 CLO # 4-8</p>

<p><b>#4 Group Lesson Plans and Presentation Using SIOP</b></p> <p>Candidates will work in groups to create a lesson plan in the content area of reading/language arts, math, science, or social studies. Candidates may choose the age level of they wish to work with to plan the lesson. The lesson plan will follow the SIOP framework and will include specific measures to support students who are English learners and students with disabilities with rationales provided for each area of the lesson. Written lesson plans are due in CANVAS. Candidates will do a presentation of the main components of the lesson in class on during the last few weeks. Students will sign up for the date they want to present in class in advance. The presentation segment is worth 40 points and the lesson write up is worth 60 points.</p> <p><i>Note: This is considered a FORMAL assignment and grammar and spelling DO COUNT in the lesson plan.</i></p>	<p>Presentation of 40 points + Lesson Plan Write Up of 60 points = <b>100 Total Points</b></p>	<p>U 1.1 (I/P), U 1.6 (I/P), U 2.2 (I/P), U 3.4 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 4.7 (I)</p> <p>ESN 1.4 (I), ESN 1.8 (I/P), ESN 5.5 (P) ESN 5.6 (I/P)</p> <p>MM 1.7 (I), MM 1.2 (I), MM 4.2 (I)</p> <p>ECSE 1.2 (P), ECSE 1.9 (P), ECSE 3.3(I), ECSE 3.9 (I), ECSE 4.3 (I), ECSE 4.1 2 (I), ECSE 5.3 (I)</p>	<p>PLO # 2-4 CLO # 4-10</p>
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### Grading Information

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 must be written following APA guidelines: Times New Roman font, size 12 point, double-spaced, one-inch margins, and free of spelling and grammar errors.
2. All assignments are due on the dates assigned and submitted via CANVAS. Email or paper copies will not be accepted. Requests for an extension for any circumstances (**NO QUESTIONS ASKED**) 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**. It is important to communicate with your instructor to get support with your assignments in advance of the due date as much as possible.
3. All written work must be turned into CANVAS using **Microsoft Word (no Pages or other programs accepted)**. 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 a valid student ID.

### Determination of Grades

Assignment	Total Points	Percent of Grade
Weekly Reading Reflections (4)	50 points	16.67%
Online Module Questions (4)	50 points	16.67%
Written Draft and Final Paper (1)	100 points	33.33%

Lesson Plan & Presentation (1)	100 points	33.33%
<b>TOTALS</b>	<b>300 points</b>	<b>100%</b>

293-300 points= A+ [98-100%]

284-292 points= A [95-97%]

269-283 points = A- [90-94%]

260-268 points = B+ [87-89%]

251-259 points = B [84-86 %]\*

*\*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.*

### 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 via CANVAS)
  - b. Turn in assignments on time. I use a 48-hour rule. If you require an extension for an assignment (**NO QUESTIONS ASKED**) 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

1. Many of you are a caregiver to a child or other family member(s) during this time. Children are welcome in the Zoom space where we hold sessions provided:
  - a. You respect the space by muting your microphone when not speaking.
  - b. You excuse yourself by muting and/or turning off video and returning when available, especially if needing to attend to caregiving.

### 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, when you can. I use extra credit to provide a more critical perspective to issues of disability and race that can sometimes get lost in a traditional teacher credential program.

**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](#)



**EDSE 224, Methods in Teaching Second Language Learners in Special Education, Fall 2022**

**Note: Syllabus is always subject to updates and changes**

Week	Date	Topics	Assignments/ Readings	PLOs/CLOs/TPEs
1 IN PERSON	08/24	<b>Introductions</b> <ul style="list-style-type: none"> <li>Setting Course Expectations</li> <li>Assignments and Syllabus Overview</li> <li>Who are English Learners and how do we describe them?</li> </ul>		PLO # 4 CLO # 1  U 1.6 (I/P)  MM 5.5 (I/P/A)  ESN 5.6 (I/P)  ECSE 5.4 (I)
2 ASYNCH MODULE	08/31	<b>MTSS and RTI CLD Overview</b> <b>ONLINE MODULE 1</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>Hoover &amp; Patton Chapters 1-2 (textbook)</li> <li>CA Practitioners Guide Chapter 2 (on CANVAS)</li> <li>Cioè-Peña Chapter 2 (textbook)</li> </ul> <b>Due:</b> Online Module 1 Activity Questions Due by 11:59P to CANVAS	PLO # 2-4 CLO # 1-4  U 1.1 (I/P), U 1.6 (I/P), U.3.1 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 5.6 (I), U 5.7 (P, A)  MM 1.7 (I), MM 4.2 (I)  ESN 1.4 (I)  ECSE 1.4 (I), ECSE 5.7 (I), ECSE 6.7 (I)
3 IN PERSON	09/07	<b>Strategies and Distinctions</b> <ul style="list-style-type: none"> <li>Language Acquisition Processes</li> <li>ELPAC Assessments</li> <li>Strategies: Using Realia and Building Background</li> <li>Strategy: Concept Sort</li> <li>ELs and Families</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>Echevarria &amp; Graves Chapter 1 (on CANVAS)</li> <li>Cioè-Peña (2020) (on CANVAS)</li> <li>Cioè-Peña Chapter 1 (textbook)</li> </ul> <b>Due:</b> <ul style="list-style-type: none"> <li>Reading Reflection #1 by 4:00PM to CANVAS</li> </ul>	PLO # 2-4 CLO # 4-10  U 1.1 (I/P), U 6.2(I), U 6.3 (I)  MM 5.2 (I), MM 5.5 (I/P/A)  ESN 5.5 (P)  ECSE 1.2 (I), ECSE 1.4 (I)

4 ASYNCH	09/14	<b>IEPs and Present Levels</b> <ul style="list-style-type: none"> <li>Culturally and Linguistically Responsive Present Levels</li> </ul> IEPs and Development of Measurable Goals	<b>Read:</b> <ul style="list-style-type: none"> <li>Hoover &amp; Patton Chapter 4 and 5 (textbook)</li> <li>Cioè-Peña Chapter 3 (textbook)</li> </ul> <b>Due:</b> Reading Reflection #2 by 4:00 PM to CANVAS	PLO # 2, 3 CLO # 1-4  U 1.1 (I/P), U 6.2(I), U 6.3 (I)  MM 5.2 (I), MM 5.5 (I/P/A)  ESN 5.5 (P)  ECSE 1.2 (I), ECSE 1.4 (I)
5 IN PERSON	09/21	<b>SDAIE and Lesson Plans</b> <ul style="list-style-type: none"> <li>RTI and the MTSS</li> <li>Specially Designed Academic Instruction in English</li> <li>Lesson Objectives and Common Core Standards</li> <li>Lesson Plan Development</li> <li>Lesson Plan Strategies Overview</li> <li>PLAAFP Review</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>Echevarria &amp; Graves Chapter 2-3; &amp; MTSS Section (on CANVAS)</li> <li>Ortiz et al. (2011) (on CANVAS)</li> </ul>	PLO # 2-4 CLO # 4-10  U 1.1 (I/P), U 2.2 (I/P)  MM 5.5 (I/P/A)  ESN 5.6 (I/P)  ECSE 5.4 (I)
6 ASYNCH	09/28	<b>PLAAFP and SMART Annual Goals</b>  <b>ONLINE MODULE 2</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>Hoover &amp; Patton Chapter 2-3 (textbook)</li> <li>Cioè-Peña Chapter 5 (textbook)</li> </ul> <b>Due:</b> Online Module 2 Activity Questions	PLO # 2-4 CLO # 1-4  U 1.1 (I/P), U 1.6 (I/P), U 3.1 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 5.6 (I), U 5.7 (P, A)  MM 1.7 (I), MM 4.2 (I)  ESN 1.4 (I)  ECSE 1.4 (I), ECSE 5.7 (I), ECSE 6.7 (I)
7 IN PERSON	10/05	<b>Lesson Planning</b> <ul style="list-style-type: none"> <li>Building Background</li> <li>Comprehensible Input</li> <li>Lesson Plan and Demo Q&amp;A</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>Klingner &amp; Eppolito Chapter 8 (on CANVAS)</li> <li>Cioè-Peña Chapter 4 (textbook)</li> </ul> <b>Due:</b> Optional Draft Paper for Feedback	PLO # 2-4 CLO # 4-10  U 1.1 (I/P), U 2.2 (I/P)  MM 5.5 (I/P/A)  ESN 5.6 (I/P)

				ECSE 5.4 (I)
8 ASYNCH	10/12	<b>Strategies and Considerations</b> <ul style="list-style-type: none"> <li>Strategies</li> <li>Interaction</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>Echevarria &amp; Graves Chapter 6 (on CANVAS)</li> <li>Cioè-Peña Chapter 6 (textbook)</li> </ul> <b>Due:</b> Reading Reflection #3 by 4:00PM to Canvas	PLO # 2, 3 CLO # 1-4  U 1.1 (I/P), U 6.2(I), U 6.3 (I)  MM 5.2 (I), MM 5.5 (I/P/A)  ESN 5.5 (P)  ECSE 1.2 (I), ECSE 1.4 (I)
9 IN PERSON	10/19	<b>IEPs Continued</b> <ul style="list-style-type: none"> <li>Practice and Application Delivering Appropriate IEP services</li> <li>Special Considerations and Diversity</li> <li>IEP Progress Monitoring</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>Hoover &amp; Patton Chapters 6- 8</li> <li>Cioè-Peña Chapter 7 (textbook)</li> </ul> <b>Due:</b> Final Paper Distinguishing Between ELL and LD	PLO # 2, 3 CLO # 1-4  U 1.1 (I/P), U 6.2(I), U 6.3 (I)  MM 5.2 (I), MM 5.5 (I/P/A)  ESN 5.5 (P)  ECSE 1.2 (I), ECSE 1.4 (I)
10 ASYNCH	10/26	<b>IEPs and Transition Planning ONLINE MODULE 3</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>Hoover &amp; Patton Chapter 9 (textbook)</li> <li>Trainor et al., 2019 (on CANVAS)</li> </ul> <b>Due:</b> Online Module 3 Activity Questions	PLO # 2-4 CLO # 1-4  U 1.1 (I/P), U 1.6 (I/P), U.3.1 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 5.6 (I), U 5.7 (P, A)  MM 1.7 (I), MM 4.2 (I)  ESN 1.4 (I)  ECSE 1.4 (I), ECSE 5.7 (I), ECSE 6.7 (I)
11 ASYNCH	11/02	<b>Lesson Planning Review and Language Demands</b> <ul style="list-style-type: none"> <li>SIOP Strategies Reviewed and Practiced</li> <li>Lesson Planning and Standards</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>Clegg (on CANVAS)</li> <li>Cioè-Peña Chapter 8 (textbook)</li> </ul>	PLO # 2-4 CLO # 4-10  U 1.1 (I/P), U 1.6 (I/P),

				U 2.2 (I/P), U 3.4 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 4.7 (I)  ESN 1.4 (I), ESN 1.8 (I/P), ESN 5.5 (P) ESN 5.6 (I/P)  MM 1.7 (I), MM 1.2 (I), MM 4.2 (I)  ECSE 1.2 (P), ECSE 1.9 (P), ECSE 3.3(I), ECSE 3.9 (I), ECSE 4.3 (I), ECSE 4.12 (I), ECSE 5.3 (I)
12 ASYNCH	11/09	<b>IEP Meetings</b> <b>ONLINE MODULE 4</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>Hoover and Patton Text Chapter 10 (textbook)</li> <li>Cioè-Peña Chapter 10 (textbook)</li> </ul> <b>Due:</b> Online Module 4 Activity Questions	PLO # 2-4 CLO # 1-4  U 1.1 (I/P), U 1.6 (I/P), U.3.1 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 5.6 (I), U 5.7 (P, A)  MM 1.7 (I), MM 4.2 (I)  ESN 1.4 (I)  ECSE 1.4 (I), ECSE 5.7 (I), <b>ECSE 6.7 (I)</b>
13 IN PERSON	11/16	<ul style="list-style-type: none"> <li>Academic Language and CalTPA</li> <li>Academic Language Demands</li> <li>Overview of Demo Instructions</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>Lim et al. (2015) (on CANVAS)</li> <li>Cioè-Peña Chapter 9 (textbook)</li> </ul> <b>Due:</b> Reading Reflection #4	PLO # 2-4 CLO # 4-10  U 1.1 (I/P), U 1.6 (I/P), U 2.2 (I/P), U 3.4 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 4.7 (I)  ESN 1.4 (I),

				ESN 1.8 (I/P), ESN 5.5 (P) ESN 5.6 (I/P)  MM 1.7 (I), MM 1.2 (I), MM 4.2 (I)  ECSE 1.2 (P), ECSE 1.9 (P), ECSE 3.3(I), ECSE 3.9 (I), ECSE 4.3 (I), ECSE 4.12 (I), ECSE 5.3 (I)
14 NO CLASS	11/23	<b>THANKSGIVING RECESS NO CLASS</b>		
15 IN PERSON	11/30	<b>IN CLASS FINAL LESSON PRESENTATIONS</b>		PLO # 2-4 CLO # 4-10  U 1.1 (I/P), U 1.6 (I/P), U 2.2 (I/P), U 3.4 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 4.7 (I)  ESN 1.4 (I), ESN 1.8 (I/P), ESN 5.5 (P) ESN 5.6 (I/P)  MM 1.7 (I), MM 1.2 (I), MM 4.2 (I)  ECSE 1.2 (P), ECSE 1.9 (P), ECSE 3.3(I), ECSE 3.9 (I), ECSE 4.3 (I), ECSE 4.12 (I), ECSE 5.3 (I)
16 FINALS	12/07	<b>FINALS PERIOD LAST DAY TO TURN IN LESSON PLAN PROJECT IS DEC 7th</b>	<b>Due:</b> Lesson Plans due to Canvas by 11:59PM and Group Presentations at Celebration Event	PLO # 2-4 CLO # 4-10  U 1.1 (I/P), U 1.6 (I/P), U 3.4 (I), U 3.5 (I/P), U 4.1 (I),

				<div>U 4.4 (I), U 4.7 (I)</div> <div>MM 1.7 (I), MM 1.2 (I), MM 4.2(I),</div> <div>ECSE 1.9 (P), ECSE 3.3(I), ECSE 3.9 (I), ECSE 4.3 (I), ECSE 4.12 (I), ECSE 5.3 (I)</div> <div>ESN 1.4 (I), ESN 1.8 (I), ESN 5.5 (P) ESN 5.6 (I/P)</div>
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