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

Course and Contact Information

Instructor:	Saili S. Kulkarni, Ph.D. *(she, her, hers)*
Pronunciation:	https://www.name-coach.com/saili-kulkarni
Office Location:	Sweeney Hall, 221
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Email:	saili.kulkarni@sjsu.edu
Office Hours:	by appointment
Class Days/Time:	Mondays [Asynchronous] & Wednesdays from 4:00PM to 8:00 PM [SH 230]
Classroom:	Sweeney Hall 230

Course Format

Technology Intensive, Hybrid Course

This course is technology intensive and run in an online format. There will be synchronous in-person sessions as well as 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 regularly for updates. Participants who are unfamiliar with CANVAS and/or unable to access their SJSU email are asked to seek assistance from CANVAS Student Resources as soon as possible. Course materials such as syllabus, handouts, notes, assignments, instructions, etc. can be found on CANVAS. You are responsible for regularly checking with the messaging system through MySJSU. For support with additional technology used in class such as Microsoft Office Suite, Google Drive, etc. please visit the MLK Library Technology Training Center.

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 disabilities. The course will include legislation requirements, strategies to deliver instruction, materials, and resources. Candidates will be proficient in using the Sheltered Instruction Observation Protocol (SIOP) 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.

Learning Outcomes and Performance Standards

Program Learning Outcomes (PLO)
1. Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
2. Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.

3. 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

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

Other Potential Readings (posted to CANVAS as PDF)

Baglieri, S., & Lalvani, P. (2019). *Undoing ableism: Teaching about disability in K-12 classrooms*. Routledge.

Connor, D., & Ferri, B. A. (2021). *How Teaching Shapes our Thinking about Dis/Abilities: Stories from the Field*. Peter Lang Publishing, Inc.

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.

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

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.

Wong, A. (Ed.). (2020). *Disability visibility: First-person stories from the twenty-first century*. Vintage.

Other Course Resources
- [Teaching Tolerance](#)
- [Colorìn Colorado](#)
- [EDSE 224 Padlet](#)

Library Liaison

DeeAnn Tran
deann.tran@sjsu.edu
(408) 808-2087

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 315 Points)

Assignment Number and Description	Total Points	Aligned TPEs	Aligned CLOs/PLOs
#1 Reading Reflections Candidates will complete reading reflections by selecting 1 of the <u>required</u> course readings of their choice for the week. 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: 1. Written paper of 1-2 pages double spaced a. *Note: Grammar and spelling will not count for this assignment.* 2. An audio recorded segment of 6 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 4. Poetry, music, or collage 5. Other method (must get approved by instructor first)	2 reflections @ 20 points each= **40 Points Total**	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)	PLO # 2, 3 CLO # 1-4
#2 Asynchronous Modules & Discussion Questions Candidates will complete discussion questions and activities on asynchronous online modules that are required for the course. *Note: Grammar and spelling will not count for these assignments*. • MTSS and RTI Components CLD (Hoover & Patton Chapters 1-2) • PLAAFP (Hoover & Patton Textbook Chapters 4-5) • IEP Meetings (Hoover & Patton Chapter 10)	3 modules @ 20 points each= **60 Total Points**	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)	PLO # 2-4 CLO # 1-4

#3 Written Paper on Distinction Between Language Acquisition and Dis/ability 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 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. *Note: This is considered a FORMAL paper and grammar and spelling DO COUNT.*	**100 Total Points**	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)	PLO # 2 CLO # 4-8
#4 Group Lesson Plans and Presentation Using SIOP Candidates will work in groups (or individually) 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 gallery walk presentation of the main components of the lesson in class during the last week of class. A photo of materials or slides should be submitted to CANVAS for grading of presentation. *Note: This is considered a FORMAL assignment and grammar and spelling DO COUNT in the lesson plan.*	**100 Total Points**	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)	PLO # 2-4 CLO # 4-10
#5 Disposition Pre-and-Post As part of your conduct and participation score in this class, you'll be receiving a disposition score. Candidates will fill out a self-evaluation at the beginning of the course and then at the end of the course. Instructor will review candidate's self-evaluations in determining the final score.	**15 Total Points**		

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 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	Approx. Percent of Grade
Weekly Reading Reflections (2)	**40 points**	**13%**
Online Module Activities (3)	**60 points**	**19%**
Written Paper ELL/LD (1)	**100 points**	**32%**
Group Lesson Plan and Presentation (1)	**100 points**	**32%**
Disposition Scores (3)	**15 points**	**5%**
TOTALS	**315 points**	**100%**

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 in the Special Education Department. Courses with less than a B must be repeated for credit.

General Classroom Protocol

All candidates are expected to conduct themselves in a professional manner as members of the course. Preparation reflection the candidate's ability to become a successful teacher. At minimum, all students are expected to...

1. Attend all classes (in person) as applicable
2. Stay until the end of class sessions where possible
3. Respect different classmate viewpoints and experiences.
4. Participate actively in class discussions and activities during online synchronous sessions (speak out or via chat) and use discussion posts and other interactive tools during asynchronous sessions.

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

Campus Resources

1. Accessible Education Center: http://www.sjsu.edu/aec/

2. Writing Center: http://www.sjsu.edu/writingcenter/

3. Counseling and Psychological Services: https://www.sjsu.edu/counseling/

4. SJSU COVID-19 Resources: https://www.sjsu.edu/healthadvisories/current-update/campus-messages/

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

(subject to instructor changes)

Course Schedule

Week	Date	Topics	Assignments/Readings/Deadlines
1 IN PERSON SH 230	06/01	**Session 1: Introductions** • Disability, Language and Ableism • Who are English Learners and how do we describe them? • Language Acquisition Processes • ELPAC & Assessments • Strategies: Concept Sort Introduced	**Read:** • Echevarria & Graves Chapter 1 (on CANVAS) • Cioé-Pena Chapter 1 • CA EL Guide Chapter 1 *BONUS Extra Credit: Collaborative Reading: Baglieri & Lalvani Chapter 5* **Complete pre-disposition self-eval in class**
2 ASYNCH CANVAS	06/06	**Session 2: Classifications & Assessments** • ELD Proficiency Levels • Strategy Try Out: Concept Sort • Mothering and Emergent Bilinguals with Disabilities **ONLINE MODULE 1: MTSS and IEPs for ELs**	**Read:** • CA EL Guide Chapter 2 • Hoover & Patton Ch. 1 & 2 • Cioé-Pena Chapter 2 • Echevarria & Graves Chapter 2 • Klingner & Eppolito Chapter 1 *Online Module 1 Activity Question Responses Due by 11:59 PM on 06/06 to Canvas*
2 IN PERSON SH 230	06/08	**Session 3: MTSS and Distinctions** • Introduction to the MTSS • Distinguishing between EL and LD	**Read:** • Echevarria & Graves MTSS *Reading Reflection #1 Due by 4:00 PM on 06/08 to CANVAS*
3 ASYNCH CANVAS	06/13	**Session 4: Strategies, PLAAFP and Goals** • Reviewing how to differentiate instruction • PLAAFP statements • SMART Goals **ONLINE MODULE 2: PLAAFP & SMART GOALS**	**Read:** • Echevarria & Graves Chapter 7 • Hoover & Patton Ch. 4 & 5 *Online Module 2 Activity Question Responses Due by 11:59 PM on 06/13 to Canvas*

3 IN PERSON SH 230	06/15	**Session 5: Strategies and Supporting Families** • Specially Designed Academic Instruction in English • Literacy Strategies Try Out • Community Cultural Wealth	**Read:** • Yosso (2005) • CCW Wheel Chart *Reading Reflection #2 Due by 4:00 PM on 06/15 to CANVAS*
4 ASYNCH CANVAS	06/20	**Session 6: Culturally Responsive IEPs** • Culturally responsive IEP development and considerations **ONLINE MODULE 3: CLD IEPs**	**Read:** • Hoover & Patton Chapter 10 • IEP CLD *Online Module 3 Activity Questions Due by 11:59PM on 06/20 to Canvas*
4 IN PERSON SH 230	06/22	**Session 7: Lesson Planning** ● Building Background ● Comprehensible Input ● Realia and SDAIE Strategies Review	**Read:** • CA EL Guide Chapter 7 • Hoover & Patton Chapter 6 • Echevarria Vogt & Short Ch. 4 & 5 *Distinguishing between ELL and LD paper due by 11:59 PM on 06/22*
5 ASYNCH CANVAS	06/27	**Session 8:** Strategies and Supports and Academic Language ● Interaction ● Practice and Application ● Academic Language ● Language Demands	**Read:** • Clegg (2007) • Cioe-Pena Ch. 11&13
5 IN PERSON SH 230	06/29	**Gallery Walk Presentations of Lesson Plan Materials**	*Lesson Plan and Presentation Due on 06/29 by 11:59 PM*
FINAL CANVAS	07/01	FINAL GRADES	**Submit final self-evaluation disposition by 06/30**