

**San José State University
Connie L. Lurie College of Education**

Department of Special Education

**EDSE 224-01: Methodologies for English Language Learners
in Special Education**

Spring 2016

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Course Description

This course examines the unique considerations and approaches to working with culturally and linguistically diverse students with special needs. The course is a discussion and application course, emphasizing teaching and learning of language skills and content to English Language Learners (ELLs). Through study, discussion sessions, and projects, participants will become competent in effective and appropriate instruction for English Language Learners with and without disabilities. We will focus on legislation requirements, strategies to deliver sheltered instruction, materials, and resources. Candidates will become proficient in using the Sheltered Instruction Observation Protocol for English Language Learners.

Knowledge Base

The theories and research underlying discussions and recommended practices proposed in this course have been extrapolated from the fields of child development, education, sociolinguistics, psycholinguistics, and sociology. Critical to us is Lev Vygotsky's (1978) sociolinguistics theory, which reminds us that children use language to organize their thinking as well as to learn and to communicate. Hence, our lesson planning must take this into consideration as we select or create learning opportunities for our English Learners.

Course Goals

This course is intended to assist students to meet the competencies specified in the following California Commission on Teacher Credentialing Education Specialist Standards:

Education Specialist Preliminary Program Standard 3: Educating Diverse Learners

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence-based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

Education Specialist Preliminary Program Standard 10: Preparation to Teach English Language Learners

The program provides candidates opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structure and resources designated to meet English learner students' needs. Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories principles, and practices for (a) English language Development leading to comprehensive literacy in English, and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using material, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers. Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development. Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standard. Candidates learn how cognitive, pedagogical, and individual factors affect students' language acquisition.

Multiple Subject Preliminary Program Standard 3: Foundational Ideas and Research

Through planned prerequisite and/or professional preparation, candidates learn major concepts, principles, theories and research related to: (a) child and adolescent development (cognitive, linguistic, social, emotional, and physical); (b) human learning, and (c) social, cultural, philosophical and historical foundations of education.

The program provides opportunities for candidate to examine how selected concepts and principle are represented in contemporary educational policies and practices in California schools.

Multiple Subject Preliminary Program Standard 4: Relationships Between Theory and Practice

The teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflection on the relationships between foundational issues, theories, and professional practice related to teaching and learning.

In coursework, classroom observations, and supervised fieldwork candidates examine research based theories and their relationships to (a) principles of human learning and development, (b) pedagogical strategies and options, (c) curriculum, instruction, and assessment and (d) student accomplishments, attitudes, and conduct.

Working collaboratively, course instructors, program field supervisors, and district supports personnel explain and illustrate a variety of models of teaching and the application of these models contextually. They instruct and coach candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices and how these theories and practices inform school policies and practices.

Intern Program Delivery Model

In an intern delivery model the program design addresses this standard in the specific context of being the teacher of record.

Multiple Subject Preliminary Program Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession

The preparation program ensures that each candidate explores a variety of perspectives and begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. Candidates study different perspectives on teaching and learning, and explore alternative concepts of education.

The program provides opportunities for candidates to examine research on relationships between (a) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (b) teacher expectations and student achievement. The program educates candidates on laws pertaining to health, safety, protection, access and educational equity for all students.

During interrelated coursework and fieldwork, candidates learn how social, emotional, cognitive, cultural, and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations, and behaviors strongly affect learning on the part of student groups and individuals.

The program provides opportunities for each candidate to promote student academic progress equitable and conscientiously, and fosters the intellectual, social, and personal development of all children and adolescents, while emphasizing the teacher's unique role in advancing each student's academic achievements and advocating for students/ through formal instruction coaching, and supervision candidates assume the responsibility to maximize each learner's achievements by building on students' prior instruction and experience.

The program provides opportunities for candidate to learn the importance of challenging students to set and meet high academic expectation for themselves They learn to use multiple sources of information, including qualitative and quantitative data, to assess students' existing knowledge and abilities and to establish ambitious learning goals for students.

Individually and collaboratively with colleagues, candidate examine and reflect on their teaching practice and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers. Candidates collaborate with colleagues to design and deliver effective coordinate instruction.

Intern Program Delivery Model

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 5: Professional Perspectives toward Student Learning and the Teaching Profession

Multiple Subject Preliminary Program Standard 6: Pedagogy and Reflective Practice

To maximize student learning, candidates learn to create and maintain well-managed classrooms that foster students' physical, cognitive, emotional, and social-wellbeing. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol.

By design, the preliminary teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on teaching practices. The program fosters each candidate's realization that the analysis and assessment of practices promote a teacher's professional growth.

In the program candidates read, analyze, discuss, and evaluate professional literature pertaining to important contemporary issues in California schools and classrooms and use sources of professional information in making decisions about teaching and learning.

Candidates learn how to use and interpret student assessment data from multiple measures of student academic performance to inform instruction. They learn how to plan and differentiate instruction based on student assessment data and diverse learning needs, English learners of

varied proficiency levels, educational and cultural backgrounds, speakers of non-dominant varieties of English, and advanced learners.

Candidates learn to select, assess, make pedagogical decisions, and reflect on instructional practices in relation to (a) state-adopted academic content standards for students and curriculum frameworks, (b) principles of human development and learning, (c) the observed effects of different practices, and (d) consultation with colleagues.

Multiple Subject Preliminary Program Standard 7: Preparation to Teach Reading-Language Arts

Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Each candidate will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading / Language Arts Framework (2007). The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners (including struggling readers, students with special needs, typologies of English learners, speakers of non-dominant varieties of English and advanced learners) who have varied reading levels and language backgrounds as referenced in the Reading Instruction Competency Assessment (RICA) Content Specifications and Chapter 7 of the Reading/Language Arts Framework (2007). Language Arts encompasses the domains of: Reading, Writing, Written and Oral English-Language Conventions, and Listening and Speaking.

The preparation program provides each candidate for a multiple subject teaching credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with the Reading/Language Arts Framework (2007).

The Multiple Subject credential program prepares candidates to do the following:

	Reading	Writing	Listening and Speaking
Instructional Planning / Objectives / Design	<ul style="list-style-type: none"> Strategically select and sequence the curricula to be taught as outlined in the Reading/Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience Understand features of instructional design including what to teach and when to introduce skills and concepts how to select examples, how to integrate standards, and how to teach for transference and generalization 		
Instructional Delivery	Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlines	Demonstrate knowledge of components of effective instructional delivery in writing as	Demonstrate knowledge of components of effective instructional delivery in listening

	<p>in the Reading/Language Arts Framework (2007). These strands include:</p> <ul style="list-style-type: none"> • Word analysis • Fluency • Vocabulary, academic language, and background knowledge • Reading comprehension • Literary response and analysis <p>Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007) For example:</p> <ul style="list-style-type: none"> • Orientation (e.g. engagement, teacher demonstration) • Presentation (e.g. explicit instruction, modeling, pacing) • Structured practice (e.g. reinforcement, questioning, feedback) • Guided practice (e.g. questioning, feedback, corrections, peer-mediated instruction) • Independent practice and application • Independent practice (e.g. opportunities for students to show level of mastery) 	<p>described in the Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> • The systematic progression of instruction and application of foundational writing strategies, applications, conventions, and processes • Writing applications according to purposes, audiences, and grade-level appropriate genres (incorporating their corresponding language functions, forms, and vocabulary) • Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization, and spelling) 	<p>and speaking as describe in the Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> • The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction n reading and writing • Listening and speaking strategies that include listening comprehension organization and delivery of oral communication, analysis and evaluation or oral and media communication (grade level appropriate)
Assessment	<p>Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to use multiple monitoring measures within the three basic types of assessments (as listed below) to determine students’ progress towards state adopted content standards, as reference in Chapter Six of the Reading Language Arts Framework (2007). Candidates need to be able to</p>	<p>Understand that assessment and instruction are linked within any curriculum. Therefore candidates must demonstrate knowledge and ability to utilize ongoing</p>	

	<p>analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards:</p> <ul style="list-style-type: none"> • Entry level assessment for instructional planning • Monitoring student progress • Post-test or summative assessment 	<p>assessments, both formal and informal to determine students' progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.</p>
<p>Universal Access/ Differentiated Instruction</p>	<p>Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners including recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e. Benchmark, strategic, and intensive groups). For example:</p> <ul style="list-style-type: none"> • Using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students • Using flexible grouping, individualized instruction and whole-class instruction as needed • Using selections listed in Recommended Literature, Prekindergarten through Twelfth Grade 	

Intern Program Delivery Model

The intern pre-service component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts; Multiple Subject Reading, Writing, and Related Language Instruction.

Multiple Subject Program Standard 9: Equity, Diversity and Access to the Curriculum for all Children

Candidates examine principles of educational equity, diversity, cultural and linguistic responsiveness and their implementation in curriculum content and school practices for all students.

Candidates provide all students equitable access to the core curriculum and all aspects of the school community. The program opportunities for candidates to learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic and linguistic or family backgrounds, gender, gender identity, and sexual orientation, students with disabilities and advanced learners, and students with a combination of special instructional needs.

Candidates are prepared to effectively teach diverse students by increasing candidates' knowledge and understanding of the background experiences, home languages, skills and

abilities of student populations, and by teaching them to apply appropriate pedagogical practices informed by sound theory and research that provide access to the core curriculum and lead to high achievement for all students.

Candidates study and discuss the historical and cultural traditions of the cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resource in the instruction program of a classroom.

Candidates develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all student. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

Candidates have the opportunities to systematically examine his/her stated and implied beliefs, attitudes and expectation about diverse students, families, schools and communities and to apply pedagogical practices that foster high expectation for academic performance from all participants in all contexts.

Multiple Subject Program Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

Through planned prerequisite and/or professional preparation, the teacher preparation program ensures the following:

Candidates are provided multiple opportunities to learn how personal, family, school, community, and environmental factors are related to students' academic, physical, emotional, cultural and social well-being. Candidates have knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities and more effectively engage with families and communities.

Candidates have knowledge of major laws and principles that address student rights and parent rights pertaining to student placements. Candidates learn about the effects of student health, safety and accident prevention on student learning. Candidates study the legal responsibilities of teachers related to student health safety and the reporting requirements relating to child abuse and neglect.

Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments including recognizing and defusing situations that may lead to student conflict or violence.

Candidates understand the effects of family involvement on teaching, learning and academic achievement including an understanding of cultural differences in home-school relationships. Candidates learn and apply skills for communicating and working constructively with students, their families and community members including the effective use of interpreters.

Candidates understand when and how to access site-based and community resources and agencies, in order to provide integrated support to meet the individual needs of each student, including, social, health, educational, language services and other resources.

Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common chronic and communicable disease of children and adolescents and how to make referrals when these diseases are recognizable at school. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth.

Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics drugs and tobacco and ways to identify refer and support students and their families who may be at risk of physical, psychological, emotional, or social health problems.

Candidates complete infant, child, and adult cardiopulmonary resuscitation (CPR) certification that meet the criteria of the American Heart Association or the American Red Cross.

Multiple Subject Program Standard 12: Preparation to Teach English Learners

Through planned prerequisite and/or professional preparation, the teacher preparation program ensures the following:

Candidates learn foundations for successful English learner achievement:

- Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, positive and negative language transfer, and how home language literacy connects to second language development.
- Candidates learn from current research and practice how cognitive, pedagogical, and individual factors affect students' language acquisition.
- Candidates acquire skills for managing and organizing a classroom with first and second-language learners.
- Candidates acquire skills to collaborate with specialists and paraprofessionals.
- Candidates learn and understand the importance of students' family and cultural backgrounds, and experiences in planning instruction and supporting student learning.
- Candidates communicate effectively with parents and families.

Candidates understand effective program design and structure for English learners:

- Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligation for teaching English learners.
- Candidates learn how to implement an instructional program that facilitates the two goals mandated by California to acquire academic, English and accelerate grade-level academic achievement by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading, and writing skills in academic English.

- Candidates learn the purposes, goals, and content of the locally adopted instructional program for the effective teaching and support of English learners to meet the two goals of acquiring English and accelerating academic achievement.
- Candidates understand the local and school organizational structure and resources designed to meet the diverse needs of English learners (e.g. typologies, home language literacy, level of English proficiency, cultural backgrounds).

Candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners, and candidates understand the local and school organizational structure and resources designed to meet English learner students' needs.

Candidates understand and implement effective instructional practices for ELD and content instruction for English learners, including systematic explicit ELD instruction.

Candidates learn about state and federal legal requirements for the placement and instruction for English learners.

Candidates have opportunities to learn and are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English, and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

- Candidates acquire and (including performance based assessment) to identify students' language proficiencies and to develop effective content standards (e.g., development of content and language objectives, flexible strategic grouping, structured oral instruction).
- Candidates learn how to differentiate instruction based upon their students' primary language and proficiency levels in English and considering the students' culture level of acculturation and prior schooling.
- Candidates understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency.
- Candidates learn to analyze and articulate the language and literacy demands inherent in content area instruction for English language learners (e.g. linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).
- Candidates learn how to use a wide variety of strategies for including ELs in mainstream curriculum, providing scaffolding modeling, and support while maintaining access to academic content and providing opportunities for language development.

Intern Program Delivery Model

In pre-service, teacher preparation programs provide candidates with a knowledge of and ability to teach English learners, including but not limited to Specially Designed Academic Instruction in English (SDAIE) methodology, language acquisition and English Language Development (ELD) as applicable to a multiple subjects or single subject content classroom.

Multiple Subjects Preliminary Credential Program Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom

Through planned prerequisites and/or professional preparation the teacher preparation program ensures the following:

Candidates demonstrate a basic level of knowledge and skills in (a) assessing the learning and abilities of students in order to identify and differentiate for those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; (b) assessing the language abilities of students in order to identify and differentiate for those needing referral for assessment identification of disabilities and eligibility for special education, Section 504 services or gifted and talented education programs (c) considering issues of language learning as compared to issues of language disability and how these relate to academic achievement (d) providing appropriate differentiated instruction that ensures all students access to the core curriculum, (e) selecting and using appropriate instructional materials and technologies including assistive technologies to meet the needs of students with special needs in the general education classroom, and (f) identifying when and how to address social integration needs of students with disabilities who are included in the general education classroom

Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of student in the general education classroom, including all categories of special populations such as students with disabilities students on behavior plans English learners, and gifted and talented students. Candidates understand that students may be represented in multiple subgroups.

Candidates learn about the role of the general education teacher in identifying and teaching students with special needs as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher's role and responsibilities in developing and implementing tiered interventions.

Candidates demonstrate skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom and demonstrate skill in collaborative planning and instruction with education specialists and other school professionals.

Intern Program Delivery Model

In pre-service, teacher preparation programs provide candidates with a knowledge of and ability to teach Special Populations (Students with Special Needs) in the general education classroom.

Course Learning Outcomes (CLO)

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

1. 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.
2. Discuss research and learning theories related or applicable to English Language Learners (ELLs) in special education programs.

3. Identify models, methods, curriculum, strategies, and teaching behaviors related to English language teaching and learning.
4. Discuss assumptions underlying various methods, approaches, and materials in current use for ELLs in classes such as, English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).
5. Propose and discuss modifications to instruction and learning materials based on data collected among English language learning students.
6. Utilize various techniques to develop listening and reading comprehension, oral and written communication, decoding, and spelling skills.
7. Utilize materials from the content-areas to develop or enhance English language skills among ELLs.
8. Discuss strategies for grouping, organizing, and managing classrooms to enhance the instruction of ELLs with and without disabilities.
9. Demonstrate competence in selecting evaluation procedures and tools appropriate to assess different levels of English language proficiency /competence.
10. Demonstrate planning competence in applying data-based decision-making to instruction by constructing and interpreting a case and developing further recommendations for an Individualized Education Plan (IEP).

Required Textbook and Readings

Textbook: Echevarría, J, Vogt, M. & Short, D.J. (2013). *Making content comprehensible for English learners: The SIOP model* (4th ed.). Upper Saddle River, NJ: Pearson

The textbook can be purchased through the [SJSU Spartan Bookstore](http://www.sjsu.bncollege.com) at www.sjsu.bncollege.com or online from [Amazon](http://www.amazon.com) at <http://www.amazon.com>.

Readings:

Artiles, A. & Ortiz, A. (2002). English Language Learners AND Special Education “Before Assessing a Child for Special Education, First Assess the Instructional Program.” A summary of English language learners with special education needs by Alfredo J. Artiles and Alba A. Ortiz (2002). Retrieved January 17, 2016, from <http://www.misd.net/bilingual/pdf/ellsandspedcal.pdf>

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- NEA (2007). Focus on Hispanics: Special education and English language learners. National Education Association. Retrieved January 5, 2016 from http://www.nea.org/assets/docs/HE/mf_hispanicfocus07.pdf
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- Spinelli, C. G. (2008). Addressing the issue of cultural and linguistic diversity and assessment: Informal evaluation measures for English Language Learners. *Reading & Writing Quarterly*, 24, 101-118.
- Tomlinson, C. A. (1999). Mapping a route toward differentiated instruction. *Educational Leadership*, 57(1), 12-16.
- Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *The International Journal of Bilingual Education and Bilingualism*, 9(2), 159-180.
- Waterman & Harry (2008). Building collaboration between schools and parents of English language: Transcending barriers, creating opportunities. Retrieved January 10, 2016,

from

[http://www.niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/Building Collaboration Between Schools and Parents of ELLs.pdf](http://www.niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/Building_Collaboration_Between_Schools_and_Parents_of_ELLs.pdf)

Supplemental Journals

Behavioral Disorders

Beyond Behavior

Bilingual Research Journal

Exceptional Children

Intervention in School and Clinic

Journal of Counseling Psychology

Journal of Emotional and Behavioral Disorders

Journal of Learning Disabilities

Journal of Positive Behavioral Interventions

Journal of Special Education

Learning Disabilities Research and Practice

NABE News

NASSP Bulletin

Preventing School Failure

Remedial and Special Education

School Psychology Quarterly

Teacher Education Quarterly

Teaching Exceptional Children

TESOL Quarterly

Suggested Web Resources

- Center for Applied Linguistics www.cal.org/topics/ell/ (Free online resources including *CAL Digests*)
- Center for Research on Education, Diversity, and Excellence www.crede.berkeley.edu
- Council for Children with Behavior Disorders <http://www.ccbd.net>
- Council for Exceptional Children www.cec.sped.org
- ED Pubs <http://www.edpubs.gov> (Free online resources)
- National Association for Bilingual Education (NABE) www.nabe.org
- National Association of School Psychologists www.nasponline.org
- National Center for Education Statistics (NCES) <http://nces.ed.gov>
- National Center on Educational Outcomes www.cehd.umn.edu/nceo
- National Clearinghouse of English Language Acquisition, Secondary ELL Resources (NCELA) www.ncela.gwu.edu/resabout/ells
- National Dissemination Center for Children with Disabilities <http://www.nichcy.org>
- National Institute on Disability and Rehabilitation Research (NIDRR) <http://www2.ed.gov/about/offices/list/osers/nidrr/index.html>

- Office of Special Education Programs
<http://www2.ed.gov/about/offices/list/osers/osep/index.html>
- Office of Special Education and Rehabilitative Services
<http://www2.ed.gov/about/offices/list/osers/index.html>
- Teachers of English to Speakers of Other Languages (TESOL) www.tesol.org
- U.S. Department of Education: <http://www.ed.gov>
- What Works Clearinghouse <http://www.whatworks.ed.gov>

Library Liaison

Teresa Slobuski

Email: Teresa.Slobuski@sjsu.edu Phone: (408) 808-2318

Course Requirements

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignments and Grading

Planned Assignments	Due Dates	Points
<ul style="list-style-type: none"> • Punctual Attendance, Active Participation, and Professional Dispositions 	Every Class	30
<ul style="list-style-type: none"> • SIOP Strategy/Activity Demonstration 	Dates vary	10
<ul style="list-style-type: none"> • SIOP Lesson Plan Beginner 	3/16/16	10
<ul style="list-style-type: none"> • SIOP Lesson Plan Intermediate 	4/13/16	15
<ul style="list-style-type: none"> • SIOP Lesson Plan Advanced 	5/04/16	20
<ul style="list-style-type: none"> • Final Exam 	5/18/16	15
Total Possible Points		100

Description of Planned Assignments

- **Punctual Attendance, Active Participation, and Professional Dispositions** (30 Points)
Punctual attendance and active participation are required of all students in every class meeting. Students are responsible for completing assigned readings prior to coming to class and expected to contribute to both small and large group discussions.

Candidates will complete weekly in-class participation activities drawn from course readings that will include a combination of reflections, quizzes, discussions, and practice exercises. Students must be present in class during the activity to earn participation points. Missed participation points cannot be made up.

In their work with peers, faculty, staff, and community members, each teacher candidate is expected to exhibit professional dispositions such as fairness, integrity, respectful communication, and commitment to reflective practice and professional growth (NCATE Unit Standards, 2008).

- **SIOP Strategy/Activity Demonstration** (10 Points)
Each class member will choose a strategy or activity described in the SIOP book, adapt it to either their own content area or the content of this course, and demonstrate it in class. From this ten-minute long demonstration, it should be clear to all class members how to implement the strategy or activity. A debriefing session will follow the demonstration. This assignment involves preparation before coming to class. Standing in the front and explaining the strategy or activity will not do.
- **SIOP Lesson Plan One – Beginner** (10 Points)
Candidates will develop a SIOP Lesson Plan for English Language Learners at the beginner's stage. Candidates must apply knowledge of stages and incorporate strategies from the textbook to address the student's profile and Common Core Standards for the appropriate grade level. Due date for SIOP Lesson Plan 1 is **March 16, 2016**.
- **SIOP Lesson Plan Two – Intermediate** (15 Points)
Candidates will develop a SIOP Lesson Plan for English Language Learners at the intermediate stage. Candidates must apply knowledge of stages and incorporate strategies from the textbook to address the student's profile and Common Core Standards for the appropriate grade level. Due date for SIOP Lesson Plan 2 is **April 13, 2016**.
- **SIOP Lesson Plan Three – Advanced** (20 Points)
Candidates will develop a SIOP Lesson Plan for English Language Learners at the advanced stage. Candidates must apply knowledge of stages and incorporate strategies from the textbook to address the student's profile and Common Core Standards for the appropriate grade level. Due date for SIOP Lesson Plan 3 is **May 4, 2016**.
- **Final Examination** (15 Points)

Candidates will answer questions based on teaching vignettes to demonstrate competency in addressing the specific language needs of English learners at various levels of English proficiency by suggesting appropriate instructional strategies and teaching practices to support their academic achievement in inclusive mainstream classrooms. The Final Examination will take place Wednesday, May 18, 2016.

Note:

- Candidates who are not ready to present when scheduled will forfeit their presentation points. There will be no exceptions.
- Work that is not your original creation or that has been submitted to other professors for credit is not acceptable and would constitute academic dishonesty. Also, groups/individual candidates who are not ready to present when scheduled will forfeit their presentation points. There will be no exceptions.
- Assignment length does not include cover page, reference page(s), or any appendices. Please turn in both a hard copy and a soft copy of your assignments.

Grading Policy

The final grade for this course will be recorded as a letter grade based upon the following grading scale:

93-100	A	4.00	82-80	B-	2.67	69-67	D+	1.33
90-92	A-	3.67	79-77	C+	2.33	66-63	D	1.00
89-87	B+	3.33	76-73	C	2.00	62-60	D-	.67
86-83	B	3.00	72-70	C-	1.67	59 and below	F	.00

The grade of A is awarded only in cases of outstanding in-class and out-of-class work.

Credential candidates are expected to earn at least a B in all credential courses. Candidates are at risk for disqualification from the program for any grade of C or lower.

An “Incomplete” for the semester may be considered under extreme circumstances at the instructor’s discretion. Consideration requires that all written work turned in on time and a minimum of 80% of the course requirements had already been completed at the time of the request.

Late Work Policy

It is expected that all assignments will be completed and submitted on time, which is the start of class on the due date. Late assignments lose 10% of their value for each day that they are late.

Written Assignments

All written assignments need to be word-processed (double-spaced, 1-inch margins all around, with a standard font of size 12 points), paginated, and free of mechanical and grammatical errors.

Please follow APA style to format your papers and provide complete citations when required to do so. Should you need help with this, please let me know ahead of time and I will be happy to help you during my office hours.

Classroom Protocol

It is required that cell phones/ smart phones be turned off (or on vibrate mode for emergency calls) and that full attention is given to the class. Laptops and tablets should be used for class purposes only. Texting, checking social media sites and similar activities are considered highly inappropriate in this academic environment, particularly of future teachers. This behavior will not be tolerated. Class members are expected to participate actively in every course session and to alert the professor in advance if they have to miss class. Please review Academic Senate Policy S90-5 (<http://www.sjsu.edu/senate/s90-5.htm>) on Student Rights and Responsibilities.

Candidates are reminded that their course grade may be negatively impacted with repeated violations of classroom protocol and a negative disposition sheet may be submitted to the Department.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Academic integrity Policy

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Plagiarism will not be tolerated and will result in failure of the course and possibly expulsion from the university. All work you submit must be your own. Any other sources you use in your writing must be properly cited. If you have questions about how/when to cite others' work or you are struggling to complete an assignment independently, please speak to me immediately.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at

http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays Policy

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit the Counseling Services website at <http://www.sjsu.edu/counseling>

Course Schedule			
Week	Date	Topics, Readings, Assignments, and Deadlines	CLOs
1	2/03/16	<p>Introduction – Course syllabus, requirements, assignments, and expectations</p> <p>Topics:</p> <ul style="list-style-type: none"> • Who are English language learners? • Introduction to cultural and linguistic diversity 	CLO 2
2	2/10/16	<p>Topics:</p> <ul style="list-style-type: none"> • ELLs and special education • Learning disability or language acquisition? • Stages of second language acquisition • Introduction to the SIOP Model of Sheltered Instruction <p>Readings:</p> <ul style="list-style-type: none"> • Artiles & Ortiz (2002) • Klingner et al. (2008a) • Krashen (2013) • NEA (2007) • SIOP, Ch. 1 	CLO 1, 2, 3, 4
3	2/17/16 Online Class	<p>Topics:</p> <ul style="list-style-type: none"> • Content and language objectives • Analyzing language demands of lesson plans • CELDT levels <p>Readings:</p> <ul style="list-style-type: none"> • CELDT CalEdFacts (2015) • CELDT Information Guide (2015) • SIOP, Ch. 2 <p>Due: SIOP Strategy/Activity Demonstration(s) Active participation in online forum</p>	CLO 1, 5
4	2/24/16	<p>Topics:</p>	CLO 1, 2,

Course Schedule			
Week	Date	Topics, Readings, Assignments, and Deadlines	CLOs
		<ul style="list-style-type: none"> • Culturally competent assessment of ELLs for SPED services • Culturally relevant pedagogy • IEPs for ELLs with learning disabilities • Building background <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Blatchley & Lau (2010) • Ladson-Billings (1995) • SIOP, Ch. 3 <p><u>Due:</u> SIOP Strategy/Activity Demonstration(s)</p>	10
5	3/02/16	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • RtI and ELLs • Data-based decision making • Universal design for learning <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Brown & Sanford (2011) • Klingner et al. (2008b) • NCCREST (2005) • SIOP, Ch. 10 	CLO 1, 2, 5
6	3/09/16	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Comprehensible input • Scaffolding <p><u>Readings:</u></p> <ul style="list-style-type: none"> • SIOP, Ch. 4 • Walqui (2006) <p><u>Due:</u> SIOP Strategy/Activity Demonstration(s)</p>	CLO 3, 4

Course Schedule			
Week	Date	Topics, Readings, Assignments, and Deadlines	CLOs
7	3/16/16	<p>Lesson Plans – Beginners</p> <p><u>Due:</u></p> <ul style="list-style-type: none"> • Complete Lesson Plan One • Be prepared to present lesson to class 	CLO 5-8
8	3/23/16	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Instructional strategies • SDAIE • Differentiated instruction <p><u>Readings:</u></p> <ul style="list-style-type: none"> • SIOP, Ch. 5 • SIOP, Ch. 6 • Harvey & Goudvis (2007) • Tomlinson (1999) <p><u>Due:</u> SIOP Strategy/Activity Demonstration(s)</p>	CLO 5-8
9	3/30/16	Spring Break – No Class	
10	4/06/16	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Practice and application • Lesson delivery <p><u>Readings:</u></p> <ul style="list-style-type: none"> • SIOP, Ch. 7 • SIOP, Ch. 8 <p><u>Due:</u> SIOP Strategy/Activity Demonstration(s)</p>	CLO 5-8
11	04/13/16	Lesson Plans – Intermediate	

Course Schedule			
Week	Date	Topics, Readings, Assignments, and Deadlines	CLOs
		<p><u>Due:</u></p> <ul style="list-style-type: none"> • Complete Lesson Plan Two • Be prepared to present your lesson to the class 	CLO 5-8
12	04/20/16	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Assessments • Using the SIOP protocol <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Spinelli (2008) • SIOP, Ch. 9 • SIOP, Ch. 11 <p><u>Due:</u> SIOP Strategy/Activity Demonstration(s)</p>	CLO 9, 10
13	04/27/16	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Engaging ELL families • Building collaboration between schools and families • Funds of knowledge • Long-term ELLs <p><u>Due:</u></p> <ul style="list-style-type: none"> • Moll et al. (1992) • Olsen (2010b) • Panferov (2010) • Waterman & Harry (2008) 	CLO 3
14	5/04/16	<p>Lesson Plans – Advanced</p> <p><u>Due:</u></p> <ul style="list-style-type: none"> • Complete Lesson Plan Three • Be prepared to present your lesson to the class 	CLO 5-8

Course Schedule			
Week	Date	Topics, Readings, Assignments, and Deadlines	CLOs
15	5/11/16	Review in preparation for the final exam	CLO 1-10
16	5/18/16	Final Exam in Class	CLO 1-10

The instructor reserves the right to adjust the course schedule as needed. Updates will be announced in class and posted to the course website.