

San José State University

**Connie L. Lurie College of Education
Department of Special Education
EDSE 224A: Methodologies for English Language Learners
in Special Education
Section 01**

Fall 2014

Course and Contact Information

Instructor:	Dr. Lisa Simpson
Office Location:	Sweeney Hall 235
Telephone:	408-924-TBD
Email:	lisa.simpson@sjsu.edu
Office Hours:	Mondays and Wednesdays 3:00-5:00 and by appointment
Class Days/Time:	Wednesday 7:00-9:45
Classroom:	Sweeney Hall 230
Prerequisites:	Department of Instructor consent

Course Format

This course follows a traditional format with three hours of face-to-face class time each week. Course participants will need to access the Internet for some out of class assignments.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [CANVAS](https://sjsu.instructure.com/courses/1115477) learning management system course website at <https://sjsu.instructure.com/courses/1115477>. Course participants are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

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 Learners (EL's). 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, therapy procedures,

strategies, materials, and resources. Primarily, teachers and future teacher candidates will increase their repertoire of teaching learning strategies to assist these 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 CCTC 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-well being. 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	<p>Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlines 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>Demonstrate knowledge of components of effective instructional delivery in writing as 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>Demonstrate knowledge of components of effective instructional delivery in listening 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 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>Understand that assessment and instruction are linked within any curriculum. Therefore candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students’ progress towards state adopted content standards. Candidates need to be ale to analyze and interpret results to plan effective and differentiated instruction and</p>

		interventions.
Universal Access/Differentiated Instruction	<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 hole-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 disease 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 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 English Learners (EL's) 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 English Learners.
8. Discuss strategies for grouping, organizing, and managing classrooms to enhance the instruction of English Learners with and without disabilities.
9. Demonstrate developing 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 Texts/Readings

Textbook

Making Content Comprehensible for English Learners: The SIOP Model
ISBN-10: 0205518869

Textbook can be purchased through the [SJSU bookstore](#) at <http://sjsu.bncollege.com/webpage/wcs/stores/servlet/BNCBHomePage?storeID=65133&catalogId=10001&langId=-1> or online from [Amazon](#) at <http://www.amazon.com/>

Supplemental Readings

Artiles, A. & Ortiz, A. (2002). *English Language Learners With Special Education Needs: Identification, Assessment, and Instruction* (Professional Practice Series - Center for Applied Linguistics).

Beers, K. (2003). *When kids can't read what teachers can do: A guide for teachers 6-12*. Portsmouth, NH: Heinemann.

Caspe, M., & Melzi, G. (2008). Cultural variations in mother-child narrative discourse style. In A. McCabe, A. Bailey & G. Melzi (Eds.), *Spanish-language narration and literacy: Culture, cognition and emotion* (pp. 6-33). Cambridge: Cambridge University Press.

Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56(1), 18-36.4.

Gallego, M. A., Duran, G. Z., & Reyes, E. I. (2006). It depends: A sociohistorical account of the definition and methods of identification of Learning Disabilities. *Teachers College* (1992) 51-119.

Garcia, S. B., Perez, A. M., & Ortiz, A. A. (2000). Mexican American mothers' beliefs about disabilities: Implications for early childhood intervention. *Remedial and Special Education*, 21(2), 90-100.

Goodman, Y. M., Watson, D. J., & Burke, C. L. (1987). *Reading Miscue Inventory*. Katonah, NY: Richard C. Owen Publishers.

Harry, B., Arnaiz, P., Klinger, J. K., & Sturges, K. (2008). Schooling and the construction of identity among minority students in Spain and the United States. *The Journal of Special Education*, 42(1), 15-25.

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. Portland, Maine: Stenhouse Publishers.

Hoover, J. J., Klinger, J. K., Baca, L. M., & Patton, J. M. (2008b). Second Language Acquisition and students with disabilities. In *Methods for teaching culturally and linguistically diverse exceptional learners* (pp. 58-77). Upper Saddle River, NJ: Pearson.

Jimenez, R. T. (2000). Literacy and the identity development of Latina/o students. *American Educational Research Journal*, 37(4), 971-1000.

Klinger, J. K., de Schonewise, E. A., de Onis, C., & Barletta, L. M. (2008a). Misconceptions about Second Language Acquisition Process. In J. K. Klinger, J. J. Hoover & L. M. Baca (Eds.), *Why do English Language*

Learners struggle with reading? Distinguishing language acquisition from learning disabilities (pp. 17-35). Thousand Oaks, CA: Corwin Press.

Klinger, J. K., de Schonewise, E. A., de Onis, C., & Barletta, L. M. (2008b). Response to intervention models and English Language Learners. In *Why Do English Language Learners struggle with reading? Distinguishing Language Acquisition from Learning Disabilities* (pp. 37-56). Thousand Oaks, CA: Corwin Press.

Klinger, J. K., Hoover, J. J., & Baca, L. M. (2008). *Why do English Language Learners struggle with reading? Distinguishing Language Acquisition from Learning Disabilities*. Thousand Oaks, CA: Corwin Press.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165.

Leake, D., & Boone, R. (2007). Multicultural perspectives on self-determination from youth, parent, and teacher focus groups. *Career Development for Exceptional Individuals*, 30(2), 104-115.

Macswan, J., & Rolstad, K. (2006). How language proficiency tests mislead us about ability: Implications for English Language Learner Placement in Special Education. *Teachers College Record*, 108(11), 2304-2328.

McCabe, A. & Bliss, L. (2003). *Patterns of Narrative Discourse: A multicultural, life span approach* (pp. 21-30, 73-90). Boston: Allyn & Bacon.

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.

NCCREST. (2005). *Cultural Considerations and Challenges in Response-to-Intervention Models*.

Rhodes, L. K., & Dudley-Marling, C. (1996). *Readers and writers with a difference*. Portsmouth, NH: Heinemann.

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*, 12-16.

Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Vogt, M., & Echevarria, J. (2008). *99 ideas and activities for teaching English learners with the SIOP model*. Boston, MA: Pearson.

Walqui, A. (2006). Scaffolding instruction for English Language Learners: A conceptual framework. *The International Journal of Bilingual Education and Bilingualism*, 9(2), 159-180.

Supplemental Journals

Bilingual Research Journal
Learning Disabilities Research and Practice
TESOL Quarterly
Journal of Positive Behavioral Interventions
NABE News

Preventing School Failure
Exceptional Children
Intervention in School and Clinic
Teaching Exceptional Children
Journal of Learning Disabilities

Journal of Special Education
Remedial and Special Education
Behavioral Disorders
Teacher Education Quarterly
Beyond Behavior

NASSP Bulletin
Journal of Emotional and Behavioral Disorders
Journal of Counseling Psychology
School Psychology Quarterly

Web-based Resources

<http://www.ed.gov> (U.S. Department of Education)

<http://www2.ed.gov/about/offices/list/osers/index.html> (Office of Special Education and Rehabilitative Services)

<http://www2.ed.gov/about/offices/list/osers/osep/index.html> (Office of Special Education Programs)

<http://www2.ed.gov/about/offices/list/osers/nidrr/index.html> (The National Institute on Disability and Rehabilitation Research (NIDRR))

<http://www.edpubs.gov> ED Pubs (**Free resources**)

<http://nces.ed.gov> (National Center for Education Statistics)

<http://www.whatworks.ed.gov> (What Works Clearinghouse)

<http://www.nichcy.org> (National Dissemination Center for Children with Disabilities)

www.cec.sped.org (Council for Exceptional Children)

<http://www.ccbd.net> (Council for Children with Behavior Disorders)

www.cehd.umn.edu/nceo (National Center on Educational Outcomes)

www.nabe.org (National Association for Bilingual Education)

www.nasponline.org (National Association of School Psychologists)

www.cal.org/topics/ell/ (Center for Applied Linguistics) **Free online resources** (including *CAL Digests*)

www.ncela.gwu.edu/resabout/ells/ (National Clearinghouse of English Language Acquisition, Secondary ELL Resources)

www.tesol.org (Teachers of English to Speakers of Other Languages (TESOL))

www.crede.berkeley.edu (Center for Research on Education, Diversity, and Excellence)

Library Liaison

The library liaison is Teresa Slobuski. Teresa can be reached via email at: teresa.slobuski@sjsu.edu

Course Requirements and Assignments

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>.

1) Weekly Reflections

12 reflections @ 5 point each = 60 points (20% of grade) [CLO 1-10]

Candidates will complete weekly reflections based on course readings, course material, and class discussion. Reflection prompts will be posted to the course website on the day of class. **Reflection responses are to be posted to the course website no later than the Monday following each Wednesday class.** Candidates are expected to respond to at least one other posted response from a classmate. Responses should not be a summary of the reading or course material but rather should be a reflection on how reading or material presented in class impacts the candidate's practice as a special educator.

2) SIOP Lesson Plan One – Beginner

60 points (20% of grade) [CLO 1-10]

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 One is 10/15/14.**

3) SIOP Lesson Plan Two – Intermediate

60 points (20% of grade) [CLO 1-10]

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 Two is 11/05/14.**

4) SIOP Lesson Plan Three – Advanced

60 points (20% of grade) [CLO 1-10]

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 Three is 12/03/14.**

5) Final Examination Lesson Plan Analysis

60 points (20% of grade) [CLO 1-10]

Candidates will complete a Lesson Plan Analysis of one SIOP Lesson Plan for a Specified Level of English Language Learner. Candidates will analyze the various language demands evident throughout the lesson and provide the appropriate strategies to support the specified learner with those demands. **Final Examination will take place Wednesday Dec 17.**

Grading Policy

Assignment	Points	Percentage of Grade
Weekly Reflections	60 points	20 %
SIOP Lesson Plan Beginner	60 points	20 %
SIOP Lesson Plan Intermediate	60 points	20 %
SIOP Lesson Plan Advanced	60 points	20 %
Final Exam Lesson Analysis	60 points	20 %
Total	300 points	100 %

Grading Information:

1. **Candidates must complete all assignments** to receive a grade in this class.
2. All written assignments must meet academic and professional standards for quality and must be written following APA guidelines: Times New Roman 12 pt font, double spaced, one-inch margins, and free of spelling and grammatical errors.
3. 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.
4. **All assignments are due on the assigned date and time** listed in the course schedule. If a problem arises please contact the instructor before the due date. Late assignments will receive a 10% reduction each day they are late up to one week beyond the due date.

Please contact the instructor for extra assistance, to clarify questions, or to discuss concerns about professional preparation at any time.

Grading Equivalents:

A	93-100%	279 – 300
A-	90 -92%	270 – 278
B+	87-89%	261 – 269
B	83-86%	249 – 260
B-	80-82%	240 – 248
C+	77-79%	231 – 239
C	73-76%	219 – 230
C-	70-72%	210 – 218
D	Less than 70%	

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.

Classroom Protocol

All candidates are expected to conduct themselves in a professional manner as members of this course. Preparation in this course reflects each candidate’s ability to become a successful special educator. At a minimum, candidates are expected to adhere to the following:

1. Attend all classes.
2. Arrive to class on time and stay until the end of class.
3. Bring textbook and course materials to each class.
4. **Keep cell phones put away during class.**
5. Use computers during class to take notes or access course materials only.
6. Respect others in class and show tolerance for viewpoints different than ones’ own.

Candidates are reminded that their course grade may be negatively impacted with repeated violations of classroom protocol and/or 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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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.

Consent for Recording of Class and Public Sharing of Instructor Material Policy

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (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](http://www.sjsu.edu/senate/docs/S14-7.pdf) 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](http://www.sjsu.edu/at/asc/) 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](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

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 [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

EDSE 224A / Methodologies for English Language Learners in Special Education, Fall 2014, Course Schedule

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	08/27/14 [CLO 1-10]	Introduction – Review Course Syllabus and Assignments Introduction to Cultural and Linguistic Diversity <u>Assignment:</u> Submit reflection 1 and respond to another by Monday Sept 1
2	09/03/14 [CLO 1,2]	Who are ELs? Characteristics of Learners with Disabilities Learning Disability or Language Acquisition? Characteristics of Lang Acquisition that mirror Learning Disabilities <u>Prepare for Session 2:</u> <i>Read Distinguishing Language Acquisition from Learning Disabilities</i> <u>Assignment:</u> Submit reflection 2 and respond to another by Monday Sept 8
3	09/10/14 [CLO 1,2]	Language Acquisition Process CELDT Levels CELDT for students with disabilities <u>Prepare For Session 3:</u> <i>Read CELDT handbook</i> <i>Read Appendix D - Stages</i> <u>Assignment:</u> Submit reflection 3 and respond to another by Monday Sept 15
4	09/17/14 [CLO 1,2]	IEPs for Students with Disabilities who are ELs Overview Sped Law and ELs <u>Prepare for Session 4:</u> <i>Read Culturally Competent Assessment of ELLs for Sped Services</i> <i>Read Determining Appropriate Referrals of ELLs to Sped</i> <i>Read ELLs and Special Education</i> <u>Assignment:</u> Submit reflection 4 and respond to another by Monday Sept 22
5	09/24/14 [CLO 1,2]	RTI and ELs Instructional Strategies Data Based Decision Making Universal Design for Learning <u>Prepare for Session 5:</u> <i>Read ELL and RTI brief</i> <i>Read RTI for ELLs: Approp. Using Screening and Progress Monitoring Tools</i> <i>Read Textbook Chapter 10</i> <u>Assignment:</u> Submit reflection 5 and respond to another by Monday Sept 29

Week	Date	Topics, Readings, Assignments, Deadlines
6	10/01/14 [CLO 3,4]	Intro to SIOP Model Content and Language Objectives <u>Prepare for Session 6:</u> Read SIOP Textbook Chapters 1 and 2 <u>Assignment:</u> Submit reflection 6 and respond to another by Monday Oct 6
7	10/08/14 [CLO 5-8]	Building Background Comprehensible Input <u>Prepare for Session 7:</u> Read SIOP Textbook Chapter 3 and 4 <u>Assignment:</u> Submit reflection 7 and respond to another by Monday Oct 13
8	10/15/14 [CLO 5-8]	Lesson Plans – Beginners Be Prepared to present lesson to class <u>Prepare for Session 8:</u> Complete lesson plan <u>Assignment:</u> Submit reflection 8 and respond to another by Monday Oct 20 Lesson Plan 1 – Beginner - DUE TODAY
9	10/22/14 [CLO 5-8]	Strategies Interaction <u>Prepare for Session 9:</u> Read SIOP Textbook Chapters 5 and 6 <u>Assignment:</u> Submit reflection 9 and respond to another by Monday Oct 27
10	10/29/14 [CLO 5-8]	Practice and Application Lesson Delivery <u>Prepare for Session 10:</u> Read SIOP Textbook Chapters 7 and 8 <u>Assignment:</u> Submit reflection 10 and respond to another by Monday Nov 3
11	11/05/14 [CLO 5-8]	Lesson Plans – Intermediate Be Prepared to Present lesson to class <u>Prepare for Session 11:</u> Complete Lesson Plan <u>Assignment:</u> Submit reflection 11 and respond to another by Monday Nov 10 Lesson Plan 2 – Intermediate – DUE TODAY

Week	Date	Topics, Readings, Assignments, Deadlines
12	11/12/14 [CLO 9, 10]	Assessments Using SIOP Protocol <u>Prepare for Session 12:</u> Read Textbook Chapter 9 and 11 <u>Assignment:</u> Submit reflection 12 and respond to another by Monday Nov 17
13	11/19/14 [CLO 9, 10]	Collaborating With Families <u>Prepare for Session 13:</u> Read <i>Engaging ELL Families</i> Read <i>Building Collaboration</i> <u>Assignment:</u> Work on Lesson Plan
14	11/26/14	Thanksgiving - No classes after 5:00pm
15	12/03/14 [CLO 9,10]	Lesson Plans – Advanced Be Prepared to Present Lessons to Class <u>Prepare for Session 15:</u> Complete Lesson Plan <u>Assignment:</u> Lesson Plan 3 – Advanced – DUE TODAY
16	12/10/14 [CLO 9,10]	Analyzing Language Demands Oral and Written <u>Prepare for Session 16:</u> Read <i>Analyzing Language Demands of Lesson Plans</i> <u>Assignment:</u> Think about your lesson plans and the language demands for each.
Final Exam	12/17/14 [CLO 1-10]	SH 230 Wednesday Dec 17 7:45 – 10:00

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