Methods for Emergent Bilinguals with Disabilities Section 01

EDSE 224

Fall 2024   1 Unit(s)   08/21/2024 to 12/09/2024   Modified 08/23/2024

👤 Contact Information

Course and Contact Information

Instructor: Dr. Sara Caniglia Schulte

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Office: SH 217

Office Hours

Office Hours are Mondays from 2:30-3:30 on in-person weeks

and by appointment on Zoom.

💻 Course Description and Requisites

Examines the unique considerations of working with emergent bilinguals with and without disabilities in schools. Teaching applications and a conceptual understanding of the intersections of race, culture, disability, and language will be included and applied to the development of curriculum and delivery of instruction and assessment.

Prerequisite(s): Department consent.

Letter Graded

✳ Classroom Protocols

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. **Take a break from social media and distracting technology during class.**
4. Use of computers during class to take notes, access course materials, and participate in class activities is strongly encouraged.
5. Respect others in class and show tolerance for viewpoints different than ones' own.
6. Actively participate in class discussion and activities. Everyone's voice is valued and we all have much to learn from each other.

University Policies

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

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

◎ Course Goals

Program Learning Outcomes (PLO)

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

Teacher Performance Expectations

As part of the Department of Special Education Common Trunk courses, EDSE 224 includes Teacher Performance Expectations (TPEs) across the Mild/Moderate (MM), Extensive Support Needs (ESN) and Early Childhood Credentials.

U.1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. (I, P)

U1.6 Provide a supportive learning environment for students first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. (I, P)

U 2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. (I, P)

U 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. (I)

U 3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge. (I)

U3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment. (I/P)

U4.1 Locate and apply information about students; current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. (I)

U4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; applying principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities; instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and use of community resources and services as applicable. (I)

U4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. (I)

U5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. (I)

U 5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.(P, A)

U 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. (I)

U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (I)

U 6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. (I)

ESN 1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. (I)

ESN 1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (I)

ESN 5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (P)

ESN 5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. (I/P)

MM 1.2 Demonstrate understanding of students with complex communication needs (i.e. students with limited verbal ability) in order to foster access and build comprehension and develop appropriate language development goals for IEPs. (I)

MM 1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities (I)

MM 4.2 Demonstrate the ability to use evidence based and high leverage practices with a range of student needs and evaluate a variety of pedagogical approaches to instruction including instructional sequences, unit and equitable access to content and experiences aligned with state adopted core curriculum. (I)

MM 5.2 Each candidate utilizes assessment data to (1) identify each effective intervention and support techniques, 2) develop needed augmentative and alterative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction, 5) develop communication methods to demonstrate student academic knowledge and 6) address the unique learning, sensory and access needs of students with physical/orthopedic impairments and multiple disabilities (I)

MM 5.4 Demonstrate knowledge of requirements for appropriate assessment and identification of students who's cultural ethnic gender or linguistic differences may be misunderstood or misidentified as manifestations of a disability (I/P)

MM 5.5 Demonstrate knowledge of second language development and distinction between the language disorders, disabilities and language differences. (I/P/A)

ECSE 1.2 Demonstrates applied knowledge of young children's cultural and linguistic background, socioeconomic status, prior learning experiences, social-emotional learning needs and developmental learning needs within instructional planning and intervention. (P)

ECSE 1.4 Demonstrate knowledge of children's language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (I)

ECSE 1.9 Provide a supportive learning environment for students & first and/or second language acquisition by using research-based instructional approaches. (P)

ECSE 3.3 Describe and implement the principles of effective instruction and facilitation in each content domain when planning curriculum and lesson plans within the early childhood special education context. (I)

ECSE 3.9 Adapt the content of the curriculum, organization, and planning to support the acquisition and use of academic language within developmentally- appropriate content-focused learning activities to promote the knowledge of all students in the early childhood special education setting. (I)

ECSE 4.3 Applyknowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions toengage children in learning across developmental and curricular domains (I)

ECSE 4.12 Provide instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through use of their homelanguage. (I)

ECSE 5.3 Demonstrate knowledge of evidence-and standards-based practices indesigning and conducting evaluations and assessments, including selecting and using age, developmentally, linguistically, and culturally appropriate assessments of young children whose cultural,ethnic, gender, or linguistic differences may potentially beconfused with manifestations of a disability. (I)

ECSE 5.4 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. (I)

ECSE 5.7 Interpret English learners and assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction. (I)

ECSE 6.7 Effectively articulate the rationale for instruction and intervention plans through culturally- and linguistically appropriate verbal and written communications to and with family members, other service providers, administration, and other stakeholders. (I)

📊 Course Learning Outcomes (CLOs)

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. Describe how sociopolitical climate and state and federal laws play a role in school policies and ultimately in EL student learning and achievement.
2. Examine multiple theories, perspectives and complexities related to programming models for English learners, and recognize the multifaceted social, psychological and cultural dimensions contributing to language acquisition and language attitudes.
3. Discuss research and learning theories related or applicable to English Language Learners in special education programs. Understand major theories of both first and second language acquisition (SLA), and make informed decisions about the implications of these theories for the instruction of English learners (ELs) and students with disabilities.
4. Identify models, methods, curriculum, strategies, and teaching behaviors related to English language teaching and learning, including English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).
5. Articulate knowledge of the California State ELD standards and ELD formal assessments.
6. Discuss strategies for grouping, organizing, and managing classrooms to enhance the instruction of English Learners with and without disabilities.
7. Demonstrate competence in selecting evaluation procedures and tools appropriate to assess different levels of English language proficiency / competence.

8. Demonstrate planning competence in applying data-based decision-making to instruction by constructing and interpreting a case and developing further recommendations for an Individualized Education Plan (IEP), including appropriate IEP goals and objectives based on the learner's level of linguistic and academic competence, and his/her specific disability.
9. Design lesson plans with strategies/approaches that make content area knowledge accessible to ELs and students with disabilities, explicitly promote academic language development among these students, and incorporate the California ELD standards. Describe how to collaborate with a fellow teacher in developing and delivering lessons.
10. Examine the significant roles of families, teachers, schools, and communities in the process of learning and language acquisition for the ELLs.

📘 Course Materials

Required Texts/Readings
<u>Textbooks</u>

Making Content Comprehensible for Multilingual Learners: The SIOP Model (6th edition)

Pearson 2022

ISBN-13: 9780137878857

(Note: If 6th edition not available may use 5th edition)

Making Content Comprehensible for English Learners: The SIOP Model – 5th edition

Authors: Echevarria, Vogt, & Short

Pearson 2016

ISBN: 978-0134045238

IEPs for ELs and Other Diverse Learners

(Class set available for loan from instructor – do not need to purchase)

Authors: Hoover and Patton

Corwin Press 2017

ISBN: 978-1-5063-2818-8

Other Readings

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

Clegg, J. (2007). Analyzing the language demands of lessons taught in a second language. *Revista española de lingüística aplicada*, (1), 113-128.

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

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

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

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

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

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

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

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

Library Liaison
The Special Education Library Liaison is:

Mantra Roy

   mantra.roy@sjsu.edu

:≡ Course Requirements and Assignments

Course Requirements and Assignments

1. **Online Modules Readings, Questions, Discussion Prompts, and Activities**Candidates will complete five online Modules which can be found in CANVAS under the "Modules" tab. Modules will open on the

assigned days in the course schedule. Candidates should read the Module Overview to find details on readings and assignments. Module assignments are due in CANVAS one week after the module opens. (See Course Schedule)

2. **In class activities** Candidates will complete in class activities during each of the face-to-face class sessions. In class activities are directly related to the course readings and topics covered during the session. In class activities are due at the end of the class session. (See Course Schedule)

3. **Reflections** Candidates will complete reading reflections on 1 of the assigned course readings of their choice based that highlights the experiences of disability and language intersections. Reflections must include a summary of the reading and a connection to the reading from your work or personal experiences. You can choose ONE of the following options to submit your reflection:

   1. Written paper of 1-2 pages double spaced (Note: Grammar and spelling will not count for this assignment.)
   2. An audio recorded segment of 8 minutes or less summarizing the reading and then making connections
   3. A visual display such as a PowerPoint (2-3 slides) or artwork with captions describing the two parts to the assignment
   4. Poetry, music or other method (with approval) of showcasing the summary and reflection.

4. **Written Paper on Distinction between Language Acquisition and Dis / ability** Candidates will submit a 2-3 page, double-spaced paper discussing the similarities and differences between students who are emergent bilinguals, students with learning disabilities, and students who are both emergent bilinguals and students with disabilities. The paper should also discuss steps general education teachers and Education Specialists can take within a Multi-Tiered System of Support to determine whether a student who is an emergent bilingual should be referred for special education and the pros and cons of making the referral. The paper must follow APA format and must be submitted to CANVAS.

5. **Lesson Plan and Demonstration (50 points)** Candidates will work in partners or groups of three to create a lesson plan in the content area of reading/language arts, math, science, or social studies. Candidates may choose the age level they wish to work with to plan the lesson. The lesson plan will follow the SIOP framework and will include specific SDAIE strategies to support students who are emergent bilinguals and students with disabilities with rationales provided for each area of the lesson.

6. **Final Examination: Analysis of Language Demands and Lesson Plan Adaptation (50 points)** The final exam is a take-home exam, and all work must be completed individually. Candidates will complete an Analysis of Language Demands for a given lesson and then adapt the lesson for students who are emergent bilinguals and students with disabilities, providing a rationale for all adaptations.

✔ Grading Information

Grading Information

All assignments are due on the assigned date at the assigned time and must be submitted through CANVAS. Emailed or paper copies of assignments cannot be accepted. If an extension on an assignment is required, the department's late policy requires that <u>students contact the instructor at least 24 hours in advance</u> of the due date with the request. The request must include a designated date on which the

student intends to submit the assignment, which should be within one week of the original due date. **If no contact has been made regarding a missing or late assignment within 5 days, that assignment will receive a zero.**

All written work must be turned in using Microsoft Office Word. The Microsoft Office Suite is available *for free* from the university. If you do not have Microsoft Office on your computer, please refer to [Information Technology Services](http://its.sjsu.edu/services/software/microsoft-students/index.html) (http://its.sjsu.edu/services/software/microsoft-students/index.html) for information on how to download the software on your device. Assignments turned in using Google Docs, Apple Pages, or PDF format will be returned and the student will need to resubmit.

TOTAL POINTS = 220

98-100%	216-220	= A+
92-97%	202-215	= A
90-91%	198-201	= A-
88-89%	194-197	= B+
82-87%	180-193	= B
80-81%	176-179	= B-

Candidates are reminded that they must maintain a GPA of 3.0 and each course should be completed with a grade of B or higher.

🏛 University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Course Schedule

Week	Date	Topics
IN PERSON	8/27	**Introductions** - Setting Course Expectations - Assignments and Syllabus Overview - Who are English Learners and how do we describe them? - Reading Reflections & Modules - Assignment Overview
CANVAS ONLINE MODULE	9/3	Session 2 – Online - Who are emergent bilinguals? - Stages of Language Acquisition - Engaging EL families – building collaboration between schools and families – funds of knowledge - Asset-based instruction - SPED Department disposition expectations
IN PERSON	9/10	Session 3 – In Person - Characteristics of students with LD / Distinguishing Language Acquisition from Learning Disability - Universal Design for Learning - Content and Language Objectives - Building Background - Comprehensible Input
5 CANVAS ONLINE MODULE	9/19	Session 3 - Online - Educational Framework for Diverse Learners with Disabilities - Essential Components of IEPs for English Language Learners - Role and Function of Academic Language in IEPs

IN PERSON	9/24	Session 4 – In Person • Understanding Proficiency Levels • Specially Designed Academic Instruction in English • Strategies • Interaction • Work with partner on lesson plans
CANVAS ONLINE MODULE	10/01	Session 5 – Online **SDAIE and Lesson Plans** • RTI and the MTSS • Specially Designed Academic Instruction in English • Lesson Objectives and Common Core Standards • Lesson Plan Development • Lesson Plan Strategies Overview • PLAAFP Review
IN PERSON	10/8	Session 6 – In Person **Lecture and Discussion:** • Building Background for supporting ELs academic language development • Comprehensible Input to support academic language development Lesson Plan and Demo Q&A, share out lesson ideas with table groups
CANVAS ONLINE MODULE	10/15	Session 7 - Online • Lesson Plans • Practice & Application • Lesson Delivery • Review & Assessment • Using the Lesson Plan Template

IN PERSON	10/21	Session 8 – In Person • Culturally and Linguistically Responsive Present Levels IEPs and Development of Measurable Goals • Practice and Application Delivering Appropriate IEP services • Special Considerations and Diversity • IEP Progress Monitoring
CANVAS ONLINE MODULE	10/29	Session 9 – Online • IEP Transition Plans & IEP Meetings
IN PERSON	11/05	Session 10 – In class • Analyzing language demands of a lesson • Adapting lessons to meet the needs of emergent bilinguals
CANVAS ONLINE MODULE	11/12	Session 11- Online Lesson plan Review & Practice
IN PERSON	11/19	Session 12 In Class • Academic Language and CAL TPA • Academic Language Demands across reading, listening, speaking, and writing domains • Students analyze the language demands of a given lesson plan and consider how to support and develop student skills across all four language areas

CANVAS ONLINE MODULE	11/26	Session 13- Online • Strategies for language development and writing for varied purposes (sentence frames) • Interaction for formal and informal collaborative discussions
IN PERSON	12/03	IN CLASS LESSON PRESENTATIONS
FINAL	12/10	LAST DAY TO TURN IN LESSON PLAN PROJECT IS DEC 10