

# Methods for Emergent Bilinguals with Disabilities Section 02

## EDSE 224

Summer 2024 1 Unit(s) 06/03/2024 to 07/05/2024 Modified 06/04/2024

### Contact Information

---

Instructor:	Dr. Lisa A. Simpson
Office Location:	SH 204
Telephone:	(408) 924-2924
Email:	<a href="mailto:lisa.simpson@sjsu.edu">lisa.simpson@sjsu.edu</a>
Office Hours:	By appointment
Class Days/Time:	Hybrid Course – See course schedule at end of syllabus
Classroom:	Jackson Ave Elem (LVJUSD) Room 21

### Course Information

---

## Course Format: Technology Intensive, Hybrid Course

This course is technology intensive and run in a hybrid format. There will be face-to-face sessions as well as online modules. Participants must have access to the internet, have mastered the use of CANVAS, and commit to using and checking their SJSU email regularly for updates. Participants who are unfamiliar with CANVAS and or unable to access their SJSU email are **STRONGLY ENCOURAGED** to seek assistance from tech support in Clark Hall ASAP.

# CANVAS Learning Management System

Course materials can be found on the [CANVAS](https://sjsu.instructure.com/courses/1262231) learning management system course website at <https://sjsu.instructure.com/courses/1262231> Course participants are responsible for regularly checking their SJSU email account for updates.

## 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.

## 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.

[Link to Education Specialist TPEs \(pps 13 – 42\). \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

## Course Goals

---

### 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, 1.6, 2.2, 3.1, 3.4, 3.5, 4.1, 4.4, 4.7, 5.6, 5.7, 6.1, 6.2, 6.3

ESN 1.4, 1.8, 5.5, 5.6

MM 1.2, 1.7, 4.2, 5.2, 5.4, 5.5

ECSE 1.2, 1.4, 1.9, 3.3, 3.9, 4.3, 4.12, 5.3, 5.4, 5.7, 6.7

## 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. 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

---

### Textbooks

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

Pearson 2022 ISBN-13: 9780137878857 (*Note: If 6<sup>th</sup> edition not available may use 5<sup>th</sup> edition*)

**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

available online through SJSU Library

<https://sk-sagepub-com.libaccess.sjlibrary.org/books/ieps-for-els/i549.xml> (<https://sk-sagepub-com.libaccess.sjlibrary.org/books/ieps-for-els/i549.xml>)

## 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: Rethorizing 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]

## Course Requirements and Assignments

---

### Course Requirements and Assignments

- 1. Online Modules Readings, Questions, Discussion Prompts, and Activities (5 x 10 points = 50 points)**  
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 (5 x 10 points = 50 points)** 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. **Written Paper on Distinction between Language Acquisition and Disability (20 points)** 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. **Written paper is due in CANVAS on Sunday June 16 @11:59 pm.**
4. **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. **Written lesson plans are due in CANVAS on June 26 at 4:00 pm.** Candidates will do a presentation of the main components of the lesson in class on June 26.
5. **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. Information about the final exam will be distributed in class. **The final exam is due by July 7 at 11:59pm.**

## ✓ Grading Information

---

### Grading Information

1. **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 needed, the department late policy requires that students contact the instructor at least 24 hours in advance 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.
2. 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.

# Breakdown

Assignment	Points	Percentage of Grade	TPEs	PLO / CLO
Online Modules	50 points	≈23%	U 1.1, 1.6, 3.1, 3.5, 4.1, 4.4, 5.6, 5.7 MM 1.7, 4.2 ESN 1.4 ECSE 1.4, 5.7, 6.7	PLO 2-4 CLO 1-4
In-Class Participation	50 points	≈23%	U 1.1, 6.1, 6.2, 6.3 MM 5.2, 5.5 ESN 5.5 ECSE 1.2, 1.4	PLO 2, 3 CLO 1-4
Distinguishing ELL and LD Written Paper	20 points	≈9%	U 1.1, 2.2 MM 5.5 ESN 5.6 ECSE 5.4	PLO 2 CLO 4-8
Lesson Plan	50 points	≈23%	U 1.1, 1.6, 2.2, 3.4, 3.5, 4.1, 4.4, 4.7 MM 1.2, 1.7, 4.2 ESN 1.4, 1.8, 5.5, 5.6 ECSE 1.2, 1.9, 3.3, 3.9, 4.3, 4.12, 5.3	PLO 2-4 CLO 4-10

Take Home Final Exam	50 points	≈23%	U 1.1, 1.6, 3.4, 3.5, 4.1, 4.4, 4.7 MM 1.2, 1.7, 4.2 ESN 1.4, 1.8, 5.5, 5.6 ECSE 1.9, 3.3, 3.9, 4.3, 4.12, 5.4	PLO 2-4  CLO 4-10
<b>Total</b>	<b>220 points</b>	<b>100 %</b>		

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

Session	Date	Topics, Readings, Assignments,	Deadlines
---------	------	--------------------------------	-----------



1	<p>June 3</p> <p>Online Module 1</p>	<p><b>Session 1 – Online</b></p> <ul style="list-style-type: none"> <li>• Who are emergent bilinguals?</li> <li>• Stages of Language Acquisition</li> <li>• Engaging EL families – building collaboration between schools and families – funds of knowledge</li> <li>• Asset-based instruction</li> <li>• SPED Department disposition expectations</li> </ul> <p><b>Readings:</b></p> <p>(Cioé-Peña, 2020) <i>Bilingualism Deficit or Advantage: Perspective of Latinx Mothers</i></p> <p><a href="#"><u>Funds of Knowledge</u></a></p> <p><a href="#"><u>How Asset Based Teaching Can Improve Classroom Behavior</u></a></p>	<p>Online Module 1 Due Sunday June 9 @ 11:59pm</p>
2	<p>June 5</p> <p>In Person Class Session</p>	<p><b>Session 2 – In Person</b></p> <ul style="list-style-type: none"> <li>• Characteristics of students with LD / Distinguishing Language Acquisition from Learning Disability</li> <li>• Universal Design for Learning</li> <li>• Content and Language Objectives</li> <li>• Building Background</li> <li>• Comprehensible Input</li> </ul> <p><b>Readings:</b></p> <p>(Klinger) <i>Distinguishing Language Acquisition from Learning Disability</i></p> <p>SIOP Text Ch 1-2</p> <p><a href="https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners"><u>https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners</u></a></p>	<p>In class activities due at end of class</p>

3	<p>June 10</p> <p>Online Module 2</p>	<p><b>Session 3 - Online</b></p> <ul style="list-style-type: none"> <li>• Educational Framework for Diverse Learners with Disabilities</li> <li>• Essential Components of IEPs for English Language Learners</li> <li>• Role and Function of Academic Language in IEPs</li> <li>• Begin working on LD versus Language Acquisition Paper</li> </ul> <p><b>Readings:</b></p> <p>Hoover and Patton Text Chapters 1-3</p>	<p>Online Module 2 Due Sunday June 16 @ 11:59pm</p>
4	<p>June 12</p> <p>In Person Class Session</p>	<p><b>Session 4 – In Person</b></p> <ul style="list-style-type: none"> <li>• Understanding Proficiency Levels</li> <li>• Specially Designed Academic Instruction in English</li> <li>• Strategies</li> <li>• Interaction</li> </ul> <p><b>Readings:</b></p> <p>SIOP Text Chapters 4-6</p> <p>CA ELD Proficiency Levels Handout</p>	<p>In class activities due at end of class</p> <p>Learning Disability versus Language Acquisition Paper due Sunday June 16 at 11:59 pm</p>
5	<p>June 17</p> <p>In Person Class Sesion</p>	<p><b>Session 5 – In Person</b></p> <ul style="list-style-type: none"> <li>• Practice &amp; Application</li> <li>• Lesson Delivery</li> <li>• Review &amp; Assessment</li> <li>• Using the Lesson Plan Template – begin work on lesson plan in class</li> </ul> <p><b>Read Before Class:</b></p> <p>SIOP Text Chapter 7-9</p>	<p>In class activities due at end of class</p>

6	<p>June 19</p> <p>Online Module 3</p>	<p><b>Session 6 – Online</b></p> <ul style="list-style-type: none"> <li>• Understanding proficiency levels</li> <li>• Aligning lesson obj, CCSS, ELD standards, and IEP goals</li> </ul> <p><b>Readings:</b></p> <p>CA ELD Standards</p> <p>Common Core State Standards</p>	<p>Online Module 3 Due Sunday June 23 @ 11:59pm</p>
7	<p>June 24</p> <p>Online Module 4</p>	<p><b>Session 7 - Online</b></p> <ul style="list-style-type: none"> <li>• Work with partner on lesson plans</li> <li>• PLAAFP &amp; Measurable Goals</li> </ul> <p><b>Readings:</b></p> <p><a href="https://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ells">https://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ells</a></p> <p>Hoover and Patton Text Chapters 4-5</p>	<p>Online Module 4 Due Sunday June 30 @ 11:59pm</p>
8	<p>June 26</p> <p>In Class Session</p>	<p><b>Session 8 – In Person</b></p> <ul style="list-style-type: none"> <li>• Lesson Plan Demonstrations</li> </ul>	<p>Lesson Plan Due June 26 @4:00 pm</p> <p>In class activities due at end of class</p>

9	<p>July 1</p> <p>Online Module 5</p>	<p><b>Session 9 – Online</b></p> <ul style="list-style-type: none"> <li>• Critical issues: dual language programs for students with IEPS</li> <li>• IEP Transition Plans &amp; IEP Meetings</li> </ul> <p><b>Readings:</b></p> <p><a href="https://hechingerreport.org/students-with-disabilities-often-left-out-of-popular-dual-language-programs/">https://hechingerreport.org/students-with-disabilities-often-left-out-of-popular-dual-language-programs/</a></p> <p><a href="https://unidosus.org/progress-report/english-learners-with-disabilities-excluded-from-learning-programs/">https://unidosus.org/progress-report/english-learners-with-disabilities-excluded-from-learning-programs/</a></p> <p>Hoover and Patton Text Chapters 9-10</p> <p>Trainor et al. (2019)</p>	<p>Online Module 5 due Sunday July 7 @ 11:59 pm</p>
10	<p>July 3</p> <p>In Class Session</p>	<p><b>Session 10 – In class</b></p> <ul style="list-style-type: none"> <li>• Analyzing language demands of a lesson</li> <li>• Adapting lessons to meet the needs of emergent bilinguals</li> <li>• Overview of Take-Home Final Exam</li> </ul> <p><b>Readings:</b></p> <p>Clegg (2007)</p>	<p>In class activities due at end of class</p>
11	<p>Final Exam</p>	<p>Take Home Final Exam</p> <p>Due Sunday July 7 11:59 pm</p>	