

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

COURSE SYLLABUS

SPED 416: Educating Diverse Learners with Disabilities
and Working with Their Families

Fall 2017

Professor:	Dr. Beth Lasky	Class Time:	Monday: 4:00-6:50
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The Department cannot take messages for professors. All faculty offices have voicemail systems to take messages. Please do not call the Department Office to report anticipated absences or late arrivals.

CONCEPTUAL FRAMEWORK

**Michael D. Eisner College of Education
California State University, Northridge**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to *Excellence through Innovation*. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

We value academic excellence in the acquisition of professional knowledge and skills.

We value the use of evidence for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.

We value ethical practice and what it means to become ethical and caring professionals.

We value collaborative partnerships within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.

We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.

We value creative and reflective thinking and practice.

I. CATALOG DESCRIPTION

Prerequisites or co-requisites for MM Program: SPED 400, 403MM, 406, SPED 501MM. Prerequisites or co-requisites for MS Program: SPED 400, 406. Prerequisite or co-requisite for MS Program: SPED 504MS. Prerequisites for DHH Program: SPED 400, 406. This course is designed to provide information regarding the education of diverse learners with disabilities. The course provides an overview of the needs of English language learners (ELLs) with disabilities with an emphasis on understanding and accepting differences in culture, ethnicity, language, and abilities and disabilities of individuals. Candidates are introduced to state and federal laws related to students with disabilities and diverse needs. Knowledge and practices for becoming culturally competent educators are discussed, taking into account the principles of language acquisition, language proficiency, differences in family backgrounds and systems, and how these effect learning. Finally, the course addresses ways of communicating effectively and respectfully with families.

II. COURSE OBJECTIVES

After completing this course, students will be able to:

1. Reflect upon one's own attitudes, beliefs, and stereotypes and how they may influence teaching practices in serving diverse learners. PS 3a, PS 3a,
2. Discuss how sociocultural (world view) consciousness enhances teachers' delivery of services to students and their families. PS 5c, MMT 10i, MMT 10j, MMT 10j, MST 10n, MST 10n, DHHT 10p, DHHT 10p,
3. Demonstrate an affirming attitude toward students and families from diverse backgrounds. PS 3a, PS 3a, PS 7a
4. Demonstrate knowledge and skills of evidence based practice when teaching and disciplining students from diverse backgrounds. PS 2b, PS 2b, MMT 10c, MMT 10c
5. Identify how families may react to the diagnosis that their child has a disability. PS 2b, PS 2b, PS14d, PS14d, MMT 10e, MMT 10e,
6. Explain about potential influences that a child with a disability may have on the family system. PS 5a, PS 5b, PS 5b, PS14d, PS14d MMT 10e, MMT 10e, MMT 11c,
7. Identify state and community resources that can assist families of children with disabilities. PS 4c, PS 7a, PS14d, PS14d, MMT 10c, MSS 7
8. Identify how cognitive, pedagogical and individual factors affect students' language acquisition. PS 3b, PS 3b, MMT 10b, MMT 10b, MMT 14a, MSS 5b, MSS 5b,
9. Demonstrate knowledge about the state and federal laws regarding the education of diverse learners with and without disabilities. PS 2a, PS 5d, MMT 10f, MMT 10f, MMS 2d, DHHS 10.
10. Demonstrate knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning for diverse learners with disabilities. PS 5c, PS 5c, PS14d, PS14d, MMT 10j, MMT 10j, MMT 14d, MMT 14e, MMT 14e, MMS 2b, MMS 2b, MST 10n, MST 10n, MSS 4a, MSS 4a, c,
11. Identify and demonstrate culturally responsive teaching and evidence based practices for students with disabilities. PS 3c, PS 3c, PS 6a, MMT 10m, MMT 10m, MMS 3a, MMS 3a, MST 10k, MST 10k, MST 10p, MST 10p, MST 10s, MST 10s, DHHT 10m, DHHT 10m, DHHT 10s, DHHT 10s,

12. Identify how diversity is reflected in literature for adults and children and how it may be used in the classroom. MMT 9a, MMT 10g, MMT 10g, MST 10m, MST 10m,
13. Demonstrate knowledge of how diversity affects the development of academic language and practices for English Language Development which leads to literacy in English. PS 3b, PS 3b, MMT 9a, 9b, MMT 9a, 9b, MMT 10g, MMT 10g, MMT 10h, MMT 10h, MST 10j, MST 10j, MST 10l, MST 10l, MST 10m, MST 10m, MST 10n, MST 10n, MST 10r, MST 10r, DHHT 10j, DHHT 10j,
14. Demonstrate an understanding of first and second language acquisition and how it affects learning by students with disabilities. PS 3b, PS 3b, MMT 10a, MMT 10a, MMT 10h, MMT 10h, MMT 10l, MMT 10l, MMS 2c, MST 10o, MST 10r, MST 10r, MSS 4b, DHHT 10j, DHHT 10j, DHHT 10l, DHHT 10l, DHHT 10n, DHHT 10n, DHHT 10o, DHHT 10r, DHHT 10r,
15. Identify strategies for working appropriately with paraprofessionals, interpreters, translators and cultural mediators. PS 4a, PS 4b, PS 4b, PS 7a, MMT 10d, MMT 10n, MMT 10n, MST 10t, MST 10t, MSS 5d, DHHT 10k, DHHT 10k, DHHT 10t, DHHT 10t, DHHS 11

IV. REQUIRED TEXTBOOK & READINGS

Textbook:

- Hoover, J.J., Klingner, J.K., Baca, L, M. & Patton, J.R. (2008). *Methods for Teaching Culturally and Linguistically Diverse Exceptional Learners*. Publisher: Pearson
Print: ISBN-10 0-13-172023-6, ISBN-13 978-0-13-172023-7

The textbook is available on many online stores such as Amazon, abebooks.com, etc. If you Google the title, you will find many buying options.

Additional Required Documents

- California English Language Development Standards. Available at: <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- California Common Core State Standards. Available at: <http://www.cde.ca.gov/be/st/ss/>

Optional Articles to Read

- Alvarez, L., Anada, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). Focusing Formative Assessment on the Needs of English Language Learners. WestED <http://www.wested.org/resources/focusing-formative-assessment-on-the-needs-of-english-language-learners/http://www.wested.org/resources/focusing-formative-assessment-on-the-needs-of-english-language-learners/>
- Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide*(NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education

Sciences, U.S. Department of Education. Retrieved from
<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=6>

- Rivera, M. O., Moughamian, A. C., Lesaux, N. K., & Francis, D. J. (2008). Language and reading interventions for English language learners and English language learners with disabilities. Portsmouth, NH: RMC Research Corporation, Center on Instruction <http://www.centeroninstruction.org/language-and-reading-interventions-for-english-language-learners-and-english-language-learners-with-disabilities><http://www.centeroninstruction.org/language-and-reading-interventions-for-english-language-learners-and-english-language-learners-with-disabilities>

Additional readings are required. Students are required to have access to the Internet in order to complete the course and assignments.

V. COURSE ASSIGNMENTS

1. Chapter Reactions - Read the assigned chapters and react to the content. (Attachment A) PS 2a, PS 2b, PS 2b.
2. Understanding Bias - Go to one of three websites, and follow the directions. Then write up a brief analysis of the activity. (Attachment B) PS 3a, PS 3a.
3. Case Study/File Review – Choose a student for the Case Study and subsequent Lesson Plan who is an English Learner with an IEP or IFSP. Be sure you have access to the student's classroom(s), CUM file, IEP or IFSP, and all test data for the student. In addition, make sure you will be able to visit the family at their home. See Case Study Overview and File Review in Attachment C. PS 5 a, b, c, PS 5c, PS 5d, PS14d, MMS 2b,c, MST 10n, DHHT 10j,n
4. Shadow the Student - Using the student chosen for the Case Study, monitor the oral language and listening practices of the student. (Attachment D) PS 5b, c, PS 5b, MMS 2c, MST 10n, DHHT 10n,r,s,
5. Conduct a home visit to learn about the Funds of Knowledge available to the student. (Attachment E) PS 3a, 4a, PS14d, MMT 10e, MSS 4a,
6. Determine Language Proficiency. (Attachment F) PS 5b, c, PS 5b, c, MMS 2b, MMS 2b, MST 10n, MSS 4 c,d, DHHT, 10n,r,
7. Lesson Plan - Prepare, teach and evaluate a lesson plan for a group of students including the student in the Case Study assignment, using a culturally relevant children or young adult literature book. (Attachment G) PS 2b, PS 3b, 3c, MMT 9a, MMT 9a, MMT 9b, MMT 9b, MMT 10 g, h, j, m, n, MMS 3a, MMS 3a, MST 10j,k, l,n,p,q,r,s,t, MSS 4b,c, 5b, DHHT 10j,k,l,m,p,r,s,t
8. Midterm Exam - A written midterm will be taken. PS 2a, 2b, 3b, 3c, 5b, 5d, MMT 10 a, b, e, f, MST 10n,o, MSS 4a, DHHT 10j,k,n,o,

9. Final Exam - A written final exam will be completed. PS 2a, 2b, 3b, 3c, 5b, 5d, 14d, MMT 9a, MMT 9b, MMT 10c, MMT 10 e, g, h, j, k, l, m, n, MST 10j,k,l,m,p,q,r,s,t, DHHT 10 l,m,p,q,r,s,t
10. Attendance and Participation - Active class participation is required. One point will be deducted for each class session missed. Points will be deducted for consistent late arrivals.

VI. GRADING

Each Assignment will be worth the following points:

1.	Twelve Chapter Reactions (4 points each)	48pts
2.	One Additional Readings Reaction	5
2.	Understanding Bias	10
3.	File Review of Student	33
4.	Shadowing a Student	15
5.	Home Visit	20
6.	Determining Language Proficiency	20
7.	Lesson Plan	50
8.	Midterm Exam	40
9.	Final Exam	45
10.	Attendance/Participation	14
11.	TOTAL	300

VII. GRADING CRITERIA

A	300-280	C	229-220
A-	279--270	C-	219-210
B+	269-260	D+	209-200
B	259-250	D	199-190
B-	249-240	D-	189-180
C+	239-230		FAIL 179 AND BELOW

VII. NOTES

NOTES

1. Please read this entire syllabus before the second class session. I am available to answer any questions you may have. After the first week of classes, I operate on the assumption that you are reading your syllabus regularly and understand what is expected of you and when. Please do not hesitate to contact me to clear up questions or concerns.
2. Moodle Forum: I often send out important class information and announcements through the Moodle forum from our course Moodle page, <https://moodle.csun.edu/> so be sure to check your email regularly.
3. CSUN sends all official communications by email, including registration information. Check your CSUN email as soon as you've activated your university account. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN email to your Yahoo, Hotmail or other preferred address go to www.csun.edu/account, log in and select Mail Forwarding. However, do be aware that

some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN email account throughout the semester.

4. Technology provides great opportunities for communication and collaboration. The Michael D. Eisner College of Education embraces the innovative use of technology to promote professional communication, enhance the student experience, and to further our impact in the field. California State University, Northridge faculty strive to respond to student email correspondence within 48 hours during business days when the University is open for classes. Unless otherwise directed, all email correspondence should be via the official University email, and not via personal email.

Help with Technology and Classroom Accommodations

There are many resources on campus to help you. The IT center is always a good place to start: <http://www.csun.edu/it/need-help> If you face issues with access to technology, please let me know.

5. Assignments: All assignments (unless otherwise noted by the instructor) must be word-processed and turned into Moodle <https://moodle.csun.edu/>. Computer malfunctions are not an excuse for missed or late work.

All assignments must be neat, clearly written, and contain a minimum of misspellings and grammatical errors. Papers will be returned for correction at the discretion of the instructor. **In the case where a paper is resubmitted at the request of the instructor, the final grade of the paper will be determined by averaging the original score with the revised score.** Resubmitted papers must be redone and turned in within one class session.

6. Late papers will be penalized. One point will be subtracted for each day a paper is late. Most assignments will be submitted online. **No late chapter reactions will be accepted.**

7. Absences and Tardies: Regular attendance is the best way to establish yourself as a member of this learning community. Students are expected to attend all classes and are responsible for the information presented. Students who do not attend class typically do not do well. Attendance will be monitored through class discussions and participation in small group activities completed during most class sessions. These cannot be made up. **If you are absent for more than 4 class sessions, you will not receive a passing grade, regardless of your performance on assignments and exams.**

It is the student's responsibility to make arrangements with classmates to get information/handouts disseminated during class in the case of absences or tardiness. Please contact a colleague in class regarding a review of missed material. The instructor is not responsible to make-up materials for absences or tardies. Do not call the Department of Special Education to report absences, but you can contact me via email.

8. Drafts: It is highly recommended that you submit drafts of written assignments to allow Dr. Lasky to give you feedback on the assignment BEFORE submitting it to MOODLE for a grade. Drafts should be sent via email to beth.lasky@csun.edu, no later than the Friday (at midnight) before an assignment is due, to allow Dr. Lasky to give you feedback and enable you to revise the assignment. As one past student said, "Tell future students that your past students can't stress enough how helpful sending drafts are. They can raise your grade!"

9. Incompletes: University policy, requires that to be given an incomplete you must have at least a passing grade at the end of the semester. This means you must be current with your assignments and have a compelling reason for taking an incomplete. If you choose to take an incomplete, it is up to you to know exactly what work you need to do to fulfill your requirement and to fill out an incomplete form (you can download the form here: http://www.csun.edu/sites/default/files/request_incomplete.pdf)

10. Moodle Gradebook: It is your responsibility to check your grades on Moodle to make sure I have recorded the grade you have earned. Get into the habit of checking it regularly! I suggest you check Moodle at least weekly. At the end of the semester, I usually post my grades with the University the day after the final date. I will not change a grade after I have posted it with the University.

11. Class Behavior: Talking, working, and thinking with others are large parts of this (and other) class. We may get into discussions about controversial subjects. I encourage expressions of opinions (myself included), but there are classroom boundaries. Our class will be a safe place. That is to say, we will treat each other in a respectful manner. Rude interruptions, speaking out of turn, purposefully hurtful remarks (including racial, gender, sexuality, etc. slurs), and personal attacks will not be tolerated. You may not always be comfortable with the topics, and you do not have to approve or agree with everything we discuss.

Furthermore, all students must abide by the Student Code of Conduct, as outlined by the California State University Code of Regulations:
http://www.csun.edu/sites/default/files/standards_student_conduct.pdf

12. Devices: Cell Phones, Tablets, MP3 Players, Laptops, and So On: Except in an emergency, there is no excuse for your taking a call during class. Please turn off anything that rings, buzzes, plays a tune, or does anything else that will disrupt our class. In class, I will be listening to the things you and your classmates say. I will not be texting or listening to music. I trust you will also focus your attention on our class. If you bring a laptop, tablet, or other device to class, use it responsibly. If in my opinion your device distracts you or your classmates, you will need to turn it off during class.

13. Plagiarism and Academic Integrity: Don't plagiarize. The CSUN catalog (<http://www.csun.edu/catalog/>) defines plagiarism as "[i]ntentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise." If you're going to go through all the effort of finding information about your topic created by someone else, cite it properly so you can accurately call it research. We'll be discussing how to properly cite materials, and I am always available to help you if you are concerned. If you plagiarize, you will get no credit on the assignment, and I will report the incident to the Student Conduct Coordinator in University Hall, at which point the offense will become part of your permanent record at CSUN. Academic dishonesty (such as cheating or plagiarism) can result in an "F" in the entire course and is (quoting again from the CSUN catalog) "an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction."

Facilitating Academic Dishonesty: Facilitating academic dishonesty includes intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty (i.e. cheating, fabrication, or plagiarism).

14. Accommodations: If you have a disability, and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110, and can be reached at 818.677.2684. NCOD is located in Jeanne Chisholm Hall and can be reached at 818.677.2611. If you would like to discuss your need for accommodations with me (regarding any issue that may effect your classroom performance), please contact me to set up an appointment

15. Questions, Comments, Concerns? Talk with me!

Please don't hesitate to seek help from me or from the many other people on campus who are here to help you. Your questions and concerns are not silly or stupid. Please ask! You have been given my email address on page 1. Email is the best way to contact me. If you do email me, please write the class number (SPED 416) and your name in the subject line, so I know it pertains to this class and can more easily find your records. Also, please be aware that it may take a day or so to respond, so plan accordingly. Visiting me at my office is also encouraged. Research suggests that students who regularly visit their professors tend to do better in classes.

DATE	TOPIC	TO BE COMPLETED
8/28/17	Overview and Content Recognizing Attitudes, Beliefs and Stereotypes PS 3a,	
9/4/17	Labor Day—Campus Closed	Understanding Bias
9/11/17	History and Laws Governing ELL Students with Disabilities PS 2a, MMT 10f, MST 10q, DHHT 10q	Chapter 1 Reaction
9/18/17	Culturally Responsive Teaching and Learning PS 3b,c, MMT 10b, d, 14a, MMS 3a, MST 10k,m, DHHT 10 l, PS 3b, PS 3c, MMT 10b, 14a, MMS 3a, MST 10k,m, DHHT 10 l,	Chapter 2 Reaction
9/25/17	Second Language Acquisition and Students with Disabilities MMT 9b, 10a, MMS 2b,c, MST 10 l,o, DHHT 10o, MMT 9b, 10a, MMS 2b,c, MST 10 l,o, DHHT 10o,	Chapter 3 Reaction
10/2/17	Models of Instruction for ELLs PS 2b, 3b,c, MMT 10g, h, MST 10j,	Chapter 4 Reaction File Review
10/9/17	Assessment PS 5a,b,c,d, MMT 10i,j, 14a, MMS 2b,c,d, MST 10m,n,p, MSS 4b,c, DHHT 10n,p,	Chapter 5 Reaction
10/16/17	Collaborative Consultation and Parent Involvement PS 4a,b,c, MMT 10d,e, 11c, 14a,d,e, MST 10p. MSS 4a,b, 5d, 7, DHHS 7,10, 11i,	Chapter 10 Reaction Shadowing a Student
10/23/17	Midterm Exam	
10/30/17	Exploring the Standards MMT 9a, MST 10j, DHHT 10j, MMT 9a, MST 10j, DHHT 10j,	Chapter 11 Reaction
11/6/17	Oral Language Instruction MMT 10g, 10l, MST 10r, DHHT 10r,	Chapter 7 Reaction
11/13/17	Evidence Based Literacy Instruction for ELLs MMT 9a, 10i, MST 10m,t, DHHT 10t,	Chapter 8 Reaction Home Visit
11/20/17	More on Literacy PS 6a, MMT 9a, 10h, MST 10k,t, MSS 5b, DHHS 10m,t,	Chapter 8 Reaction Determining Lang Prof
11/27/17	Content Area Instruction and IEP Goals MMT 10h,k,m,n, MST 10k,q,s, DHHS, 10s,	Additional Reading Reaction

DHHT 10k,q.

12/4/17	Culturally Responsive Class and Behavior Management Issues MMT 10c,	Chapter 6 Reaction
12/11/17	Culturally Responsive Transition Planning PS 7a MMT 11c, MSS 4a, 5b, 7, DHHS 7,10, 11i	Chapter 12 Reaction Lesson Plan
12/18/17	5:00-7:00 PM Final Exam	

APPENDIX A
Chapter Reactions

1. Read the assigned chapter.
2. Write a brief reaction to the chapter.
 - Use direct quotations from the work, or refer to examples found in the chapter to illustrate important ideas.
 - Do not discuss in great detail any single aspect of the work, and do not neglect to mention other equally important points. In other words cover the entire chapter.
 - Do NOT summarize the chapter.
 - React to specific parts of the chapter by using words such as,
 - I think
 - I was surprised
 - In my opinion
 - It seems that
 - I agree
 - I disagree
3. Discuss how this information relates to past, current or future classroom experiences.
 - Give examples of how you have observed this information at the schools you have been in, or are currently in.
4. Write 2 questions that were stimulated by what you read.
5. LIMIT YOUR ASSIGNMENT TO ONE (1) PAGE TOTAL (INCLUDING QUESTIONS).
6. Copy and Paste the Rubric.
7. Submit it in on time to Moodle.

Grading Rubric

You are being graded not only for the content of the assignment, but also on the quality of your writing.

Chapter # _____	Possible Points	Points Earned
Brief Reaction	1	
Relates to classroom experience	1	
2 questions	2	
Total	4 points	

APPENDIX B

Understanding Bias

The purpose of this assignment is to allow you to reflect upon your own attitudes, beliefs, and stereotypes and how they may influence your teaching practices serving diverse learners with disabilities.

1. Go to **one** of these websites:

[Harvard Implicit Test](#)
[Understanding Race](#)
[Look Different](#)

2. Take some time to think about your own attitudes, beliefs and stereotypes.
3. Follow the given directions. Do at least **3-4** activities on whichever website you choose.
4. Please be sure to indicate which website you used.
 - Write about your reaction to each of the website activities.
 - Include information about how they clarified or changed your own attitudes, beliefs or stereotypes.
 - Address how you might use this website in your own teaching practice.
5. Copy and Paste the Rubric to your paper and submit on time.

Grading Rubric

You are being graded not only for the content of the assignment, but also on the quality of your writing.

Required Items	Possible Points	Points Earned
Reaction	3	
Your attitudes, beliefs, stereotypes	3	
Practical use	3	
Website indicated	1	
Total	10	

APPENDIX C
MM and MS Case Study Overview and File Review
Case studies for DHH and ECE are in Folder on Moodle.

The purpose of this assignment is to collect, analyze and use data about an ELL student with a disability to inform instruction. The assignment has 4 components:

1. File Review—Described below.
2. Shadowing
3. Home Visit
4. Determining Language Proficiency

Choose a student, **in your area of specialization**, for the Case Study and subsequent Lesson Plan who is an English Learner with an IEP. Be sure you have access to the student's classroom(s), CUM file, IEP or IFSP, and **all test data for the student (previous and current)**. LAUSD teachers can find this information at "My Data". In addition, make sure you will be able to visit the family at their home.

You may want to have a copy of the [ELL Shadowing Profile](#) to fill out. See APPENDIX D.

1. Introductory Paragraphs

- a) Write a brief paragraph that includes a description of the age and grade of the student, the type of disability the student has, the language spoken both in the home and in school, and the number of years the student has been in school in the U.S. Be sure to also discuss how many years the student has been receiving special education services and the type of services.
- b) What information are you able to find which describes the testing for placement in special education? Of particular importance is whether the student was tested in his or her primary language. Report any and all test scores, previous and current.
- c) How do previous and current the IEPs address the fact that this is an ELL student? Be sure to check the Goals and Objectives section.

2. Language Proficiency

- a) First Language: What previous and current scores are documented on the IEP or CUM with regard to L1 proficiency? Report any and all test scores, previous and current.
- b) Second Language: What ELL level is indicated in the student's IEP or CUM file? What scores are documented on the IEP or CUM with regard to L2 proficiency? Report any and all test scores, previous and current.
- c) What recommendations do you have for the teacher to instruct this student? Why?

3. Reading

- a) First Language: Record any information you can find about the student's L1 reading. Include informal tests, standardized tests, anecdotal information, etc. Report any and all test scores, previous and current.
- b) Second Language: Record all information you can find about the student's L2 reading. Include informal tests, standardized tests, anecdotal information, etc. Report any and all test scores, previous and current.
- c) What recommendations do you have for the teacher to instruct this student? Why?

4. Written Language

- a) First Language: Record any information you can find about the student's L1 writing. Include informal tests, standardized tests, anecdotal information, work samples, etc. Report any and all test scores, previous and current.
 - b) Second Language: Record all information you can find about the student's L2 writing. Include informal tests, standardized tests, anecdotal information, work samples, etc. Report any and all test scores, previous and current.
 - c) What recommendations do you have the teacher to instruct this student? Why?
5. Content Area- Pick one (1) area **other than** language arts, e.g. math, history, science.
- a) First Language: Record any information you have about the student's L1 skills in 1 other academic area. Include informal tests, standardized test, grades, work samples, etc. Report any and all test scores, previous and current.
 - b) Second Language: Record any information you have about the student's L2 skills in the same academic area. Include informal tests, standardized test, grades, work samples, etc. Report any and all test scores, previous and current.
 - c) What recommendations do you have the teacher to instruct this student? Why?
6. Write a paper that summarizes your findings and where the information came from. Was there information you wanted that you did not access? What additional information did you learn that will enhance your ability to plan and teach your lesson?
7. Add the rubric and submit.

Grading Rubric

You are being graded not only on the content of this assignment but also on the quality of your writing.

Required Items	Possible Points	Earned Points
Introduction Paragraph	10	
Language Proficiency		
First Language Info	1	
Second Language Info	1	
Oral Language Recommendations	2	
Reading		
First Language Info	1	
Second Language Info	1	
Reading Recommendations	2	
Writing		
First Language Info	1	
Second Language Info	1	
Writing Recommendations	2	
Content Area		
First Language Info	1	
Second Language Info	1	
Content Area Recommendations	2	
Written Paper		
Overall Summary	5	
Needed Information	1	
Enhancing ability to plan/teach	1	
Total	33	

APPENDIX D

Shadowing an ELL Student

- The purpose of this assignment is to allow you to see first hand the oral language development opportunities that are experienced by an ELL student.
- Using the student you have chosen for your Case Study, you will monitor the oral language and listening practices of the student.
- You will follow the student for at least 2 hours, at 5 minute intervals, while the student is in school.

Steps to Shadowing:

1. Look at the records of the student, e.g. CUM, IEP, ITP.
2. Fill out the [ELL Shadowing Profile](#) while you peruse the files. You will be submitting screen shots, or scans, of all pages after they are filled out.
3. Go Shadow
 - a) Use the [ELL Shadow Protocol Forms for Academic and Non Academic Speaking and Listening](#).
 - b) Monitor the primary situation occurring at the top of the 5 minute interval. NOT the entire 5 minutes. NOT a running record.
 - c) Check off the correct box to indicate what the student is doing.
 - d) In the Comment Section of the Forms, you might want to jot down:
 - i. What is happening beyond the top of the 5 minutes.
 - ii. What is confusing the student or if they are struggling
 - iii. Positives about the teacher and/or student.
4. Tally the types of speaking and listening you observe.
 - i. Non academic speaking
 - ii. Academic speaking
 - iii. Listening
 - iv. Not listening
5. Count the number of boxes checked for all areas and interactions. Take screen shots, scan, or turn in all the forms to be included in your paper.
 - Write a brief reflection of your observation. Discuss how long you shadowed and in what situations.
 - Summarize all comments from all of the tally marks and the comment section. Do you think what you found is relevant and accurate? Why or why not? How does this compare to what you discovered in the file review?
6. Copy and Paste the Rubric to your paper and submit on time to Moodle.
7. If you do not embed the forms into your paper, make sure you turn them in to the instructor.

Grading Rubric

You are being graded not only for the content of the assignment, but also for the quality of your writing.

Required Items	Possible Points	Earned Points
Shadow the student	5	
Tally the Non Academic language	2	
Tally the Academic language	2	
Calculate the numbers	2	
Reflection of observation	4	
Total	15	

APPENDIX E
Funds of Knowledge Home Visit

The purpose of this assignment is to enable the educator to gain knowledge about the households and social networks of the families of the student used for the case study, in order to provide culturally responsive and meaningful lessons.

1. Set up a time to visit the home to talk with a least one parent.
2. As you travel to the home be sure to observe and take pictures of the surrounding community and neighborhood. Look for, and take pictures, to document external markers.
3. At the home continue to look for clues as to possible funds of knowledge.
4. Meet with the family member(s). Ask them if you can take pictures and even record your discussion.

Respectfully, ask questions that allow the family to discuss areas around some of the following topics:

- i. Family history: immigration, labor, education
 - ii. Life in their country of origin
 - iii. School system in county of origin
 - iv. Family life in home country and in the U.S.
 - v. Attitudes toward schools
 - vi. Parenting styles
 - vii. Interests, hobbies and activities
 - viii. Social networks
5. Write a paper describing what funds of knowledge information you learned during the home visit. Include a discussion of how this information can be used to enhance instruction of the student and collaboration with the family. Be sure to include pictures or recordings.
 6. Copy and Paste the Rubric and submit on time to Moodle.

Grading Rubric

You are being graded not only for the content of the assignment but also on the quality of your writing.

Required Item	Possible Points	Earned Points
Visit Family	4	
Written Paper		
FOK learned	4	
Use with student	4	
Use with family	4	
Photos/Recordings	4	
Total	20	

APPENDIX F

Determining Language Proficiency Levels

1. In the [California ELD Standards](#), refer to the ELD Overview particularly pages 8-13. You will want to have a good understanding of the PLDs.
2. Listen to your student in as many different situations as possible. Situations might include, but are not limited to: talking informally with peers or an adult, talking to another student about an assignment, talking to the teacher about an assignment, discussing a topic during a whole class discussion, participating in a small group discussion with peers, and don't forget talking at home.
3. Try to identify as many of the Modes of Communication and Knowledge of Language Characteristics as you can.
4. Determine where on the Proficiency Level Continuum your student places.
5. Fill-out as much of the following [Language Sample Chart](#) as you can with specific examples of language you hear.
6. Write a paper which includes the following:
 - a) A brief explanation of where you think your student placed and why. Give a minimum of one language sample for each Modes of Communication (Collaboration, Interpretation, Production) and Knowledge of Language (Metalinguistic Awareness, Accuracy of Production). Be sure to discuss the situations you observed (see #2 above).
 - b) How does your determination differ from the information you found in the files for this student? What might have led to any similarities or differences?
 - c) Look back at the Shadowing assignment and write an overall summary of what you have learned about this student and his or her language skills and language needs.

Here is how I tried doing this:

I made copies of the following and had them with me during my observation:

- PLD on pages 10-13 of the [ELD Overview](#)
- [Language Sample Charts](#)

I observed and listened to the student in a variety of classroom situations. As I heard him speak, I glanced at the PLD forms and circled what I felt was the correct cell for Modes of Communication and Knowledge of Language Characteristics.

I then jotted down examples in the correct cells on the Language Sample Chart.

You could try doing the opposite: Jot down language on the Language Sample Chart first, and then go back and determine which PLD the student is at.

Grading Rubric

You are being graded not only on the content of your assignment, but on the quality of your writing.

Required Items	Possible Points	Earned Points
Language Samples		
Mode of Communication	6	
Knowledge of Language	4	
Situation(s)	4	
Level Determination	3	
Discussion	3	
Total	20	

APPENDIX G

Lesson Plan

The purpose of this assignment is to use the data collected on the case study to plan and teach a lesson for an ELL student with a disability, which applies many of the key issues discussed this semester. In addition, the lesson will use a book geared toward the culture and appropriate to the age level of your student.

Think/Consider:

1. Using the recommendations from the case study, decide on the content area for the lesson.
2. Select a children or young adult book, from the list provided on Moodle, relating to the culture of the student. Read it.
3. Using information learned from the home visit and types of Funds of Knowledge the family has to offer, decide how to incorporate this information into your lesson.

Do:

4. Using **all** the data collected on the case study, write one detailed lesson plan that includes the following information.
 - A. Student's grade, disability, ELL levels and PLDs discovered through observations, shadowing and documented in files.
 - B. Children's literature-give a brief summary of the book and why you chose it.
 - C. Information from Home Visit and Funds of Knowledge, and how you will use it.
 - D. A grade level appropriate CA-ELD standard, with specific citation.
 - E. A grade level CCSS language arts standard, with a specific citation.
 - F. A grade level appropriate content standard, (not ELA) with a specific citation.
 - G. Content Objective of the lesson that aligns with the content standard.
 - H. Language Objective of the lesson that aligns with the ELA and ELD standards.
 - I. Language demands of the lesson in listening, speaking, reading and writing. Be sure to discuss how **ALL** of these skills are used in this lesson.
 - J. Tier 2 vocabulary
 - K. Materials
 - L. Connection to prior knowledge: How it is used in the lesson? How is it tied to the standards and Funds of Knowledge?
 - M. Comprehensible input: Which CI are you using? How it is used in the lesson? How is it tied to the standards and Funds of Knowledge?
 - N. Scaffolding: Which scaffold(s) are you using? Why and how is this a scaffold for this particular lesson?
 - O. Interaction: Why did you include this? How will the students interact with one another?
 - P. Lesson sequence including modeling (I do it), prompt (we do it), and check (you do it).
 - Q. Review and assessment. Describe how you will assess whether or not students meet your objectives.
5. Teach the lesson to at least 3 students and write a paper including the following:
 - Reflect on your entire lesson. What was effective in moving students toward your objective and for what reasons? What was less effective in moving students toward

- your objective and for what reasons? Describe the evidence that leads you to these conclusions.
- Based upon your reflection and the results of your assessment at the end of the lesson, discuss what you might do in the next few lessons in response to the learning needs of your students.
6. Discuss how this assignment is a change in how you normally plan and instruct students in your class and how you have learned to plan instruction.
7. Copy and Paste the Rubric to your paper and submit it to Moodle.

Grading Rubric

You are being graded not only on the content of the assignment but also on the quality of your writing.

Graded Items	Possible Points	Earned Points
Student info		
Grade	.50	
Disability	.50	
ELL level	3	
Use of Children or YA Literature	4	
Funds of Knowledge info	5	
ELD Standard	2	
Grade level language arts standard	2	
Grade level content standard	2	
Content objective	2	
Language objective	2	
Language demands		
Listening	1	
Speaking	1	
Reading	1	
Writing	1	
Tier 2 vocabulary	.50	
Materials	.50	
Connection to prior knowledge	2	
Comprehensible input	2	
Scaffolding	2	
Interaction	2	
Lesson Sequence		
Modeling	2	
Prompt	1	
Check	1	
Review and Assessment	3	
Teaching Lesson Reflection	5	
Closing Discussion	2	
Total	50	

SPED 416 Linking Document

Program Standards (PS)

2a- page 9; 2a- page 4
2b- page 9; 2b, 2b- page 4
3a- page 9; 3a, 3a- page 4
3b, 3b- page 9; 3b- page 4
3c, 3c- page 9; 3c- page 4
4a- page 9; 4a- page 4
4b- page 9
4c- page 9
5a- page 4
5b, 5b- page 4
5c- page 2; 5c- page 4
5d- page 4
6a- page 9
7a- page 10

Teaching Standards (Identified as MMT in Matrix)

9a, 9a- page 9; 9a- page 4
9b, 9b- page 9; 9b- page 4
10a, 10a- page 9; 10a- page 4
10b, 10b- page 9; 10b- page 4
10c- page 2; 10c- page 5
10d, 10d- page 9
10e- page 9; 10e- page 5
10f- page 9; 10f- page 2; 10f- page 4
10g- page 9; 10g- page 5
10h- page 9; 10h- page 5
10i- page 9
10j- page 4; 10j- page 5 -MM only
10k- age 10; 10k- page 5 -MM only
10l- page 9; 10l- page 5 -MM only
10m- page 10; 10m- page 5-MM only
10n- page 10; 10n- page 5-MM only
11c- page 9
14a- page 9
14d - page 9; 14d, 14d- page 2
14e- page 9

Mild/Moderate Standards (MMS)

2b, 2b- page 9
2c, 2c- page 9
3a, 3a- page 9; 3a- page 4

MS Teaching Standards (Identified as MST in Matrix)

9a-10i- the same as MMT
10j- page 9; 10j- page 4

10k, 10k- page 9; 10k- page 4
10l, 10l- page 9; 10l- page 4
10m, 10m- page 9; 10m- page 5
10n- page 9; 10n- page 4
10o, 10o- page 9; 10o- page 3
10p, 10p- page 9; 10p- page 4
10q- page 10; 10q- page 4
10r- page 9; 10r- page 4
10s- page 10; 10s- page 4
10t- page 9; 10t- page 4
11e-14e the same as MMT

Moderate/Severe Standards (MSS)

4a- page 11; 4a- page 4
4b- page 9
4c- page 9
5b- page 11; 5b- page 9
5d- page 9
7- page 9

Teaching Standards (Identified as DHHT in Matrix)

9a-10i- the same as MMT
10j- page 9; 10j- page 4
10k- page 10; 10k- page 4
10l- page 9; 10l- page 4
10m- page 9; 10m- page 4
10n- page 9; 10n- page 4
10o- page 9; 10o- page 4
10p- page 9; 10p- page 4
10q- page 10; 10q- page 5
10r- page 9; 10r- page 4
10s- page 10; 10s- page 4
10t- page 9; 10t- page 4
11e-14e the same as MMT

Deaf and Hard of Hearing Standards (DHHS)

7- page 9
10- page 9
11- page 9