Course Description
Students will learn evidence-based evaluation and intervention practices with culturally and linguistically diverse (CLD) populations. Students will learn about bilingual development and how to develop appropriate assessment plans investigating key variables that allow us to more accurately identify bilingual students with disabilities. Students will also design IEPs for CLD students incorporating knowledge of the student’s culture and status as an English language learner into goals and objectives. This course will also cover research investigating educational programs and instructional strategies that support improved long term academic outcomes for English language learners and how this body of research can inform practices in Special Education.

1. Students will identify stages and understand common characteristics of bilingual development.
2. Students will incorporate their knowledge of bilingual development and cultural competence into the special education eligibility evaluation process.
3. Students will learn effective classroom instructional strategies for English language learners.
4. Students will identify common cultural characteristics of prevalent cultural groups in the U.S. and understand how these cultural lenses may impact a family’s reaction to disability, assessment, and intervention.
5. Students will learn how to gather pertinent information from all families they work with to better understand and incorporate the child’s and family’s life experiences into program planning.
6. Students will understand how poverty affects development and how the interaction of being an English language learner and growing up in poverty may affect development and academic achievement.
7. Students will learn about immigration to the U.S. and where larger immigrant
groups in Utah come from, their motivations for coming to the U.S., and their
possible life experiences prior to coming to Utah.
8. Students will learn about the causes of disproportionate representation of
minority students receiving special education services and they will examine
their professional role in reducing bias in eligibility determination.

**Required Texts:**

Paradis, J., Genesee, F., & Crago, M. (2010). *Dual language development and
disorders: A handbook on bilingualism and second language learning. 2nd

language learners.* Alexandria, VA: Association for Supervision and
Curriculum Development.

**Excerpts will be taken from:**

Upper Saddle River, New Jersey: Merrill Prentice Hall.


**Additional required readings**
You will need to download these articles or copy them from journals in the library.
Please see a reference librarian if you need help. Go this web address to get articles
http://web.ebscohost.com/ehost/search/advanced?sid=3a6e2a89-9f23-4c7b-b54c-
b0cae55f3cf1%40sessionmgr13&vid=1&hid=14

students’ and teachers’ sakes. *Focus on Exceptional Children, 41*(9), 1-15.

Neuman (Ed.). *Educating the Other America* (pp.139-162). Baltimore:
Brookes. (This is posted in Canvas)

Guiberson, M. (2009). Hispanic representation in Special Education: Patterns and

Hart, J.E. (2009). Strategies for culturally and linguistically diverse students with

interpretation for families of diverse students with special needs. Preventing School Failure, 56 (4), 207-213.


National Clearinghouse for English language acquisition. (2011). AccELLerate! 3 (3). (This is posted in Canvas)


Grading
The grading will be based on straight percentages. No assignments will be accepted after the due date unless there is a significant emergency (i.e. a death in the family, serious injury or illness, a natural disaster, etc.) or unforeseen events (a sick child, car trouble, etc.) that cause the student to need an extension. In order to submit an assignment late the student MUST contact the instructor prior to class time on the day it is due and the instructor must approve a late assignment. If this procedure is not followed the instructor is under no obligation to accept the assignment or make accommodations.
### Grading

<table>
<thead>
<tr>
<th>Grading</th>
<th>Total 275 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluation Plan Assignment (30 points)</td>
<td>95% - 100% = A</td>
</tr>
<tr>
<td>2. IEP Assignment (30 points)</td>
<td>91%-94%=A-</td>
</tr>
<tr>
<td>3. Instruction Assignment (50 points)</td>
<td>88% - 90% = B+</td>
</tr>
<tr>
<td>4. Quiz on Bilingual Language Development (25 points)</td>
<td>84%-87%=B</td>
</tr>
<tr>
<td>5. Response Papers (10 points each = 50 points)</td>
<td>81% -83% = B-</td>
</tr>
<tr>
<td>6. On-line Discussion Responses (5 points each x 14 weeks = 70 points)</td>
<td>78%-80%=C+</td>
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<tr>
<td>7. Class Participation and Attendance (20 points)</td>
<td>75%-77%=C</td>
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<tr>
<td></td>
<td>72%-74%=C-</td>
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<tr>
<td></td>
<td>62%-71%=D</td>
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<td>61% - below = F</td>
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</table>

### Course Content Outline:

#### Course Calendar At-a-glance

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Required Readings for Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 28</td>
<td>Culturally and Linguistically Diverse Populations in Utah</td>
<td>Log on to Canvas course site. Review syllabus, complete readings.</td>
<td>Perlich, 2008 National Clearinghouse for English Language Acquisition (2011) AccELLerate!</td>
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<tr>
<td></td>
<td></td>
<td>Overview of course Your current teaching assignment, populations you teach</td>
<td></td>
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<tr>
<td>2</td>
<td>Sept 4</td>
<td>Disproportionate Representation of Minorities in Special Education</td>
<td></td>
<td>Waitoller et al., 2010</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Guiberson, 2009</td>
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<tr>
<td>4</td>
<td>Sept 18</td>
<td>Bilingual Development Simultaneous and Sequential Bilinguals</td>
<td></td>
<td>Paradis, Genesee, Crago, 2010 Chps. 4 &amp; 6</td>
</tr>
<tr>
<td>Session</td>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
<td>Required Readings for Session</td>
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<tr>
<td>5</td>
<td>Sept 25</td>
<td>No class-San Juan training</td>
<td>On-line quiz on Bilingual Development</td>
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<tr>
<td>6</td>
<td>Oct 2</td>
<td>Screening, assessment, and eligibility determination with ELLs</td>
<td></td>
<td>deValenzuela &amp; Baca, 2004-Chp.8</td>
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<tr>
<td>7</td>
<td>Oct 9</td>
<td>No class-DEC conference On-line class assignment</td>
<td>EVALUATION ASSIGNMENT DUE</td>
<td>Duran, Cheatham, &amp; Santos, 2011</td>
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<tr>
<td></td>
<td></td>
<td>Screening, assessment, and eligibility determination with ELLs</td>
<td></td>
<td><strong>OR</strong> Huang et al., 2011 <strong>and</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Hart, Cheatham, &amp; Jimenez-Silva, 2012</td>
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<td></td>
<td></td>
<td>Stages of second language acquisition and differentiated instruction</td>
<td></td>
<td>Hill &amp; Flynn, Chps. 1-4</td>
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<td>9</td>
<td>Oct 23</td>
<td>Effective instructional practices with ELLs</td>
<td></td>
<td>Hill &amp; Flynn, Chps. 5-8</td>
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<tr>
<td>10</td>
<td>Oct 30</td>
<td>Effective instructional practices with ELLs IEP development for ELLs</td>
<td>Discussion Paper # 3-Instructional Strategies</td>
<td>Goldenberg, 2008</td>
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<td></td>
<td></td>
<td></td>
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<td>Hart, 2009</td>
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<tr>
<td>11</td>
<td>Nov 6</td>
<td>Reading Impairment and ELLs</td>
<td>IEP ASSIGNMENT DUE</td>
<td>Paradis, Genesee, &amp; Crago, 2010, Chp. 10</td>
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<tr>
<td>12</td>
<td>Nov 13</td>
<td>Culturally Responsive Teaching</td>
<td>Discussion Paper # 4-Reading development of ELLs</td>
<td>Ford &amp; Kea, 2009</td>
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<td>Utley, Obiakor, Bakken, 2011</td>
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<tr>
<td>Session</td>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
<td>Required Readings for Session</td>
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<tr>
<td>13</td>
<td>Nov 20</td>
<td>RTI and ELLs Intervention Assistance Teams</td>
<td>INSTRUCTIONAL STRATEGIES</td>
<td>Linan-Thompson &amp; Ortiz, 2009</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>ASSIGNMENT DUE</td>
<td>Ortiz, Wilkinson,</td>
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<td>Robertson-Courtney,</td>
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<td></td>
<td></td>
<td></td>
<td>Kushner, 2006</td>
</tr>
<tr>
<td>14</td>
<td>Nov 27</td>
<td>Thanksgiving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Dec 4</td>
<td>Supporting the involvement of families who are culturally and</td>
<td>Discussion paper</td>
<td>Delgado-Gaitan, Chps. 1-4</td>
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<tr>
<td></td>
<td></td>
<td>linguistically diverse Review for final</td>
<td># 5-Family Involvement</td>
<td>Hill &amp; Flynn, Chp. 12 and</td>
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<td></td>
<td></td>
<td></td>
<td>Appendix C</td>
</tr>
<tr>
<td>16</td>
<td>Dec 11</td>
<td>Finals week – no class</td>
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Description of Course Assignments:

1. **Evaluation Plan Assignment (30 points) DUE OCTOBER 9**
   Students will develop an evaluation plan based on one case study provided or based on a particular student he/she worked/works with. Students will choose a student and will answer the following questions based on the readings and class discussions.
   1. Provide a description of your case study student: Language background, grade, instructional concerns, any other relevant information
   2. What language/languages will you test in? Why?
   3. What assessment tools will you use? Why?
   4. What other information will you gather? Why?
   5. How will you decide whether or not the child qualifies for special education?
   6. What specific factors in the description of the child's language and cultural background influenced the decisions you made regarding the evaluation plan? How and why did these factors influence your decisions?
2. **IEP Assignment (30 points) DUE NOVEMBER 6**
Students will revise the goals and objectives on an IEP given to them or from a CLD student on their caseload. Students will also specifically address these questions:
6. What language(s) will you use for instruction? Why?
7. What materials/personnel will you use?
8. How will you access necessary resources i.e. materials in the child’s native language, an interpreter, bilingual instructional support, etc.?
9. How will you involve the child’s family? What specific strategies will you use?

3. **ELL and Culturally Responsive Instructional Strategies Assignment (50 Points) DUE NOVEMBER 20**
Take one week’s worth of instruction that you are currently responsible for. Use at least 10 new strategies learned through the readings on ELL instructional strategies and culturally responsive teaching to improve your lessons for culturally and linguistically diverse populations. You will submit your lessons with embedded strategies. If you need new materials you must develop them and submit them with your lessons. Include a one-page paper on what you have learned about effective strategies for ELLs and culturally responsive teaching OR implement 2 of the strategies and reflect on how it went. What worked and what didn't?

4. **Quiz on Bilingual Language Development (25 points) DUE SEPT. 25**
Students will be tested on the readings assigned and material presented in the third and fourth class sessions. The test will be short answer, fill in the blank, with one essay application question.

5. **Discussion Papers (10 points each = 50 points)**
Students have topical prompts below to respond to in a 2-3 page paper. These papers will cover material in the readings and from class lectures.
**Discussion Paper # 1- DUE 9/18**—Discuss your role in reducing over or under-representation of minority populations receiving special education services. Explain the causes of disproportionate representation? What referral/assessment practices and attitudes do you see in your school that may contribute to disproportionate representation? What practices do you observe that represent best practice? What role can you play in improving practices?

**Discussion paper # 2-DUE 10/16-** Interview your school’s ELL teacher and ask him/her about what level of support is offered to each ELL student. What strategies does he/she use? How much communication/collaboration is there between the ELL teacher and general education and special education teachers? Does the ELL teacher ever attend IEP or evaluation meetings? How much interaction does the ELL teacher have with the students’ families? You can follow up on any comment that piques your interest as you are conversing with them.

**Discussion Paper # 3- DUE 10/30-** Describe 5 instructional strategies you learned about from reading Hill & Flynn, 2006. How will you use these strategies in your own instruction when working with ELLs?
Discussion Paper # 4- DUE 11/13- After reading about reading development in ELLs what are some of the teaching practices in U.S. public schools that can contribute to reading difficulties in this population. What are some effective strategies to improve reading achievement in this population? If you are responsible for reading instruction what could you do to better support higher levels of reading in the ELL population? If you are not responsible for reading instruction visit with the resource room teacher and ask him/her if they use specific strategies when working with ELLs.

Discussion Paper –DUE 12/4- Reflect on working with culturally and linguistically diverse families. What did you learn from reading these chapters? Where do you think break-downs in communication often occur? What are some was that you could improve communication with families who have limited proficiency in English? What are some areas that you think your school succeeds in reaching out to families and what are some suggestions for improvement?

6. On-line discussion postings (5 pts each x 14 weeks = 70 points)
An on-line discussion question will be posted every week. Students are expected to respond to the question posted by the instructor and to respond to two other student postings.

7. Class Participation and Attendance (20 points)
Students are expected to actively participate during class sessions and in on-line activities.

USU AND DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION POLICIES

WEATHER AND EMERGENCY CLOSING PROCEDURES
If University classes are canceled or if University offices are closed, notification will be provided through area media, including radio and television stations. In case of inclement weather, students should consult with media broadcasts for class status.

USU INCOMPLETE POLICY
Incomplete (I) Grade. Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the work in a course due to extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating circumstance' will include:
1. incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
2. a death in the immediate family,
3. financial responsibilities requiring a student to alter course schedule to secure employment,
4. change in work schedule as required by employer, or
5. if there are other emergencies that students think necessitate an incomplete grade, then students will need approval from both the instructor and the department head.

Documentation of the circumstances cited to justify an incomplete grade is required. If an incomplete is approved, two grades will be given, an "I" and a letter grade for the course computed as if the missing work were zero. The student is required to complete the work by the time agreed upon, or not longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the letter grade originally submitted with the "I" will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with the instructor awarding the "I" grade, and in accordance with departmental policy. In the absence of the original instructor, special circumstances must be handled by the department head. Documentation of required work to be completed in order to remove the "I" grade must be filed with the department office. The "I" grade should generally not require a complete repeat of the course. A student should not reregister for the course. Research and thesis courses taken for graduate work are exempted from this policy. All "I" grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree.

**STUDENTS WITH DISABILITIES**

If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc. must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats--large print, audio, diskette or Braille. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

**GRADE POINT REQUIREMENTS**

1. **Certification/Undergraduate Students** - Students must maintain a grade point average of 2.75 after being admitted to the Teacher Education Program and while taking courses in the major.
2. **Graduate Students** - All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

**ACADEMIC INTEGRITY**

The following is the official policy statement of Utah State University regarding Academic Integrity. If you are found to be in violation of any of these university standards you will fail the course.

**Section 1. University Standard: Academic Integrity**

Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic
dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.

**The Honor Pledge**—To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” Violations of the Academic Integrity Standard (academic violations) include, but are not limited to:

1. **Cheating:** (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually”; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

2. **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.

3. **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.