



Time: Monday, 5:15-8:05

Phone: 817-320-2750

Location: Simmons 218 and Blackboard

Email:

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Office Hours: By appointment

**Course Description:** This course introduces students to different teaching approaches that help create equal educational opportunities for students from diverse racial, ethnic, social-class, gender and cultural groups. Additionally, you will be introduced to the theories and practical applications of language acquisition and special education. Challenges in identifying and teaching ESL/special education students will be explored along with the impact of laws and legal cases upon the efforts of schools to meet the needs of this population.

**Required Readings:**

Required and recommended readings are posted on blackboard.

Gantos, Jack (1998). *Joey Pigza Swallowed the Key*. New York: Harper Trophy  
(available at local library)

**Design of the Class:** This class is designed around constructivist principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate to facilitate their own learning. The instructor expects quality work from each student supported by adequate preparation and involvement.

### Course Objectives

Student will be able to:

1. employ instructional strategies, classroom management techniques, alternative assessment ideas and resources designed to empower learners in a diverse student population with a particular emphasis on learners with language differences, ability challenges, and/or with concurrent language and ability differences (ESL/ Special Education).
2. identify how the potential influence of and variation within factors - including but not limited to - (SES, poverty, gender, age, ethnicity, academic background, language background, religion, exceptionalities) can help educators individualize instruction according to the specific needs of learners with a particular emphasis on learners with language differences, ability challenges, and/or with concurrent language and ability differences (ESL/ Special Education).
3. communicate and collaborate effectively with diverse students' parents/guardians and bridge differences that may exist between the home and school environments (e.g. facilitate parent/guardian involvement in their children's education and school activities and help families access community resources to enhance the education of students).
4. articulate self-awareness of perceptions, attitudes and behaviors related to diversity issues

### SBEC ESL Standards

- 4.1k Applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL
- 4.2k Factors and procedures in planning ESL instruction, including consideration of students' developmental characteristics and their individual needs
- 4.3k A variety of methods and techniques appropriate for instruction in the ESL classroom
- 4.4k Strategies for fostering ESL students' communicative competence
- 4.5k Instructional practices, resources, and materials for content-based ESL instruction
- 4.6k The use of technological tools and resources to facilitate and enhance ESL instruction
- 4.1s Design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS) and ELPS
- 4.2s Use planning procedures to design effective, developmentally appropriate ESL instruction
- 4.3s Select instructional methods, resources, and materials including the fine arts, appropriate for various goals and situations in the ESL classroom
- 4.4s Infuse technological tools and resources into the instructional process
- 4.7s Apply principles of effective classroom management in a range of situations in the ESL classroom
- 6.5k Understands relationships among state-mandated standards, instruction, and assessment in the ESL classroom

### **SPED Objectives**

1. Discuss state and federal laws/legislation impacting the education of students with disabilities.
2. Demonstrate an understanding of the different disability categories in terms of definitions, prevalence, identification, and characteristics of students with specific disabilities.
3. Describe evidence-based practices pertinent to identification, instruction (literacy and numeracy), behavior supports, assessment, and adaptations (accommodations and modifications) found to be effective with students with disabilities.
4. Discuss the collaborative roles of general and special education teachers, related service providers, and parents as they pertain to the education of students with disabilities in both special education and general education classrooms.
5. Evaluate multicultural aspects resulting in overrepresentation of minority or culturally diverse populations in special education.

### **SBEC Standards**

- I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
- III. The teacher promotes learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.
- IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

- A. **Scholars and Leaders in Professionalism.** Our students display intellectual curiosity, engage in critical thinking, and model collaboration in their professional interactions. Through classroom-based and field-based learning experiences, undergraduate students develop and refine the positive attitudes and dispositions which characterize teacher leaders. Graduate students continue the journey of lifelong learning through reflective and evidence-based practice and informed implementation of innovation.
- B. **Educators Committed to High-Quality Teaching.** Our students stay well versed in the most current and available research from quantitative, qualitative, mixed methods, and multidisciplinary studies. They use the latest scholarship to guide their classroom practices and instructional design. Our courses in all the degree programs include clearly laid out competency-based requirements that emphasize high-quality teaching.
- C. **Leaders in Translating Evidence-Based Research into the Classroom.** Undergraduate students implement teaching strategies that have been proven to be effective, becoming leaders in the schools where they teach. Master's students become critical consumers of research and will lead their colleagues in efforts to translate research to practice. Doctoral students become active researchers as they work beside faculty in grant-funded research to expand scientific knowledge and disseminate research findings.
- D. **Experts in Differentiated Instruction.** Our students are sensitive and responsive to diverse learners. Graduates adapt their educational methods to meet the needs of all students across linguistic, developmental, cognitive, ethnic, gender, and socio-cultural variations. They are committed to creating learning environments that address the full range of potential human development.

### Course Policies

**SMU Student "Code of Conduct":** The student is expected to abide by the SMU Code of Conduct in all matters related to this course, including work inside and outside of the classroom. For details, please see [http://www.smu.edu/studentlife/PCL\\_03\\_Conduct\\_Code.asp](http://www.smu.edu/studentlife/PCL_03_Conduct_Code.asp)

**Professionalism:** Regular and punctual attendance is expected. Students are expected to be prepared for class. Text messaging, cell phone calls, and any non-class related laptop activities during class are not acceptable professional behavior. It is the student's responsibility to e-mail the professor if an absence is necessary or to notify, in advance, intent to miss class. Beginning with the second absence, a student's final grade will be lowered by a letter grade.

**Class Participation:** During each class session, the participation of all students is expected throughout the semester. At the discretion of the instructor, a student's grade will reflect his/her participation in classroom activities and tasks.

**Due Dates:** All assignments must be turned in on the date listed on this syllabus. Late assignments without any prior arrangements with the instructor will not be accepted. Absence from class does not constitute notification about a late assignment. In case of an absence, the student should submit his/her assignment electronically by the beginning of class; otherwise it will be considered late. Computer/printer failures are not acceptable reasons for late work.

**Quality of Work:** Assignments must meet the high quality standards expected of an outstanding graduate student.

**Requests for Help with Assignments:** Students should feel free to talk to the instructor, or email the instructor about any assignment. However, the student should always make an effort to begin the assignment before asking for help. E-mailing the instructor the night before any assignment is due is not an optimal time for questions.

**Requests for Grades of Incomplete:** The instructor rarely, if ever, grants such requests.

**Plagiarism and Academic Honesty:** Students are expected to embrace and uphold the SMU Honor Code. Violations of the Honor Code will be acted upon in accordance with the policies and procedures outlined in the Mustang Student Handbook. All students are responsible for knowing and adhering to the SMU Honor Code. All assignments are subject to screening by Safe Assign or other plagiarism-detection programs.

**Disability Accommodations:** Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

**Support Services:** The success and well-being of students is a priority of SMU. The Student Health Center and the Counseling Center are available to provide support and resources for students needing support related to their physical or emotional health. The Altschuler Learning Enhancement Center (<http://www.smu.edu/alec/home/>) is available to provide various forms of academic support.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalog)

**Midpoint Review:** Faculty in the Department of Teaching and Learning are required to complete a mid-semester Dispositions Checklist for each student in master's level courses. For more information, please see the Masters' Degree Handbook.

## Assignments

The assignments are designed to guide the student through various stages of cognitive and affective development. I have tried to make each assignment meaningful and worthwhile with the intent of guiding the students in examining their personal beliefs and attitudes through introspection and in response to new information and experiences. Reading assignments will provide the student with content about what diverse learners, educators, and experts in the field suggest about multicultural education and special education. Projects, class discussions, and a variety of other activities will guide the student in helping make connections with the student's knowledge and the content. Throughout the semester, the student will have the opportunity to identify quality multicultural and equitable education practices, develop effective communication skills consistent with issues of diversity in special education, and use them in the student's interactions with others. A secondary focus of the assignments is to ensure students learn how to integrate technology in their instruction and also improve on their writing skills.

An important component of this course is the learning community we create. Each one of us has an important role in the success of one's own learning and the learning of others in class. We will rely on each other to be both learner and teacher by taking responsibility for our own learning and

holding others accountable for maintaining a learning environment that facilitates everyone's growth.

**1. ESL/Special Education Field Study:** For Assignment 1, students will complete an ESL/Special Education Field Study. This assignment will be completed in 3 parts, but with a culminating final paper (for grading) that includes all 3 parts. You must conduct at least one interview, but can conduct two. In other words, either part 1 or part 2 must be an interview; select whether you will interview a special education teacher or an ESL teacher. I recommend you interview the teacher whose field you are less familiar with. The other part must include a review of at least 2 peer-reviewed articles to explore the specific area of choice. (For example, if you conduct an interview with a special education teacher for part 1, then you will review 2 studies in lieu of interviewing an ESL teacher). However, if you are able to interview a special education teacher and an ESL teacher, that would actually be preferable. (TLCF: A, B, C, D) (30 points)

a. **Part 1 (due 2/3):** Students will interview a special education teacher (or review 2 peer-reviewed articles) in order to better understand the practical part of special education policy and practice (the final paper should include the signed interview form). For purposes of classroom discussion, students will sign up to examine different aspects of special education so that, as a class, we can experience special education as holistically as possible from a practical perspective. Students will select from the following topics on a first-come-first-served basis:

	Topics	Students
1	The referral process - teams involved, documents, how a student becomes a "sped student".	
2	The evaluation process (ask about the assessment component - testing for special education placement; speak with a diagnostician, psychologist, or speech pathologist)	
3	The ARD process - who is involved, timelines, notices, documents, parts of the IEP	
4	Related Services - how are related services provided at the school? Which?	
5	Assistive technology - provision of assistive technologies, types available	
6	Characteristics of students with disabilities - specific disabilities that the teacher teaches	
7	Collaborating with other educators and para-educators - how, challenges, solutions, etc.	
8	Collaborating with parents - how, challenges, solutions, etc.	
9	Teaching children with disabilities - specific disabilities or general strategies	
10	Challenges of teaching students with disabilities and how the challenges are overcome	
11	Transition planning (middle or high school) - how, what, who's involved, etc.	
12	Continuum of placement options (e.g., resource, self-contained, homebound, etc.)	
13	Legal frameworks - Section 504, IDEA, etc.	
14	Professional development opportunities for special and general education teachers	

- b. **Part 2 (due 2/17)** -Students will interview an ESL teacher (or review 2 peer-reviewed articles) in order to better understand the practical part of ESL policy and practice (the final paper should include the signed interview form). For purposes of classroom discussion, students will sign up to examine different aspects of ESL so that, as a class, we can experience ESL as holistically as possible from a practical perspective. Students will select from the following topics on a first-come-first-served basis:

	Topics	Students
1	Legal frameworks - State Law Chapter 89	
2	Legal frameworks - ELPS and TELPAS	
3	Legal frameworks - Chapter 29	
4	The evaluation process (ask about the assessment component - testing for ESL placement)	
5	Services - how are ESL services provided at the school? Types of classrooms, etc.	
6	Different languages represented in the classroom/school	
7	Characteristics of ESL students	
8	Collaborating with other educators and para-educators - how, challenges, solutions, etc.	
9	Collaborating with parents - how, challenges, solutions, etc.	
10	Teaching ESL students - strategies the teacher uses for reading, writing, listening, and speaking in addition to teaching content.	
11	Challenges of teaching ESL students and how the challenges are overcome.	
12	Characteristics of ESL students with disabilities.	
13	Professional development opportunities for ESL and other teachers	

- c. **Part 3 (\*due 2/18)** - An increasing number of children have both ESL and special education needs. Students will review at least **two peer-reviewed articles** and provide a summary of at least 10 specific facts about children who receive both ESL and special education. The facts will be listed and discussed via a Prezi, Voicethread, glog ([www.glogster.com](http://www.glogster.com)) or other approved technology. Be sure to cite each fact (superscripts can be used that are tied to the references). Students should be prepared to present their information in class on 2/18. More details will be provided in class.

- d. **Field Study Final Paper:** As a culmination of assignment 1, students will submit a paper (due 3/17) that contains three parts (Parts 1, 2, & 3). This paper (6-8 pages) should be written in accordance with APA guidelines. Use at least **two peer-reviewed articles** to support the information from the interviews with the teachers and another two for the facts (minimum of 4 articles for the entire paper). See the rubric for more guidelines and more details will be provided in class.

ESL/Special Education Field Study Rubric			
Category	Target 7-8	Acceptable 4-6	Needs improvement 0-3
Part 1	Interview/articles review was conducted and submitted on time. The interview is on the selected topic.	Interview was conducted and submitted on time. The interview strayed somewhat from the selected topic.	Interview was conducted but not ready on time. The topic is different from the one selected. No signatures included.
Part 2	Interview was conducted and submitted on time. The interview is on the	Interview was conducted and submitted on time. The interview strayed	Interview was conducted but not ready on time. The topic is different

	selected topic.	somewhat from the selected topic.	from the one selected. No signatures.
Part 3	The technology was presented in class. The presenter was enthusiastic and very knowledgeable. The presentation is of high quality in terms of content, appearance, visual appeal, amount of writing (appropriate for the size of the board, audience, etc.), and diction. The presenter included citations accordingly.	The technology was presented in class. The presenter was quite enthusiastic and quite knowledgeable. The presentation is of good quality in terms of content, appearance, visual appeal, amount of writing (appropriate for the size of the board, audience, etc.), and diction. The presenter included some citations accordingly.	The technology was presented in class (or was not = 0). The presenter was not as knowledgeable in the topic. The presentation needs some improvement either in content, appearance, visual appeal, amount of writing (appropriate for the size of the board, audience, etc.), or diction. The presenter did not include citations accordingly.
Category	Target 5-6	Acceptable 3-4	Needs improvement 0-2
Final Paper	The paper covers all the required parts. The interviewees' signatures are included. The paper contains minimal (2 or less) APA errors and a reference list that is aligned to citations. At least two peer-reviewed articles cited to support information from the interviews with the teachers. At least two peer-reviewed articles cited to support the ten facts. No mechanical and/or typographical errors. No evidence of plagiarism.	The paper covers 2 of the required parts. The interviewees' signatures are included. The paper contains few (no more than 5) APA errors and a reference list that is aligned to the citations. At least two peer-reviewed articles cited to support the information from the interviews with the teachers. At least two peer-reviewed articles cited to support the ten facts. Few mechanical and/or typographical errors. No evidence of plagiarism.	The paper covers only one part. The interviewees' signatures are included otherwise a score of zero will be assigned. The paper contains several (more than 5) APA errors. Does not meet the required number of sources and/or the sources are not peer-reviewed. Several mechanical and/or typographical errors. Evidence of plagiarism = zero.

2. **Analysis of Studies (Review & Critique)** (due 4/17): Educators should be able to locate studies that shed light on best practices pertinent to the teaching and learning of diverse groups of students. Students will locate **five peer-reviewed studies** (practitioner articles are not acceptable), a study for each of the following topics: Response to Intervention (RTI), Positive Behavior Supports (PBS), science (instruction or assessment), literacy (assessment or instruction), and instructional adaptations (modifications or accommodations). The studies should pertain to ELLs, students with disabilities, or ELLs with disabilities. Students may use studies provided in class. For each study: (a) Summarize in APA format in no more than half a page. Be sure the summary includes the following: purpose of the study, participants, procedures, results/findings, conclusions, and implications; (b) critique the study by identifying at least three specific weaknesses of the study (research design, procedures, sample size, etc.) and provide suggestions on how the identified weaknesses could be alleviated. Following the analysis of the five studies, include a closing paragraph in which you reflect on what you learned from reading all the studies. The entire write-up should be 5-6 pages double-spaced, font 12, Times New Roman, and 1-inch margins. Any evidence of plagiarism will result in a zero score. More information will be provided in class. See the rubric below for more details. (TLCF: C, D) (20 points)

Analysis of Studies (Review & Critique) Rubric			
Category	Target 5-6	Acceptable 3-4	Needs Revision 0-2
<b>Summaries: Content and Resources</b>	The studies relate directly to the five required areas (RTI, PBS, Literacy, Science and adaptations) and pertain to students with disabilities or with language needs. The summaries communicate the student's ability to read, evaluate, and organize information effectively at a high analytical level. Summaries include all the required parts (purpose, participants, procedures, results/findings, conclusions, implications). Writing is crisp, clear, and succinct. All studies are peer-reviewed from education or education-related journals.	The studies relate directly to the five required areas (RTI, PBS, Literacy, Science, and adaptations) and pertain to students with disabilities or with language needs. Summaries communicate the student's ability to read, evaluate, and organize information effectively; Summaries include most of the required parts (purpose, participants, procedures, results/findings, conclusions, implications). Writing is crisp, clear, and succinct. The studies are peer-reviewed from education or education-related journals.	Summaries indicate that the student's ability to read, evaluate, and organize information needs to be improved. Summaries include few of the required parts (purpose, participants, procedures, results/findings, conclusions, implications). Writing is sometimes difficult to follow. The articles are not peer-reviewed (zero points). (plagiarism= 0 points)
<b>Critique</b>	The critique clearly and specifically delineates and explains at least three specific weaknesses of the study (research design, procedures, sample size, etc.) and includes realistic and logical suggestions on how the identified weaknesses could be alleviated. Reader-friendly markers are used.	The critique somewhat delineates and explains at least two specific weaknesses of the study (research design, procedures, sample size, etc.) and includes suggestions on how the identified weaknesses could be alleviated. Reader-friendly markers are used.	The critique is quite weak; the student fails to clearly explain weaknesses of the study (research design, procedures, sample size, etc.). Suggestions are either not specific, not logical, or omitted.
Category	4	2-3	1
<b>Reflection</b>	The reflection demonstrates the student's ability to analyze information and think critically at a high analytical level. It includes specific information indicating what was learned from reading the articles.	The reflection somewhat demonstrates the student's ability to analyze information and think critically. It includes specific information indicating what was learned from reading the articles.	The reflection fails to demonstrate the student's ability to analyze information critically and does not specifically identify information learned.
<b>Mechanics &amp; APA Format</b>	No spelling, grammar, or punctuation errors are made. Includes a cover page and the articles are listed in APA format.	Few (3-5) spelling, grammar, or punctuation errors are made. Includes a cover page and the articles are listed in APA format, but with some errors.	Misspelled words, incorrect grammar, and improper punctuation are evident throughout. No attention paid to APA formatting. (plagiarism=0 points)

**3. Diversity Presentations:** Teachers (students) with master's degrees should be able to work collaboratively with their peers in providing

equitable education to diverse groups of students. In completing this assignment, students will be expected to make presentations on **how to** educate diverse students in pairs or in groups (depending on class size). Groups will select the topic (see table below) of their presentation (but poverty and culture must be covered) and delineate their delimitations. The students will present the issue and demonstrate examples of strategies that will ensure that the needs of that particular group of learners are met. Refer to at least **6 peer-reviewed articles**. Cite the articles in text then provide a list of the references in APA format at the end of the presentation. The presentation should be 30 minutes. (TLCF: C, D) (20 points)

Topic	Students
Poverty	
Culture	

Diversity Presentations Rubric			
Components	Target 4 Points	Acceptable 2-3 Points	Needs Improvement 0-1 Points
Introduction	The topic is clearly introduced and the focus of the presentation clearly defined. The presentation outlines specific strategies for teaching a group of diverse students.	The topic is clearly introduced and the focus of the presentation outlined.	No clear description of topic.
Body/Content	Discussions pertinent to the issue are included in sufficient detail. Elaborations, examples, and illustrations are provided. Citations provided on each slide and against all pieces of information.	While the information provided includes discussions pertinent to the issue, some critical components are missing. Elaborations are somewhat provided.	Does not provide sufficient detail on the issue. No citations of the sources of the information provided on each slide.
Conclusion and synthesis of ideas	Precise conclusions are made based on the information presented. The conclusion clearly ties in with the entire presentation.	Concluding remarks are made that show an analysis and synthesis of information presented.	The conclusion is very brief and does not include a synthesis of information presented in the presentation.
Organization, flow, visuals, and mechanics	Information presented clearly in an interesting sequence with logical transitions from one part to the next. No typographical and grammatical errors. Information per slide summarized and easy to read; background color does not interfere with presentation.	Information presented in a logical sequence with logical transitions from one part to the next. No typographical and grammatical errors. Information per slide summarized and easy to read; background color does not interfere.	There is a simple flow from one section to the next, with no attention paid to transitions from one section to the next. Some typographical and grammatical errors. Writings too small; too much information on slides making them appear crowded.
Sources, citations, and references	No less than 6 professional journal articles and books used; all citations are clearly delineated in the presentation in APA format. All citations in	At least 5 professional journal articles and books used; all citations are clearly delineated in the body of the presentation on each slide with some	Only a few citations are included in the presentation on some slides. Some citations in the presentation do not appear on the reference list and vice

	the presentation appear on the reference list and vice versa. All sources published after 2006 (some exceptions may apply).	APA formatting errors. All citations appear on the reference list and vice versa. All sources published after 2006 (some exceptions may apply).	versa. Less than 6 professional journal articles and books are used.
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*Note: If the information is plagiarized, the entire presentation will not be graded. Please note that to avoid plagiarism, paraphrase the information from other sources and give credit to the source of the information by providing citations as appropriate in APA format.*

**4. Cultural Minority Experience:** You are to participate in an activity where you are a minority member in some major way. The intent of the assignment is that you are significantly different than the majority such as a different race than the majority or a different gender or a different religion at a worship service. The activity should be active rather than passive.

Some examples of activities include volunteering at a homeless shelter or shelter for abused women, volunteering to work with children with exceptionalities or older people in a nursing home, attending a different religious or spiritual celebration (another Christian service does not count if you are a Christian yourself), attending an event where another language is spoken, or attending an event focusing on gay/lesbian/transgender issues. If you are not sure about an activity, please discuss it with the instructor.

The activity or event should be interactive and should last between 1-3 hours. It should occur during sometime between January and March. After attending the event, write a 2-3 page reflection and include the following:

- Short description of the activity (name of the event, where and when it occurred, activities that occurred, length of time spent at the event) and your interaction with the other participants.
- Your emotional reaction to the event. For example, did you feel uncomfortable? Were you included or excluded? If you felt included, what made you feel comfortable and included? If you felt excluded, what could have been done to make you feel included?
- How did participation in this event raise your awareness about the need to include all learners? What did you learn from your participation in the event that you can use in your teaching? Describe the lessons you learned that may affect how you include diverse learners in your classroom.

**5. Midterm:** Details will be provided in class. (TLCF: A) (10 points)

**6. Final Exam:** Details will be provided in class. (TLCF: A) (10 points)

Evaluation	
Assignment/Activity	Points
ESL/Special Education Field Study	30
Analysis of Studies	20
Diversity Presentations	20
Class Discussion	5
Cultural Minority Experience	5
Midterm	10
Final Exam	10
<b>Total</b>	<b>100</b>

Grading											
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
94-100	90-93	87-89	83-86	80-82	79	77-78	75-76	74	72-73	70-71	69<

Tentative Course Calendar		
<i>Date</i>	<i>Content</i>	<i>Assignments due</i>
1/27	Introduction to the course - syllabus Writing APA requirements - Field Study Paper, Review and Critique of studies.  To do: Sign up for field study topics	
2/3	Diversity and Bias  <b>Guest Speaker-Nancy Roberts</b>	*Part 1- Interview a SPED teacher or a review of 2 articles.
2/10	Introduction to Special Education: History, Policies, and Practices Course Objectives: 1,2/ SPED Objectives: 1,2,3  <b>Required Readings (available on blackboard):</b> Copies from Smith & Tyler (2010). Texas Education Code Chapter 29 <a href="http://law.onecle.com/texas/education/chapter29.html">http://law.onecle.com/texas/education/chapter29.html</a> (access online) Yell, M. L., & Ryan, J. B. (2009). The U.S. supreme court and special education: 2005 to 2007. <i>Teaching Exceptional Children</i> , 41(3), 68-75.	*Part 2 - Interview with an ESL teacher or review of 2 articles <b>Remember: You must conduct at least one interview .</b>
2/17	Introduction to ESL- State Law Chapter 89, ELPS (Chapter 74), and TELPAS Course Objectives: 1/ SBEC ESL Objectives: 4.1K, 4.1s  <b>Required Readings (available on blackboard):</b> Chapter 89, Subchapter BB <a href="http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html">http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html</a> Chapter 74: English Language Proficiency Standards (ELPS) TELPAS <a href="http://www.tea.state.tx.us/index3.aspx?id=3300&amp;menu_id=793#late">http://www.tea.state.tx.us/index3.aspx?id=3300&amp;menu_id=793#late</a> What is TELPAS? <a href="http://www.pngisd.org/modules/groups/homepagefiles/cms/446867/File/Accountability/wite_papers/telpas.pdf">http://www.pngisd.org/modules/groups/homepagefiles/cms/446867/File/Accountability/wite_papers/telpas.pdf</a> 2012-2013 Process for exiting of Sped-LEP <b>Guest Speaker-Nancy Montgomery</b>	
2/24	ESL and Special Education: An Introduction Course Objectives: 1,2,3/ SPED Objectives: 1,2,3,4,5  <b>Required Readings (available on blackboard):</b>	Part 3- summary of at least 10

	<p>Abedi, J. (n.d.). English language learners with disabilities: Classification, assessment, and accommodation issues. National Center for Research on Evaluation, Standards, and Student Testing. Online source.</p> <p>Butterfield, J. (2012). English language learners with disabilities: An overview of latest research and best practices. <i>NABE Perspectives</i>, 34(4), 13-17. (Part of the Perspectives Document)</p> <p>Collier, C. (2012). Special education for indigenous students. <i>NABE Perspectives</i>, 34(4), 9-10. (Part of the Perspectives Document)</p> <p>Diaz, Z. (2012). English learners with special needs: What teachers need to understand. <i>NABE Perspectives</i>, 34(4), 11-12. (Part of the Perspectives Document)</p> <p>Hoover, J. J., &amp; Patton, J. R. (2005). Differentiating curriculum and instruction for English-language learners with special needs. <i>Intervention in School and Clinic</i>, 40(4), 231-235.</p> <p>Rivera, C. J., Hicks, S. C., &amp; Cuero, K. K. (2012). Using culturally responsive shared stories to increase literacy skills for students who are emerging bilingual with disabilities. <i>NABE Perspectives</i>, 34(4), 5-8. (Part of the Perspectives Document)</p> <p><b>Guest Speaker-Nancy Montgomery</b>  <b>To do: Prepare Technology Presentation</b></p>	<p>specific facts about children in both ESL &amp; Sped - create a technology presentation</p>
3/3	<b>Field Trip-TBD</b>	
3/17	<p>Assessment and Literacy Instruction in ESL and Special Education Classrooms  Course Objectives: 1,2,3/ SBEC ESL Standards: 4.1k, 4.3k/ SPED objective: 3</p> <p><b>Required Readings (available on blackboard):</b>  ActiveGrade: Characteristics of good assessments.  Applegate, A. J., Applegate, M. D., &amp; Turner, J. D. (2010). Learning disabilities or teaching disabilities? Rethinking literacy failure. <i>The Reading Teacher</i>, 64(3), 211-213.  Developing speaking and writing tasks for second language assessment. The Minnesota Language Proficiency Assessments (MLPA).  Döpke, S. (2006). Understanding bilingualism and language disorder. Retrieved from <a href="http://www.bilingualoptions.com.au/constXTDelay.pdf">http://www.bilingualoptions.com.au/constXTDelay.pdf</a>  Fletcher, T. V., &amp; Navarrete. L. A. (2010). Learning disabilities or difference: A critical look at issues associated with the misidentification and placement of Hispanic students in special education programs. <i>Rural Special Education Quarterly</i>, 30(1), 30-38.  Irujo, S. (n.d.). What does research tell us about teaching reading to English language learners?  Rivera, C. J., Hicks, S. C., &amp; Cuero, K. K. (2012). Using culturally responsive shared stories to increase literacy skills for students who are emerging bilingual with disabilities. <i>NABE Perspectives</i>, 34(4), 5-8. (See the Perspectives Paper)  Robertson, K. (n.d.). Reading Rockets. RTI for ELLs.  SchifferDanoff, V. (n.d.). Teaching ELL: Reading and writing</p>	<p>Field study final paper containing interviews + 10 facts</p>

	<p>strategies.</p> <p>The power of word banks: Easy ways to reach &amp; teach English language learners. © SchifferDanoff, Scholastic Teaching Resources.</p> <p><b>Guest Speaker: Dr. Stephanie Al Otaiba</b></p>	
3/24	<b>Midterm (online)</b>	
3/31	<p>Response to Intervention (RTI), Positive Behavior Supports (PBS), &amp; Instructional and Assessment Adaptations (accommodations, modifications)</p> <p>Course objective: 1/ SPED objective: 3</p> <p><b>Required Readings (available on blackboard):</b></p> <p>Edgemon, E. A., Jablonski, B. R., Lloyd, J. W. (2006). Large-scale assessments: A teacher's guide to making decisions about accommodations. <i>Teaching Exceptional Children, 38</i>(3), 6-11.</p> <p>Garcia, S. B., &amp; Tyler, B. (2010). Meeting the needs of English language learners with learning disabilities in the general curriculum. <i>Theory into Practice, 49</i>(2), 113-120.</p> <p>Huang, J., Clarke, K., Milczarski, E., &amp; Raby, C. (2011). The assessment of English language learners with learning disabilities: Issues, concerns, and implications. <i>Education, 131</i>(4), 732-739.</p> <p>Johnson, E. S., &amp; Smith, L. (2008). Implementation of response to intervention at middle school. <i>Teaching Exceptional Children, 40</i>(3), 46-52.</p> <p>Simonsen, B., Sugai, G., &amp; Negrón, M. (2008). Schoolwide positive behavior supports. <i>Teaching Exceptional Children, 40</i>(6), 32-40.</p> <p><b>Recommended Article:</b></p> <p>Applegate, A. J., Applegate, M. D., &amp; Turner, J. D. (2010). Learning disabilities or teaching disabilities? Rethinking literacy failure. <i>The Reading Teacher, 64</i>(3), 211-213.</p> <p>Barrera, M. (2006). Roles of definitional and assessment models in the identification of new or second language learners of English for Special Education. <i>Journal of Learning Disabilities, 39</i>(2), 142-156.</p>	Cultural Minority Experience
4/7	<p>Diversity and the ESL/ Special Education Student: Part 1</p> <p>Discussion topics: Gender, sexual orientation, etc.</p> <p>Course objective: 1,2,3/SPED objective: 1,2,3,4,5</p> <p><b>Required Readings (available on blackboard):</b></p> <p>Subedi, B. (2006). Preservice teachers' beliefs and practices: Religion and religious diversity. <i>Equity &amp; Excellence in Education, 39</i>, 227-238.</p> <p>Ford D. Y., Oranham T. C., &amp; Whiting, G. W. (2008). Culturally and linguistically diverse students in gifted education: Recruitment and retention issues. <i>Exceptional Children, 74</i>, 289-306.</p> <p>Kawai, H., &amp; Taylor, E. R. (2011). The work children do: Unpacking gendered conflict in an elementary classroom. <i>Harvard Educational Review, 81</i>, 646-666.</p> <p>Wright, T., Roach, V., &amp; Yukins, B. (2012). Is that all there is?</p>	Analysis of Studies (Review & Critique)

	<p>GLBTQ adolescent support in the best of circumstances: One family's story. <i>Journal of Cases in Educational Leadership</i>, 15(4) 105-114.</p> <p><b>Recommended Readings (available on blackboard)</b>  Grubb, R. (2011). Gifted learners in an urban setting: Challenges and opportunities. <i>Gifted Child Today</i>, 34(1), 60-62.  Hargrove, K. (2011). Challenges and roadblocks. <i>Gifted Child Today</i>, 34(1), 52-54.  Treat, A. R., &amp; Whittenburg, B. (2006). Gifted gay, lesbian, bisexual, and transgender annotated bibliography: A resource for educators of gifted secondary GLBT students. <i>The Journal of Secondary Gifted Education</i>, 17(4), 30-243.</p> <p><b>Guest Speaker: Karen Click, Director, Women's Center for Gender &amp; Pride Initiatives</b>  <b>To do: Select a topic for class on 4/21.</b> (complete table below calendar)</p>	
4/14	<p>Diversity and the ESL/ Special Education Student: Part 2  Discussion topics: SES, race, culture, religion, nationality/regionalism  Course objective: 1,2,3/SPED objective: 1,2,3,4,5</p> <p><b>Required Readings (available on blackboard):</b>  Fletcher, T. V., &amp; Navarrete. L. A. (2010). Learning disabilities or difference: A critical look at issues associated with the misidentification and placement of Hispanic students in special education programs. <i>Rural Special Education Quarterly</i>, 30(1), 30-38.  Rivera, C. J., Hicks, S. C., &amp; Cuero, K. K. (2012). Using culturally responsive shared stories to increase literacy skills for students who are emerging bilingual with disabilities. <i>NABE Perspectives</i>, 34(4), 5-8. (Part of the Perspectives Document)  Salend, S. J., &amp; Duhaney L. M. G. (2005). Understanding and addressing the disproportionate representation of students of color in special education. <i>Intervention in School and Clinic</i>, 40(4), 213-221.</p> <p><b>Guest Speaker: Stephen Rankin, Chaplin</b></p>	
4/21	<p>Diversity and the ESL/ Special Education Student Part 3: Topical Issues  Discussion topics: Abuse, obesity, homelessness, bullying, suicide, etc.  Course objective: 1,2,3/SPED objective: 1,2,3,4,5  <b>Class activity:</b> Students-led discussions on topical issues. With a partner, find an article in a newspaper (or in the news) of a current event in the selected topic. Lead a vibrant discussion for 10 minutes (see table below the calendar). (5 participation points)</p>	
4/28	<p>Diversity and the ESL/ Special Education Student Part 4: Gifted and Talented  Course objective: 1,2,3  <b>Guest Speaker-Ann Batenburg</b></p>	

5/5	Teaching Diverse Students - Student Presentations Course objective: 1,2,3 SPED objective: 1,2,3,4,5	Diversity Presentations
TBD	Final Exam: Online	

Note: The calendar is tentative and may change at any time at the discretion of the instructors. \*Due for class discussion, but will be graded at the conclusion of the module.

**4/21.** Class activity: Students-led discussions on topical issues. With a partner, find an article in a newspaper (or in the news) of a current event in the selected topic. Lead a vibrant discussion for 10 minutes (depending on class size).

Students	Topic

**Interview Signature Page**

**EDU 6315 Spring 2014**

Student's Name: \_\_\_\_\_

**Special Education Teacher**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Grade level: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**ESL Teacher**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Note: This information, especially your signature, verifies that you were indeed interviewed.*