

Methods for Emergent Bilinguals with Disabilities Section 01

EDSE 224

Summer 2025 Hybrid 3 Unit(s) 06/02/2025 to 07/03/2025 Modified 05/20/2025

Contact Information

Instructor:	Saili S. Kulkarni, Ph.D. (she/her/hers)
Pronunciation:	Pronunciation Guide
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Office Hours:	Book a Virtual Appointment
Class Days/Time:	In Person Dates: June 3rd, June 10th, June 17th, June 24 th , July 1st CANVAS Online Asynchronous Dates: June 5th, June 12 th , June 19 th , July 3rd

Course Description and Requisites

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

Prerequisite(s): Department consent.

* Classroom Protocols

Classroom Community Expectations

1. Make efforts to...
 - a. Attend all in-person classes. If you arrive late or need to miss a session, please do a consult “three before me” (1. Check the recording transcript/audio 2. Check in with a classmate for notes; 3. Review notes and information via CANVAS)
 - b. Turn in assignments on time. I use a 48-hour rule. If you require an extension for an assignment, complete the [Extension Request Form](#).
 - c. Respect your professor and your peers! Differences of opinion and/or perspectives will be a part of our time together.
 - d. Practice self-care. Moments of seriousness, laughter, and discomfort will

occur during our class. Be mindful of when you must step away, take a breath, and then return. Also, note that we will use a *brave* space rather than a *safe* space approach.

e. Make the most of our space and time together. Engage in class discussions, complete readings, and most importantly, ASK QUESTIONS.

Caregiving Support

1. Many of you are caregivers to a child or other family member(s) during this time. Children are welcome in our space, where we hold sessions provided:

a. You respect the space by providing your child/ren with activities.

b. You excuse yourself if you must attend to caregiving to respect noise levels for

other students.

Program Information

LCOE Department of Special Education Mission

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

LCOE Department of Special Education Program Learning Outcomes

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

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

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Discuss the impact of policies and legislation that protect the rights of second language learners and special education services and practices. Describe how the socio-political climate and state/federal laws play a role in school policies and ultimately in EL student learning.
2. Examine multiple theories, perspectives, and complexities related to programming models for emergent bilinguals and recognize the multifaceted social, psychological, and cultural dimensions contributing to language acquisition and language attitudes.
3. Discuss research and learning theories related and/or applicable to ELLs with disabilities. Understand major theories of both first and second language acquisition (SLA) and make informed decisions about the implications of these theories for the instruction of emergent bilinguals and students with dis/abilities.

4. Identify models, methods, curriculum, strategies and teaching behaviors related to EL teaching and learning including English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE).
5. Articulate knowledge of the California State ELD standards for ELD formal
6. Discuss strategies for grouping, organizing, and managing classrooms to enhance the instruction of emergent bilinguals with and without disabilities.
7. Demonstrate competence in selecting evaluation procedures and tools appropriate to access different levels of EL proficiency/competence.
8. Demonstrate planning competence in applying data-based decision-making to instruction by constructing and interpreting a case and developing further recommendations for an IEP, including appropriate goals and objectives based on the learner's level of linguistic and academic competence and specific dis/ability.
9. Design lesson plans with strategies/approaches that make content area knowledge accessible to ELLs and students with dis/abilities, explicitly promote academic language development among these students, and incorporate California ELD standards. Describe how to collaborate with a fellow teacher in developing and delivering

Examine the significant roles of families, teachers, schools, and communities in the process of learning and language acquisition for emergent bilinguals.

Course Materials

Textbooks and Readers (FREE).

1. (M)othering Labeled Children: Bilingualism and Disability in the Lives of Latinx Mothers (PDF provided)
2. Hoover, J. J., & Patton, J. R. (2017). IEPs for ELs: And other diverse learners. Corwin Press. (PDF provided)
3. [California Practitioners Guide for Educating English Learners with Disabilities](#) (PDF provided)

Other Potential Readings (posted to CANVAS).

Connor, D., & Ferri, B. A. (2021). *How Teaching Shapes our Thinking about Dis/Abilities: Stories from the Field*. Peter Lang Publishing, Inc.

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

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

Echevarria, J., & Graves, A. (2015). Sheltered content instruction: Teaching English learners with diverse abilities (5th ed.).

Echevarria, J., Vogt, M., & Short, D. (2008). Making content comprehensible for English learners: The SIOP model.

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

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

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

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

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

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

Course Requirements and Assignments

ASSIGNMENTS	
Description	Total Points

#1 Reading Reflections

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

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

2
reflecti
@ 25
points
each=
Points
Total

#2 Asynchronous Modules & Discussion Questions

Candidates will complete discussion questions and activities on four asynchronous online modules that are required for the course.

Note: Grammar and spelling will not count for these assignments.

- MTSS and RTI Components CLD (Hoover & Patton Chapters 1-2)
- PLAAFP (Hoover & Patton Textbook Chapters 4-5)
- IEPs and Transition Planning (Hoover & Patton Chapter 9; Trainor et al., 2019)
- IEP Meetings (Hoover & Patton Chapter 10)

4 mod
@ 12.5
points
each=
Total
Points

#3 Written Paper on Distinction Between Language Acquisition and Disability.

100 Tc
Points

Candidates will submit a three-to-five-page, double-spaced paper. The paper will begin with a personal connection to your own language background (native language and any other languages you access to communicate). Then, you will discuss the similarities and differences between students who are emergent bilinguals, students with learning disabilities, and students who are both emergent bilingual learners and students with disabilities using readings from class and/or research. You will end by creating a strategic plan for your approach to educating emergent bilinguals and include at least three specific strategies you hope to incorporate into your classroom or future classroom into your plan. An outline will be provided during class.

Note: This paper is considered a FORMAL paper and grammar and spelling DO COUNT.

#4 Group Lesson Plans and Presentation

100 Tc
Points

Candidates will work in groups or individually to create a lesson plan in the content area of reading/language arts, math, science, or social studies. Candidates may choose the age level of they wish to work with to plan the lesson. The lesson plan will follow the SIOP framework and will include specific measures to support students who are English learners and students with disabilities with rationales provided for each area of the lesson. Written lesson plans are due in CANVAS. Candidates will do a role play presentation of the main strategies and supports for emergent bilinguals used in the lesson on Zoom during the last session. Students will sign up for the date they want to present in class in advance.

Note: This is considered a FORMAL assignment and grammar and spelling DO COUNT in the lesson plan.

✓ Grading Information

Assignment	Total Points	Percent of Grade
Weekly Reading Reflections (2)	50 points	16.6%
Online Module Questions (4)	50 points	16.6%

Written Draft and Final Paper (1)	100 points	33.3%
Lesson Plan and Presentation (1)	100 points	33.3%
TOTALS	300 points	100%

291-300 points= A+ [98-100%]

279-290 points= A [95-97%]

270-278 points = A- [90-94%]

261-269 points = B+ [87-89%]

249-260 points = B [84-86 %]*

**Candidates interested in pursuing a credential in special education are reminded that they must maintain a GPA of 3.0 and each course should be completed with a grade of B or higher. As seen by the point totals above, I DO ROUND UP.*

University Policies

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

Course Schedule

Week	Date	Topics	Assignments/ Readings	PLOs/CLOs/TPEs
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<p>1</p> <p>In Person</p>	<p>06/03</p>	<p>Introductions</p> <ul style="list-style-type: none"> · Setting Course Expectations · Assignments and Syllabus Overview · Reading Reflections & Modules Assignment Overview · Paper Assignment Overview · Who are English Learners and how do we describe them? · Language Acquisition Processes · ELPAC Assessments · ELs and Families · RTI and the MTSS 		<p>PLO # 4</p> <p>CLO # 1</p> <p>U 1.1 (I/P)</p> <p>U 1.6 (I/P)</p> <p>U 6.2(I)</p> <p>U 6.3 (I)</p> <p>MM 5.5 (I/P/A)</p> <p>ESN 5.6 (I/P)</p> <p>ECSE 5.4 (I)</p>
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MM
5.2 (I)

MM
5.5
(I/P/A)

ESN
5.5 (P)

ECSE
1.2 (I)

ECSE 1.4 (I)

<p>2</p> <p>CANVAS</p> <p>ONLINE</p> <p>MODULE I</p>	<p>06/05</p>	<p>MTSS and RTI CLD Overview</p> <p>ONLINE MODULE I</p>	<p>Read:</p> <p>Hoover & Patton Chapters 1-2 (textbook)</p> <p>CA Practitioners Guide Chapter 2 (on CANVAS)</p> <p>Cioè-Peña Chapter 1 (textbook)</p> <p>Due:</p> <p>Online Module 1 Activity Questions Due by 11:59PM to CANVAS</p>	<p>PLO # 2-4</p> <p>CLO # 1-4</p> <p>U 1.1 (I/P)</p> <p>U 1.6 (I/P)</p> <p>U.3.1 (I),</p> <p>U 3.5 (I/P)</p> <p>U 4.1 (I)</p> <p>U 4.4 (I)</p> <p>U 5.6 (I)</p> <p>U 5.7 (P, A)</p>
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MM
1.7 (I)

MM
4.2 (I)

ESN
1.4 (I)

ECSE
1.4 (I)

ECSE
5.7 (I)

ECSE 6.7 (I)

<p>3</p> <p>In Person</p>	<p>06/10</p>	<p>Strategies and Distinctions</p> <ul style="list-style-type: none"> · RTI & MTSS Overview · Specially Designed Academic Instruction in English · Lesson Objectives and Common Core Standards · Lesson Plan Development · Lesson Plan Strategies · PLAAFP Review · Distinguishing Between Disability and Language Acquisition 	<p>Read:</p> <p>Echevarria & Graves Chapter 1 (on CANVAS)</p> <p>Cioè-Peña (2020)</p> <p>Cioè-Peña Chapter 2 (textbook)</p> <p>Echevarria & Graves Chapter 2-3; & MTSS Section (on CANVAS)</p> <p>Ortiz et al. (2011) (on CANVAS)</p> <p>Due:</p> <p>Reading Reflection #1</p> <p>Paper Assignment Rough Draft (Optional)</p>	<p>PLO #</p> <p>2-4</p> <p>CLO # 4-10</p> <p>U 1.1 (I/P)</p> <p>U 6.2(I)</p> <p>U 6.3 (I)</p> <p>MM 5.2 (I)</p> <p>MM 5.5 (I/P/A)</p> <p>ESN 5.5 (P)</p>
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ECSE
1.2 (I)

ECSE 1.4 (I)

U 2.2
(I/P)

ESN
5.6
(I/P)

ECSE 5.4 (I)

<p>4</p> <p>CANVAS</p> <p>ONLINE</p> <p>MODULE II</p>	<p>06/12</p>	<p>PLAAFP and SMART Annual Goals</p> <p>ONLINE MODULE II</p>	<p>Read:</p> <p>Hoover & Patton Chapter 2-3 (textbook)</p> <p>Cioè-Peña Chapter 5 (textbook)</p> <p>Due:</p> <p>Online Module 2 Activity Questions Due by 11:59PM to CANVAS</p>	<p>PLO # 2-4</p> <p>CLO # 1-4</p> <p>U 1.1 (I/P)</p> <p>U 1.6 (I/P)</p> <p>U.3.1 (I)</p> <p>U 3.5 (I/P)</p> <p>U 4.1 (I)</p> <p>U 4.4 (I)</p> <p>U 5.6 (I)</p> <p>U 5.7 (P, A)</p>
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MM
1.7 (I)

MM
4.2 (I)

ESN
1.4 (I)

ECSE
1.4 (I)

ECSE
5.7 (I)

ECSE 6.7 (I)

<p>5</p> <p>In Person</p>	<p>06/17</p>	<p>Lesson Planning</p> <ul style="list-style-type: none"> ● Building Background ● Comprehensible Input ● Lesson Plan and Demo Q&A ● Culturally and Linguistically Responsive Present Levels ● IEPs and Development of Measurable Goals ● Practice and Application Delivering Appropriate IEP services ● Special Considerations and Diversity ● IEP Progress Monitoring 	<p>Read:</p> <p>Klingner & Eppolito Chapter 8</p> <p>Cioè-Peña Chapters 3, 4, & 7 (textbook)</p> <p>Hoover & Patton Chapters 4-8</p> <p>Due:</p> <p>Reading Reflection #2</p> <p>Final Paper Assignment</p>	<p>PLO # 2-4</p> <p>CLO # 1-10</p> <p>U 1.1 (I/P)</p> <p>U 2.2 (I/P)</p> <p>U 6.2(I)</p> <p>U 6.3 (I)</p> <p>MM 5.5 (I/P/A)</p> <p>ESN 5.6 (I/P)</p> <p>ESN 5.5 (P)</p>
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ECSE 5.4 (I)

ECSE 1.2 (I)

ECSE 1.4 (I)

<p>6</p> <p>CANVAS</p> <p>ONLINE</p> <p>MODULE III</p>	<p>06/19</p>	<p>IEPs and Transition Planning</p> <p>ONLINE MODULE III</p>	<p>Read:</p> <p>Hoover & Patton Chapter 9 (textbook)</p> <p>Trainor et al., 2019 (on CANVAS)</p> <p>Due:</p> <p>Online Module 3 Activity Questions Due by 11:59PM to CANVAS</p>	<p>PLO # 2-4</p> <p>CLO # 1-4</p> <p>U 1.1 (I/P)</p> <p>U 1.6 (I/P)</p> <p>U.3.1 (I)</p> <p>U 3.5 (I/P)</p> <p>U 4.1 (I)</p> <p>U 4.4 (I)</p> <p>U 5.6 (I)</p> <p>U 5.7 (P, A)</p>
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MM
1.7 (I)

MM
4.2 (I)

ESN
1.4 (I)

ECSE
1.4 (I)

ECSE
5.7 (I)

ECSE
6.7 (I)

<p>7</p> <p>In Person</p>	<p>06/24</p>	<p>Academic Language</p> <ul style="list-style-type: none"> · Academic Language and CalTPA · Academic Language Demands · Lesson Planning SIOP 	<p>Read:</p> <p>Lim et al. (2015)</p> <p>Cioè-Peña Chapter 9 (textbook)</p>	<p>PLO #</p> <p>2-4</p> <p>CLO # 4-10</p> <p>U 1.1 (I/P)</p> <p>U 1.6 (I/P)</p> <p>U 2.2 (I/P)</p> <p>U 3.4 (I)</p> <p>U 3.5 (I/P)</p> <p>U 4.1 (I)</p> <p>U 4.4 (I)</p> <p>U 4.7 (I)</p>
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ESN
1.4 (I)

ESN
1.8
(I/P)

ESN
5.5 (P)

ESN
5.6
(I/P)

MM
1.7 (I)

MM
1.2 (I)

MM
4.2 (I)

ECSE
1.2 (P)

ECSE
1.9 (P)

ECSE
3.3(I)

ECSE
3.9 (I)

ECSE
4.3 (I)

ECSE
4.12 (I)

ECSE 5.3 (I)

<p>8</p> <p>CANVAS</p> <p>ONLINE MODULE IV</p>	<p>06/26</p>	<p>IEP Meetings</p> <p>ONLINE MODULE IV</p>	<p>Read:</p> <p>Hoover and Patton Text Chapter 10 (textbook)</p> <p>Cioè-Peña Chapter 10 (textbook)</p> <p>Due:</p> <p>Online Module 4 Activity Questions Due by 11:59PM to CANVAS</p> <p><i>Final deadline for any paper resubmissions</i></p>	<p>PLO # 2-4</p> <p>CLO # 1-4</p> <p>U 1.1 (I/P)</p> <p>U 1.6 (I/P)</p> <p>U.3.1 (I),</p> <p>U 3.5 (I/P)</p> <p>U 4.1 (I)</p> <p>U 4.4 (I)</p> <p>U 5.6 (I)</p> <p>U 5.7 (P, A)</p>
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MM
1.7 (I)

MM
4.2 (I)

ESN
1.4 (I)

ECSE
1.4 (I)

ECSE
5.7 (I)

ECSE 6.7 (I)

9

07/01

Final Presentations
Gallery

Due:

Presentation
Materials for Class

PLO #

2-4

CLO # 4-10

U 1.1
(I/P)

U 1.6
(I/P)

U 2.2
(I/P)

U 3.4
(I),

U 3.5
(I/P)

U 4.1
(I)

U 4.4
(I)

U 4.7
(I)

In Person

ESN
1.4 (I)

ESN
1.8
(I/P)

ESN
5.5 (P)

ESN
5.6
(I/P)

MM
1.7 (I)

MM
1.2 (I)

MM
4.2 (I)

ECSE
1.2 (P)

ECSE
1.9 (P)

ECSE
3.3(I)

ECSE
3.9 (I)

ECSE
4.3 (I)

ECSE
4.12 (I)

ECSE 5.3 (I)

10

07/03

FINAL WRITTEN LESSON
PLANS

TURN IN FINAL
LESSON PLANS by
11:59PM

CANVAS

FINAL

PLO #

2-4

CLO # 4-10

U 1.1
(I/P)

U 1.6
(I/P)

U 2.2
(I/P)

U 3.4
(I)

U 3.5
(I/P)

U 4.1
(I)

U 4.4
(I)

U 4.7
(I)

ESN
1.4 (I)

ESN
1.8
(I/P)

ESN
5.5 (P)

ESN
5.6
(I/P)

MM
1.7 (I)

MM
1.2 (I)

MM
4.2 (I)

ECSE
1.2 (P)

ECSE
1.9 (P)

ECSE
3.3(I)

ECSE
3.9 (I)

ECSE
4.3 (I)

ECSE
4.12 (I)

ECSE
5.3 (I)