Methods for Emergent Bilinguals with Disabilities

EDSE 224

Summer 2025   Section 02   Hybrid   3 Unit(s)   06/02/2025 to 07/03/2025   Modified 06/01/2025

Instructor:	Dr. Tami Turner
Office Location:	Virtual
Email:	tami.turner@sjsu.edu
Office Hours:	Thursdays, 12-1. SJSU office hours Thursdays from 12:00 – 1:00pm Time zone: America/Los_Angeles Google Meet joining info Video call link: https://meet.google.com/wup-vsvv-yeg
Class Days/Time:	Hybrid. June 2- July 3. In person class meetings on Tuesdays from 4-7:45pm East Avenue Middle School in Livermore. Room 201.

🕐 Course Information

Course Format

This is a hybrid course that meets twice per week:

- One in-person class every **Tuesday from 4:00 to 7:45 p.m.** at East Avenue Middle School in Livermore in Room 201.

- One asynchronous class session each week (online, self-paced)

Students will need access to a computer, tablet, or device with internet connectivity to engage with course content. Computer labs for student use are available in the Academic Success Center, located on the first floor of Clark Hall, and in the Associated Students Lab on the second floor of the Student Union. Additional computer labs may be available in your department or college. Computers are also available for loan through the SJSU/Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services, located in IRC 112. Available items include DV and HD digital camcorders, digital still cameras, video, slide, and overhead projectors, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens, and monitors.

Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).

💻 Course Description and Requisites

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

Prerequisite(s): Department consent.

Letter Graded

✳ Classroom Protocols

In this class, students are expected to adhere to the following norms and expectations:

Respect and Professionalism: Foster an inclusive and supportive environment by treating others with respect and engaging thoughtfully with diverse perspectives.

Preparedness and Participation: Attend class on time, come prepared, and actively engage in discussions, assignments, and group work.

Academic Integrity and Technology: Uphold academic honesty and use technology responsibly for academic purposes during class.

Communication and Accountability: Communicate professionally, stay informed of course updates, meet deadlines, and be open to constructive feedback.

▤ Program Information

LCOE Department of Special Education Mission

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

LCOE Department of Special Education Program Learning Outcomes

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

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

◎ Course Goals

This course is designed to support candidates in meeting selected Universal, Mild/Moderate Support Needs, Extensive Support Needs (ESN), and Early Childhood Special Education (ECSE) Teacher Performance Expectations (TPEs). Emphasis is placed on inclusive instructional practices for Emergent Bilinguals with disabilities, including language development, differentiated planning, culturally responsive assessment, and universal design for learning.

Universal	Mild/Mod	ESN	ECSE
1.4, 1.5	1.6	1.6	1.1
2.1			
3.1	3.5	3.5	3.1
4.1, 4.4	4.5	4.5	4.1

5.8	5.7	5.7	5.6
6.1, 6.3			

📊 Course Learning Outcomes (CLOs)

- **Differentiate between language acquisition and disability** to appropriately identify and support Emergent Bilinguals with and without disabilities.

- **Plan and adapt standards-based instruction** using evidence-based strategies that address both linguistic and learning needs across disability categories.

- **Apply principles of Universal Design for Learning (UDL)** to create accessible and inclusive lessons that support diverse language proficiencies and cognitive abilities.

- **Demonstrate familiarity with assistive and instructional technologies** and augmentative and alternative communication (AAC) tools to enhance access and communication for students with disabilities.

- **Analyze and respond to the language demands of academic tasks**, selecting appropriate scaffolds and supports for Emergent Bilinguals with disabilities.

- **Engage in reflective practice** by examining personal biases and considering students' cultural, linguistic, and ability-related backgrounds in instructional planning.

- **Collaborate effectively with families and multidisciplinary teams** to support the educational success of multilingual students with disabilities in inclusive settings.

📕 Course Materials

Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. The Canvas Learning Management System course login website at http://sjsu.instructure.com. (http://sjsu.instructure.com/) You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).

Making Content Comprehensible for Multilingual Learners: The Siop Model

Author: Echevarria, Vogt & Short
Publisher: Pearson

Edition: 5th
ISBN: 9780137878857
Availability: rent, buy, or access provided download
Price: depending on how you to choose to access

[PDF of textbook (https://www.pearson.com/en-us/subject-catalog/p/making-content-comprehensible-for-multilingual-learners-the-siop-model/P20000009845/9780137871575?utm_source=copystudentlink&utm_medium=referral&utm_campaign=XXLEGP0423PCOM)](https://www.pearson.com/en-us/subject-catalog/p/making-content-comprehensible-for-multilingual-learners-the-siop-model/P20000009845/9780137871575?utm_source=copystudentlink&utm_medium=referral&utm_campaign=XXLEGP0423PCOM)

IEPs for ELs and Other Diverse Learners

Author: Hoover and Patton
Publisher: Corwin Press 2017
ISBN: 978-1-5063-2818-8
Availability: University Library
Price: Free

You can access downloadable chapters from the [University library. (https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/1nj5q0c/cdi_askewsholts_vlebooks_9781506393476)](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/1nj5q0c/cdi_askewsholts_vlebooks_9781506393476)

≔ Course Requirements and Assignments

Time Commitment and Workload Expectations

This is a fast-paced, 5-week summer course delivered in a hybrid format. We will meet in person once per week, and the second class session each week will be asynchronous, with required activities and assignments posted on Canvas. Because of the shortened timeline, we'll move quickly, and it's important to stay on top of readings, class activities, and due dates each week. Active participation in both the in-person and online components is essential for success in this course.

Assignments

1. Online Modules Readings, Questions, Discussion Prompts, and Activities (5 x 10= 50 points)

Candidates will complete five online Modules which can be found in CANVAS under the "Modules" tab. Modules will open on Monday. Candidates should read the Module Overview to find details on readings and assignments. Module assignments are due in CANVAS on Sundays.

2. In class activities. (5 x 10=50 points)

Candidates will complete in class activities during each of the face-to-face class sessions. In class activities are directly related to the course readings and topics covered during the session. In class activities are due at the end of the class session.

3. Written Paper on Distinction between Language Acquisition and Dis / ability (30 points)

Candidates will submit a 3 page, double-spaced paper discussing the similarities and differences between students who are emergent bilinguals, students with learning disabilities, and students who are both emergent bilinguals and students with disabilities. The paper should also discuss steps general education teachers and Education Specialists can take within a Multi-Tiered System of Support to determine whether a student who is an emergent bilingual should be referred for special education and the pros and cons of making the referral. The paper must follow APA format and must be submitted to CANVAS.

5. Lesson Plan and Demonstration (50 points)

Candidates will work in partners or groups of three to create a lesson plan in the content area of reading/language arts, math, science, or social studies.
Candidates may choose the age level they wish to work with to plan the lesson. The lesson plan will follow the SIOP framework and will include specific SDAIE strategies to support students who are emergent bilinguals and students with disabilities with rationales provided for each area of the lesson.

6. Final Examination: Analysis of Language Demands and Lesson Plan Adaptation (50 points)

The final exam is a take-home exam, and all work must be completed individually. Candidates will complete an Analysis of Language Demands for a given lesson and then adapt the lesson for students who are emergent bilinguals and students with disabilities, providing a rationale for all adaptations.

✔ Grading Information

Late Policy

All assignments are due on the assigned date at the assigned time and must be submitted through CANVAS. Emailed or paper copies of assignments cannot be accepted. It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and does - lead to legal action). It is, therefore, critical that you practice the skills necessary to manage your time as part of your coursework. Therefore, submission portals for assignments will close two weeks after the submission deadline. Students will need to request permission to submit an assignment more than two weeks late.

At the same time, it is important to practice grace. If you know that you will not be able to turn an assignment in on time, you will be given a reprieve if you contact the instructor 48 hours in advance, and commit to a new date. If you do not contact the instructor 48 hours in advance, grades will automatically have a 10% deduction on the points earned for each week the assignment is turned in late as follows:

Days Late	Late Deductions	Notes

1-6 days	10%	No need to contact instructor if turned in without advance notice- deduction will automatically be applied.
7-13 days	20%	No need to contact instructor if turned in without advance notice- deduction will automatically be applied
14-20 days	30%	Must contact instructor
21+ days	40%	Must contact instructor

1. All written work must be turned in using Microsoft Office Word or pdf. The Microsoft Office Suite is available *for free* from the university. If you do not have Microsoft Office on your computer, please refer to [Information Technology Services (http://its.sjsu.edu/services/software/microsoft-students/index.html)](http://its.sjsu.edu/services/software/microsoft-students/index.html)(http://its.sjsu.edu/services/software/microsoft-students/index.html) for information on how to download the software on your device. Assignments turned in using Google Docs, Apple Pages, or any other unique format will be returned and the student will need to resubmit.

Grade	Percentage
A	94-100%
A-	90-93%
B+	86-89%
B	83-85%
B-	80-82%
C+	76-79%
C	73-75%
C-	70-72%
D+	66-69%
D-	60-62%
F	0-59%

🏛 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

Course Schedule Overview – EDSE 224

Session Date	Topics	Readings	Assignments & Deadlines
[WEEK 1] Opens June 2 Online Module 1	• Who are emergent bilinguals • Stages of Language Acquisition • Family Engagement • Asset-based instruction • PED Dispositions	Readings: - Cioé-Peña (2020) Bilingualism Deficit or Advantage: Perspective of Latinx Mothers - Funds of Knowledge - How Asset-Based Teaching Can Improve Classroom Behavior	Online Module 1 due Sunday June 11 @ 11:59pm
[WEEK 1] June 7 In Person	• LD vs. Language Acquisition • UDL • Content & Language Objectives • Building Background • Comprehensible Input	Readings: - Klingner (LD vs. Language Acquisition) - SIOP Chapters 1-2 - Colorín Colorado Article	Week 1 In Class Assignment due at the end of class

[WEEK 2] Opens June 9 Online Module 2	• Frameworks for Diverse Learners • IEP Components for ELs • Academic Language in IEPs • Begin working on LD versus Language Acquisition Paper	Readings: - Hoover & Patton Chapters 1–3	Online Module 2 due Sunday June 15 @ 11:59pm
[WEEK 2] June 10 In Person	• Proficiency Levels • SDAIE • Strategies • Interaction	Readings: - SIOP Textbook Chapters 4–6 - CA ELD Proficiency Levels Handout	In-class activities due at end of class
[WEEK 3] Opens June 16 Online Module 3	• Aligning Objectives to Standards and IEP goals • Finalize and Submit LD versus Language Acquisition Paper	Readings: - CA ELD Standards - CCSS	Online Module 3 due Sunday June 22 @ 11:59pm **LD versus Language Acquisition Paper due Sunday, June 22 @ 11:59pm**
[WEEK 3] June 17 In Person	• Practice & Application • Lesson Delivery • Review & Assessment • Using the Lesson Template- begin work on lesson plan in class	Read before class: SIOP Textbook chapters 7-9	In-class activities due at end of class
[WEEK 4] Opens June 23 Online Module 4	• Work with partner on lesson plans • PLAAFP & Measurable Goals	Hoover & Patton textbook chapters 4 & 5 How to Write a Lesson Plan article	Online Module 4 due Sunday June 29 @ 11:59pm
[WEEK 4] June 24 In Person	• Lesson Plan Demonstrations		**Lesson Plan Due June 24 @ 4pm**

[WEEK 5] Opens June 30 Online Module 5	• Critical Issues: dual language programs for students with IEPs • IEP Transition Plans & IEP Meetings	Hetchinger Report Unidosus report Hoover & Patton textbook chapters 9-10 Trainor et al. (2019)	Online Module 5 due Sunday July 3 @ 11:59pm
[WEEK 5] July 1 In Person	• Analyzing language demands of a lesson • Adapting lessons to meet the needs of emergent bilinguals • Overview of Take-Home Final Exam	Clegg (2007)	
[FINAL EXAM]			Take Home Final Exam Due July 6 @ 11:59pm