Methods for Emergent Bilinguals with Disabilities

EDSE 224

Summer 2025   Section 03   Hybrid   3 Unit(s)   06/02/2025 to 07/03/2025   Modified 05/22/2025

👤 Contact Information

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🕐 Course Information

Course Format: Technology Intensive, Hybrid Course
This course is technology intensive and run in a hybrid format. There will be face-to-face sessions as well as online modules. Participants must have access to the internet, have mastered the use of CANVAS, and commit to using and checking their SJSU email regularly for updates. Participants who are unfamiliar with CANVAS and or unable to access
their SJSU email are STRONGLY ENCOURAGED to seek assistance from tech support in Clark Hall ASAP.

CANVAS Learning Management System
Course materials can be found on the CANVAS learning management system course website . Course participants are responsible for regularly checking their SJSU email
account for updates.

Course Description
This course examines the unique considerations and approaches to working with culturally and linguistically diverse students with disabilities. The course provides a discussion and application of teaching and learning concepts, strategies, and methods related to effective and meaningful instruction for emergent bilinguals with and without dis/abilities. The course will include legislation requirements, strategies to deliver instruction, materials, and resources. Candidates will be proficient in using the

Sheltered Instruction Observation Protocol for ELLs. Content and conceptual understanding in this course draws heavily from the fields of child development, education, sociolinguistics, psycholinguistics, anthropology, disability studies, and sociology

🖥 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

All candidates are expected to conduct themselves professionally as members of this course. Preparation in this course reflects each candidate's ability to become a successful special educator.

At a minimum, candidates are expected to adhere to the following:
1. Attend all classes.
2. Arrive to class on time and stay until the end of class.
3. Take a break from social media and distracting technology during class.
4. Use of computers during class to take notes, access course materials, and participate in class activities is strongly
encouraged.
5. Respect others in class and show tolerance for viewpoints different than ones' own.
6. Actively participate in class discussion and activities. Everyone's voice is valued, and we all have much to learn from each other.

▤ 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 candidates will be able to:

1. Discuss the impact of policies and legislation that protect the rights of second language learners on special education services and practices. Describe how sociopolitical climate and state and federal laws play a role in school policies and ultimately in EL student learning and achievement.
2. Examine multiple theories, perspectives and complexities related to programming models for English learners, and recognize the multifaceted social, psychological and cultural dimensions contributing to language acquisition and language attitudes.
3. Discuss research and learning theories related or applicable to English Language Learners in special education programs. 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 English learners (ELs) and students with
disabilities.
4. Identify models, methods, curriculum, strategies, and teaching behaviors related to English language teaching and learning, including English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).
5. Articulate knowledge of the California State ELD standards and ELD formal assessments.
6. Discuss strategies for grouping, organizing, and managing classrooms to enhance the instruction of English Learners with and without disabilities.
7. Demonstrate competence in selecting evaluation procedures and tools appropriate to assess different levels of English language 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 Individualized Education Plan (IEP), including appropriate IEP goals and objectives based on the learner's level of linguistic and academic competence, and his/her specific disability.
9. Design lesson plans with strategies/approaches that make content area knowledge accessible to ELs and students with disabilities, explicitly promote academic language development among these students, and incorporate the California ELD standards. Describe how to collaborate with a fellow teacher in

developing and delivering lessons.
10. Examine the significant roles of families, teachers, schools, and communities in the process of learning and language acquisition for the ELLs.

📘 Course Materials

Textbooks
Making Content Comprehensible for Multilingual Learners: The SIOP Model (6th edition)
Pearson 2022
ISBN-13: 9780137878857
(Note: If 6th edition not available may use 5th edition)

IEPs for ELs and Other Diverse Learners
(Class set available for loan from instructor – do not need to purchase)
Authors: Hoover and Patton
Corwin Press 2017
ISBN: 978-1-5063-2818-8

≔ Course Requirements and Assignments

Online Modules Readings, Questions, Discussion Prompts, and Activities
Candidates will complete five online Modules which can be found in CANVAS under the "Modules" tab. Modules will open on the assigned days in the course schedule. Candidates should read the Module Overview to find details on readings and assignments.

2. In class activities (5 x 10 points = 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. (See Course Schedule)

3. Written Paper on Distinction between Language Acquisition and Dis / ability (20 points) Candidates will submit a 2-3 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.

4. 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.
Candidates will do a presentation of the main components of the lesson in class.

5. 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. Information about the final exam will be distributed in class.

✔ Grading Information

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. If an extension on an assignment is required, **the department's late policy requires that students contact the instructor at least 24 hours in advance of the due date with the request. The request must include a designated date on which the student intends to submit the assignment, which should be within one week of the original due date. Any assignment not submitted or addressed after 5 days of the due date will be graded as a zero.**

2. All written work must be turned in using Microsoft Office Word. 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) for information on how to download the software on your device. Assignments turned in using Google Docs, Apple Pages, or PDF format will be returned and
the student will need to resubmit.

Criteria

EDSE 224, Methods for Emergent Bilinguals with Disabilities, Summer, 2025

98-100% = A+

92-97% = A
90-91% = A-
88-89% = B+
82-87% = B
80-81% = B-

Candidates are reminded that they must maintain a GPA of 3.0 and each course should be completed with a grade of B or higher.

🏛 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.