

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

COURSE SYLLABUS

SPED 416: Educating Diverse Learners with Disabilities
and Working with Their Families

Fall 2020

Instructor:	Email:
Office:	Phone:
Office Hours:	
Class Time	Class Location
Canvas Course Page:	

CONCEPTUAL FRAMEWORK
Michael D. Eisner College of Education
Revised May 2018

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

I. CATALOG DESCRIPTION

Prerequisites: Restricted to candidates admitted to the Preliminary Education Specialist Credential Program, ITEP, or the Dual Preliminary Single Subject/Education Specialist Credential Program. Prerequisites for Preliminary Education Specialist Credential Program: SPED 400 or SPED 541B, and SPED 407. Prerequisites for Dual Preliminary Single Subject/Education Specialist Program: EPC 420 and SPED 407. This course is designed to provide information regarding the education of diverse learners with disabilities. The course provides an overview of the needs of English language learners (ELLs) with disabilities with an emphasis on understanding and accepting differences in culture, ethnicity, language and abilities and disabilities of individuals. Candidates are introduced to state and federal laws related to students with disabilities and diverse needs. Knowledge and practices for becoming culturally competent educators are discussed, taking into account the principles of language acquisition, language proficiency, differences in family backgrounds and systems, and how these affect learning. Finally, the course addresses ways of communicating effectively and respectfully with families

II. COURSE OBJECTIVES

After completing this course, you will be able to:

1. Reflect upon one's own attitudes, beliefs, and stereotypes and how they may influence teaching practices in serving diverse learners. U6.1 U6.1 U6.2 U6.2
2. Discuss how sociocultural (world view) consciousness enhances teachers' delivery of services to students and their families. U1.2 U2.3 U6.7 MM6.3 EX6.4 DHH5.1 DHH6.2 DHH6.3
3. Demonstrate an affirming attitude toward students and families from diverse backgrounds. U1.2 U2.1 U2.1 U2.2 U2.2 MM2.1 MM2.1 EX2.4 DHH1.3 DHH1.3 DHH6.2 DHH6.3
4. Demonstrate knowledge and skills of evidence based practice when teaching and disciplining students from diverse backgrounds. U1.4 U1.4 U1.6 U1.6 U1.6 DHH6.8
5. Identify how families may react to the diagnosis that their child has a disability. U1.2
6. Explain about potential influences that a child with a disability may have on the family system. U1.2
7. Identify state and community resources that can assist families of children with disabilities. U1.2 U2.4 MM2.8 U6.7 MM6.7 EX2.10 EX6.4 DHH6.2 DHH6.3
8. Identify how cognitive, pedagogical and individual factors affect students' language acquisition. MM1.1 MM1.1 MM1.2 MM1.2 U4.1 U4.1 U4.1 MM4.4 MM4.4. MM4.4 U5.2 U5.2 U5.2 MM5.1 MM5.1 MM5.1 EX4.3 EX4.3 DHH6.6 DHH6.6
9. Demonstrate knowledge about the state and federal laws regarding the education of diverse learners with and without disabilities. U3.1 U3.1 U3.1 EX5.4 DHH5.1
10. Demonstrate knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning for diverse learners with disabilities. U1.1 U1.1 U1.1 U3.2 U3.2 U3.2 MM3.2 MM3.2 U4.1 U4.1 U4.1 MM4.4 MM4.4 MM4.4 MM5.1 MM5.1 MM5.1 EX2.5 EX2.8 EX3.4 EX4.5 EX5.3 EX5.3 EX5.3 DHH1.3 DHH1.3
11. Identify and demonstrate culturally responsive teaching and evidence based practices for students with disabilities. U1.3 U1.3. MM1.1 MM1.1 U3.2 U3.2 U3.2 U4.3 U4.3 U4.3 MM4.2 MM4.2 MM4.2 EX3.4 EX3.4 EX3.4 EX4.4 EX4.4 EX4.5 EX4.5 EX4.5 DHH1.1 DHH1.2 DHH1.2 DHH2.2 DHH6.8
12. Identify how diversity is reflected in literature for adults and children and how it may be

- used in the classroom. U1.3 U1.3 MM1.1 MM1.1 U3.2 U3.2 U3.2 EX3.4 EX3.4 EX3
13. Demonstrate knowledge of how diversity affects the development of academic language and practices for English Language Development which leads to literacy in English. U1.1 U1.1 U1.1 U1.3 U1.3 MM1.1 MM1.1 MM1.2 MM1.2 U3.2 U3.2 U3.2 U5.7 U5.7 U5.7 EX3.4 EX3.4 EX3 DHH6.6 DHH6.6
 14. Demonstrate an understanding of first and second language acquisition and how it affects learning by students with disabilities. U1.1 U1.1 U1.1 MM1.1 MM1.1 MM1.2 MM1.2 U5.7 U5.7 U5.7 MM5.5 MM5.5 EX3.4 EX3.4 EX3 EX5.6 EX5.6 DHH6.6 DHH6.6
 15. Identify strategies for working appropriately with paraprofessionals, interpreters, translators and cultural mediators. MM2.4 MM2.7 U3.4 U4.6 MM4.6 EX4.7

III. TEXTBOOK, ALTERNATE READINGS, AND REQUIRED DOCUMENTS

1. Textbook: If you do not want to buy the textbook, you may choose Alternate Readings. See below. You can also mix and match.

Hoover, J.J., Klingner, J.K., Baca, L, M. & Patton, J.R. (2008). *Methods for Teaching Culturally and Linguistically Diverse Exceptional Learners*. Publisher: Pearson
 Print: ISBN-10 0-13-172023-6, ISBN-13 978-0-13-172023-7 **Coding is on Appendix A**

The textbook is available on many online stores such as Amazon, abebooks.com, etc. If you Google the title, you will find many buying options.

2. Alternate Reading Options are available on the document, Options for Reading Reactions and **Coding are on Appendix A**

3. You will also be required to access these documents during the semester:

California English Language Development Standards. Available at:

<http://www.cde.ca.gov/sp/el/er/eldstandards.asp> MM1.1 U3.1

California Common Core State Standards. Available at: <http://www.cde.ca.gov/be/st/ss/>

MM1.1 U3.1

4. Additional readings may be required. Students are required to have access to the Internet in order to complete the course and assignments.

IV. COURSE ASSIGNMENTS: Complete Directions and Coding are in Appendices

1. Reading Reactions - Read the assigned chapters, article or other material and react to the content. (Appendix A)
2. Understanding Bias - Go to one of three websites and follow the directions. Then write up a brief analysis of the activity. (Appendix B)
3. Case Study/File Review – Choose a student for the Case Study and subsequent Lesson Plan who is an English Learner with an IEP or IFSP. Be sure you have access to the student’s

classroom(s), CUM file, IEP or IFSP, and all test data for the student. In addition, make sure you will be able to visit the family at their home. More information about this assignment can be found in the Assignment Resources Module in Canvas and below in Appendix C.

4. Shadowing an ELL Student - Using the student chosen for the Case Study, monitor the oral language and listening practices of the student. More information about this assignment can be found in the Assignment Resources Module in Canvas and below in Appendix D.

5. Funds of Knowledge (FOK) Virtual Home Visit or Community Cultural Markers Investigation and Research - Conduct a home visit or community tour to learn about the Funds of Knowledge available to the Case Study Student. More information about this assignment can be found in the Assignment Resources Module in Canvas and below in Appendix E.

6. Determine Language Proficiency Levels - Using information from the File Review and Shadowing assignments, and using the ELD Proficiency Level Descriptors, determine the language proficiency of your Case Study student. More information about this assignment can be found in the Assignment Resources Module in Canvas and below in Appendix F.

7. Draft of Standards and Standards Based Objectives – Submit a draft of the 3 standard-based objectives required. Do not forget that your standard and objectives need to tie in with the book you select. **This MUST be submitted BEFORE beginning the Lesson Plan.** More information about this assignment can be found in the Assignment Resources Module in Canvas and below in Appendix G.

8. Lesson Plan - Prepare, teach and evaluate a lesson plan for a group of students including the student in the Case Study assignment, using a culturally relevant children or young adult literature book. More information about this assignment can be found in the Assignment Resources Module in Canvas and below in Appendix H.

9. Two-Minute Papers – Periodically during the semester, we will **begin** class by responding to one of the self-test questions on the lecture organizer from the previous lecture. You will have two minutes to respond. Please note, if you are late to class you will miss this opportunity to earn points. More information about this can be found in Appendix I.

10. Final Exam – A written final exam will be completed.

11. Attendance and Engagement - Please, please show your face on Zoom to help us facilitate a sense of community. Active class engagement is always encouraged. Everyone earns 15 points for attending and participating in each course. One point will be deducted for each class session missed. Points will be deducted for consistent late arrivals. **If you are absent for more than 4 class sessions, you will not receive a passing grade, regardless of your performance on assignments and exams.**

V. GRADING

Each Assignment will be worth the following points:

1.	Twelve Reading Reactions (4 points each)	48 pts
2.	Understanding Bias	10
3.	File Review of Student	33
4.	Shadowing a Student	15
5.	FOK Home Visit or Community Cultural Markers Investigation and Research	20
6.	Determining Language Proficiency	20
7.	Draft of Standards and Objectives	9
8.	Lesson Plan	45
9.	Two-Minute Papers (4 points each)	40
10.	Final Exam	45
11.	Engagement/Attendance	15
	TOTAL	300pts

VI. GRADING CRITERIA

A	300-280	C	229-220
A-	279--270	C-	219-210
B+	269-260	D+	209-200
B	259-250	D	199-190
B-	249-240	D-	189-180
C+	239-230	FAIL	179 AND BELOW

VII. NOTES

1. Questions, Comments, Concerns? Talk with me! Please don't hesitate to seek help from me or from the many other people on campus who are here to help you. Your questions and concerns are not silly or stupid. Please ask! You have been given my email address on page 1. Email is the best way to contact me. If you do email me, please write the class number (SPED 416) and your name in the subject line, so I know it pertains to this class and can more easily find your records. Also, please be aware that it may take a day or so to respond, so plan accordingly. Research suggests that students who regularly visit (even virtually) their professors, tend to do better in classes.

2. Accommodations: As the instructor of this course, I try to provide an inclusive learning environment. However, if you experience any barriers to learning in this course, for whatever reason, please do not hesitate to discuss them with me. If you have a disability, and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110, and can be reached at 818.677.2684. NCOD is located in Jeanne Chisholm Hall and can be reached at 818.677.2611.

If you would like to discuss your need for accommodations with me (regarding any issue or personal circumstance that may affect your learning in this course), please let me know as soon as possible so that we can best discuss ways to meet your needs.

3. Syllabus: Please read this entire syllabus before the second class session. I am available to answer any questions you may have. After the first week of classes, I operate on the assumption that you are reading our syllabus regularly and understand what is expected of you and when. Please do not hesitate to contact me to clear up questions or concerns.

4. Announcements: I often send out important class information and announcements from our course Canvas page, <https://canvas.csun.edu/> so be sure to check your email regularly.

CSUN sends all official communications by email, including registration information. Check your CSUN email as soon as you've activated your university account. Using any Web browser, go to <http://www.csun.edu/it/webmail>. Enter your CSUN User ID and Password. To forward your CSUN email to your Yahoo, Hotmail or other preferred address go to <http://www.csun.edu/it/account-info>, log in and select Mail Forwarding. However, do be aware that some transmissions may not be successful. To remain informed, it is in your best interest to continue to check you CSUN email account throughout the semester.

5. Technology provides great opportunities for communication and collaboration. The Michael D. Eisner College of Education embraces the innovative use of technology to promote professional communication, enhance the student experience, and to further our impact in the field. California State University, Northridge faculty strive to respond to student email correspondence within 48 hours during business days when the University is open for classes. Unless otherwise directed, **all email correspondence should be via the official University email, and not via personal email.**

Help with Technology and Classroom Accommodations

There are many resources on campus to help you. The IT center is always a good place to start: <http://www.csun.edu/it/need-help> If you continue to face issues with access to technology, please let me know.

Computers & Printers on Campus: The University Student Union (USU) and Satellite Student Union (SSU) Computer Labs offer various workstations that include Microsoft Office throughout and Adobe Photoshop and Illustrator software applications on select workstations, ADA accessibility, and 20 pages of FREE printing per student, per day. (Note: CSUN student ID is required to use the lab.).

6. Assignments: All assignments (unless otherwise noted by the instructor) must be in **WORD** and turned into Canvas <https://canvas.csun.edu/>. Students may download WORD free here <https://www.microsoft.com/en-us/education/products/office>. Computer malfunctions are not reasons for missed or late work.

All assignments must be neat, clearly written, and contain a minimum of misspellings and grammatical errors. Papers will be returned for correction at the discretion of the instructor. **In the case where a paper is resubmitted at the request of the instructor, the final grade of the paper will be determined by averaging the original score with the revised score.** Resubmitted papers must be redone and turned in within one class session.

7. Late papers will be penalized. One point will be subtracted for each day a paper is late. Most assignments will be submitted online. **Reading Reactions will not be accepted late.**

8. Absences and Tardies: Regular attendance is the best way to establish yourself as a member of this learning community. You are encouraged to attend all classes and are responsible for the information presented. Students who do not attend class typically do not do as well. Please check your attendance on Canvas. Attendance will be monitored through class discussions, the Two Minute Papers, and participation in small group activities completed during most class sessions. These cannot be made up. **If you are absent for more than 4 class sessions, you will not receive a passing grade, regardless of your performance on assignments and exams.**

Please contact a classmate regarding a review of material missed during class in the case of absences or tardiness. It is not the instructor's responsibility to make-up material for absences or tardies.

9. Drafts: It is highly recommended that you submit drafts of written assignments to allow me to give you feedback on the assignment BEFORE submitting it to Canvas for a grade. Drafts should be sent via email to beth.lasky@csun.edu, anytime, but, **no later than the Friday (by midnight) before an assignment is due**, to allow me to give you feedback and enable you to revise the assignment. If you submit a draft, please label the attachment with your name and the assignment, e.g. "Hernandez, Reading Reflection #1". As one past student said, "Tell future students that your past students can't stress enough how helpful sending drafts are. They can raise your grade!"

10. Incompletes: University policy, requires that to be given an incomplete you must have at least a passing grade at the end of the semester. This means you must be current with your assignments and have a compelling reason for taking an incomplete. If you choose to take an incomplete, it is up to you to know exactly what work you need to do to fulfill your requirement and to fill out an incomplete form (you can download the form here: http://www.csun.edu/sites/default/files/request_incomplete.pdf)

11. Canvas Gradebook: Please check your grades on Canvas to make sure I have recorded the grade you have earned. Get into the habit of checking it regularly! I suggest you check Canvas at least weekly. At the end of the semester, I usually post my grades with the University the day after the final date. I will not change a grade after I have posted it with the University.

12. Class Behavior: Talking, working, and thinking with others are large parts of this class. We may get into discussions about controversial subjects. I encourage expressions of opinions (myself included), but there are classroom boundaries. We will discuss how to ensure our class is a safe place, and how to treat each other in a respectful manner. Hurtful remarks (including racial, gender, sexuality, ability, slurs), and personal attacks will not be tolerated. We may not always be comfortable with the topics, and we do not have to approve or agree with everything we discuss, but we do need to be respectful.

Zoom Norms:

1. Choose a place with minimal noise and distractors.
2. Use "mute" when you're not speaking.
3. Please keep your camera on (encouraged but not required). Live cameras demonstrate your engagement with students and class material. If you need to step away for a break,

- turn off your camera to indicate you have left the room. Or use the “away” option within the nonverbal feedback section under the "participants" tab in Zoom.
4. Your Zoom name, as it appears under your picture, should reflect what you prefer to be called.
 5. Please use the “raise hand” feature to get the attention of your professor. The CHAT is used for student interactions and will not be monitored by the professor.
 6. Please use the CHAT for student-to-student comments and discussion. Consider this the equivalent of making a comment to another student sitting near you. Learning is a social endeavor, and you are encouraged to engage in materials with your fellow students using CHAT.
 7. Please be respectful to other speakers. We're a big group.
 8. Select "gallery view" for discussions (the “Brady Bunch” view).
 9. PIN videos for interpreters, guest speakers, or simulations.

Furthermore, all students must abide by the Student Code of Conduct, as outlined by the California State University Code of Regulations:

http://www.csun.edu/sites/default/files/standards_student_conduct.pdf

13. Devices: Cell Phones, Tablets, MP3 Players, Laptops, and So On: Except in an emergency, you really should not be taking a call or text during class. Please turn off anything that rings, buzzes, plays a tune, or does anything else that will disrupt our class. In class, I will be listening to the things you and your classmates say. I will not be texting or listening to music. I trust you will also focus your attention on our class. If you bring a laptop, tablet, or other device to class, use it responsibly. If in my opinion your device distracts you or your classmates, you will be asked to turn it off during class.

14. Plagiarism and Academic Integrity: Don't plagiarize. The CSUN catalog (<http://www.csun.edu/catalog/>) defines plagiarism as “[i]ntentionally or knowingly representing the words, ideas, or work of another as one’s own in any academic exercise.” If you’re going to go through all the effort of finding information about your topic created by someone else, cite it properly so you can accurately call it research. We’ll be discussing how to properly cite materials, and I am always available to help you if you are concerned. If you plagiarize, you will get no credit on the assignment, and I will report the incident to the Student Conduct Coordinator in University Hall, at which point the offense will become part of your permanent record at CSUN. Academic dishonesty (such as cheating or plagiarism) can result in an “F” in the entire course and is (quoting again from the CSUN catalog) “an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction.”

Facilitating Academic Dishonesty: Facilitating academic dishonesty includes intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty (i.e. cheating, fabrication, or plagiarism).

15. I am here for you: Please do not hesitate to reach out to me.

DATE

TOPIC

TO BE
COMPLETED
All Reading Options are
on Appendix A

Overview and Introduction to Course and Content

Recognizing Attitudes, Beliefs and Stereotypes

U6.1 U6.1 U6.2 U6.2

Understanding Bias

History and Laws Governing ELL Students with
Disabilities U6.7 MM5.3 MM6.3 EX5.4 EX6.4

EX6.4 DHH5.1

Reading Reaction 1

Culturally Responsive Teaching and Learning

U1.1 U1.4 U1.5 U2.2 U2.2 U2.3 MM2.1 U6.2

DHH1.7 DHH2.2 DHH2.5 DHH2.5 DHH6.8

Second Language Acquisition and Students with

Disabilities U1.6 U1.6 MM1.3 MM1.3 MM5.5

MM5.5 EX5.6 EX5.6 DHH6.6 DHH6.6

Reading Reaction 2

Reading Reaction 3

File Review

Models of Instruction for ELLs U1.6 U1.6 MM1.3

MM1.3 MM2.1 MM2.1 EX2.5 EX2.5 EX3.2

EX4.3 DHH1.1 DHH2.2

Reading Reaction 4

Assessment U4.1 U4.1 U4.1 U5.6 U5.7 U5.7 U5.7

MM5.4 MM5.4 EX5.5 EX5.5

Reading Reaction 5

Collaboration and Parent Involvement U1.2 U2.4

MM2.7 U3.4 U4.6 MM2.4 EX2.10 EX4.7

DHH1.3 DHH1.3

Reading Reaction 6

Shadowing a Student

Exploring the Standards and Writing Objectives

U1.4 U1.4 MM1.4 MM1.4 EX4.5 EX1.5 EX1.5

EX1.6 EX1.6 EX4.4 EX4.4 EX4.5 EX4.5 EX5.3

EX5.3 DHH1.1

Reading Reaction 7

Culturally Responsive Class and Behavior

Management U2.1 U2.6 U3.2 MM3.2 MM4.3

EX2.8 EX2.9 EX3.4 EX4.1 DHH2.4

Reading Reaction 8

Home Visit

Oral Language Instruction for ELLs U4.7 U4.7

U4.7 MM5.2 MM5.2 MM5.2 EX3.1 EX3.1

EX3.1 DHH6.6 DHH6.6

Reading Reaction 9

Determining Lang Prof

Evidence Based Literacy Instruction for ELLs

U4.7 U4.7 U4.7 MM5.2 MM5.2 MM5.2 EX3.1

EX3.1 EX3.1

Reading Reaction 10

Draft of SB Lesson Obj

Content Area Instruction and IEP Goals
U3.5 U3.5 U3.5 U4.7 U4.7 U4.7 MM5.2 MM5.2
MM5.2 EX3.3 EX3.3 EX3.3 DHH5.2 DHH5.5
DHH5.5 DHH5.5

Reading Reaction 11

Culturally Responsive Transition Planning
U1.4 U1.4 MM1.4 MM1.4 EX1.1 EX1.5 EX1.5
DHH1.2 DHH1.2 DHH1.7 DHH2.1
5:30-7:30 PM FINAL EXAM

Reading Reaction 12
Lesson Plan

APPENDIX A
Reading Reactions

The purpose of this assignment is for you to read, think about, react and apply material related to the course.

1. Read ONE of the available options for this week. (See **Options for Reading Reactions** below and on Canvas).
2. Write a brief reaction to the material.
 - Use direct quotations from the work or refer to examples found in the chapter to illustrate important ideas.
 - Do not discuss in great detail any single aspect of the work, and do not neglect to mention other equally important points. In other words, cover the entire chapter.
 - Do NOT summarize the chapter.
 - React to specific parts of the chapter by using words such as,
 - I think
 - I was surprised
 - In my opinion
 - It seems that
 - I agree
 - I disagree
3. Discuss how this information relates to past, current or future classroom experiences.
 - Give examples of how you have observed this information at the schools you have been in, or are currently in.
4. Write 2 questions that were stimulated by what you read.
5. LIMIT YOUR ASSIGNMENT TO ONE (1) PAGE TOTAL (INCLUDING QUESTIONS).
6. Submit it in on time to Canvas.

Grading Rubric

You are being graded not only for the content of the assignment, but also on the quality of your writing.

Chapter # or Title of Material	Possible Points	Points Earned
Brief Reaction	1	
Relates to classroom experience	1	
2 questions	2	
Total	4 points	

Options for Reading Reactions

Reading Reaction #1

Chapter 1: *Introduction to Instructional Methods for Culturally and Linguistically Diverse Exceptional (CLDE) Learners* MM5.3 U1.4 U2.5 MM2.9 U6.7 MM6.3 EX2.12 EX5.4 or [Bilingual Education: Reviving an American Tradition](#), MM5.3 EX5.4 or [The Potential and Promise of Latino Students](#) MM5.3 EX5.4

Reading Reaction #2

Chapter 2: *Culturally Responsive Teaching and Learning: Curriculum and Pedagogical Implications from Theory to Practice* U1.1 U1.4 U1.5 U2.2 U2.3 MM2.1 EX3.2 DHH1.1 DHH1.7 DHH6.8 or [On Educating Culturally Sustaining Teachers](#), U1.1 U1.4 U1.5 U2.1 U6.2 or [Race Talk: Engaging Young People in Conversations about Race and Racism](#) U1.1 U1.4 U1.5 U2.1 U2.3

Reading Reaction #3

Chapter 3: *Second Language Acquisition and Students with Disabilities* U1.6 U6.7 MM1.3 MM5.5 EX1.7 EX1.8 EX3.1 EX5.6 EX6.4 DHH1.4 DHH6.6 or [The Knowledge Base for Language Teaching: What is the English to be Taught as Content](#) U1.3, U1.6 or [The Integration of English Language Development and Science Instruction in Elementary Classrooms](#), U1.6 U3.5 or [Research in Action: Ramping Up Support for Long-Term ELLs](#) U1.6 MM5.5 EX1.8

Reading Reaction #4

Chapter 4: *Instructional Models and Technology for Teaching CLDE Students* U1.4 U1.6 U2.2. U3.5 U3.6 MM3.1 EX1.7 EX1.9 EX2.2 EX2.5 EX3.1 EX3.2 EX3.3 EX4.3 or [A Matter of Design: English Learner Program Models in K-12 Education](#) U1.4 U1.6 EX1.4 EX1.7

Reading Reaction #5

Chapter 5: *Assessing Culturally and Linguistically Diverse Learners* U1.6 U1.8 MM1.1 U5.1 MM5.1 MM5.4 EX1.7 EX5.2 EX5.3 EX2.12 EX5.2 or [Enhancing Instruction for English Learners in Response to Intervention Systems: The PLUSS Model](#), U1.6 U1.8 U2.5 MM2.9 EX1.7 EX1.8 EX2.12 EX5.2 EX2.12 or [Using an Ever-English Learner Framework to Examine Disproportionality in Special Education](#) U1.6, EX1.7 or [The Importance of Self-Reflection When Teaching English Learners](#) U1.6 U1.8 U5.3 U6.1 or [Focusing Formative Assessment on the Needs of English Language Learners](#) U1.6 U1.8 U5.1 MM5.1 EX1.7 EX5.2

Reading Reaction #6

Chapter 10: *Collaborative Consultation and Parent Involvement* U1.1 U2.6 U4.6 MM2.4 EX1.5 EX4.7 or

Developing Collaborative Partnerships with Culturally and Linguistically Diverse Parents During the IEP Process, U1.1 MM1.1 U2.6 U4.6 MM5.3 EX1.5 EX1.11 EX2.11 EX4.7 EX4.8 DHH1.3 DHH5.2 DHH6.2 DHH6.3 or
Lessons at the Kitchen Table, U1.1 U3.4 or
Home Visits How Do They Affect Teachers' Beliefs about Teaching and Diversity, U1.1 or
Supporting Latinx Families in Special Education Decisions U1.1 U2.6

Reading Reaction #7

Chapter 11: *Teaching Study Skills and Study Strategies* U1.5 U1.6 U1.8 or
[California ELD Standards](#) Chapters 1 and 2, MM1.1 U3.1 EX1.6 EX1.7 EX1.9 EX1.10 EX3.1 EX4.4 or
[Language Objectives: The Key to Effective Content Area Instruction for English Learners](#) U1.8 MM1.1 U3.2 MM3.2 U4.1 MM4.4 EX1.6 EX1.7 EX1.9 EX1.10 EX3.4 EX4.4 EX4.5 DHH 1.5

Reading Reaction #8

Chapter 6: *Methods for Behavior, Classroom, and Schoolwide Management* U1.8 U2.1 EX2.8 EX4.1 or
Using Learning Labs for Culturally Responsive Positive Behavioral Interventions and Supports, U1.8 U2.6 EX2.8 EX2.9 or
Can Restorative Practices Help to Reduce Disparities in School Discipline Data? U2.1

Reading Reaction #9

Chapter 7: *Helping Culturally and Linguistically Diverse Exceptional Students Learn to Read* U1.6 U1.8 EX3.1 EX1.8 DHH1.4 DHH1.6 or
[How to Use Oral Presentations to Help English Language Learners Succeed](#) U1.6 U1.8 or
[Using Pictures in the ESL Classroom](#) U1.6 U1.8 EX1.7 EX3.1

Reading Reaction #10

Chapter 8: *Teaching Written Expression to Culturally and Linguistically Diverse Exceptional Learners* U1.6 U1.8 EX1.7 EX3.1 DHH1.6 or
[Effective Literacy and English Language Instruction for English Learners in the Elementary Grades](#) U1.6 U1.8 or
[Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities](#) U1.6 U1.8 EX1.7 EX3.1 DHH6.6 or
Using Purposefully Created Stories to Teach Academic Vocabulary U1.6 U1.8 or
Can I Ask A Question? Supporting English Language Learners' Text Comprehension U1.5 U1.6 U1.8

Reading Reaction #11

Chapter 9: *Supporting Learners in the Content Areas* U1.3 U1.6 U1.8 EX1.7 EX3.1 DHH1.6 or
[Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#), U1.3 U1.5 U1.6 U1.8 or
Using Anticipation Guides to Support Comprehension of Science Informational Text U1.3 U1.5 U1.6 U1.8 or
[Why Teaching English Through Content is Critical for ELL Students](#), U1.3 U1.5 U1.6 U1.8 or
[5 Effective Modeling Strategies for English Learners](#), U1.3 U1.5 U1.6 U1.8 or

[Students talk through math in this California school. Now test scores are rising](#) U1.3 U1.5 U1.6
U1.8

Reading Reaction #12

Chapter 12: *Culturally Responsive Transition Planning and Instruction from Early Childhood to Postsecondary Life* U1.1 MM1.4 EX1.1 EX1.9 EX1.10 DHH 1.5 DHH1.8 or

English Learners with Disabilities in High School Population Characteristics, Transition Programs, and Postschool Options, U1.1 U1.5 MM1.4 EX1.1 EX1.9 EX1.10 DHH 1.5 or

Designing Culturally Responsive and Relevant Individualized Educational Programs, U1.1 U1.5 MM1.2 MM1.4 U4.5 MM4.7 EX1.1 EX1.9 EX1.10 EX4.8 DHH 1.5 DHH2.1 or

[Self Determination: Cultural Differences in Perception and Practice](#) U1.1 U1.5 U4.5 MM4.7 EX1.1 EX1.9 EX1.10 EX4.8 DHH2.1

APPENDIX B
Understanding Bias U6.1 U6.1 U6.2 U6.2

The purpose of this assignment is to allow you to reflect upon your own attitudes, beliefs, and stereotypes and how they may influence your teaching practices serving diverse learners with disabilities.

1. Take some time to think about your own attitudes, beliefs and stereotypes. Write a paragraph about these and your own experiences.

2. Go to **one** of these websites:

Harvard Implicit Test <https://implicit.harvard.edu/implicit/>
Understanding Race. <http://www.understandingrace.org/>
Look Different <http://www.lookdifferent.org/>

3. Follow the given directions. Do at least **3-4** activities on whichever website you choose.

4. Please be sure to indicate which website you used.

- Write about your reaction to each of the website activities.
- Include information about how they clarified or changed your own attitudes, beliefs or stereotypes.
- Address how you might use this website in your own teaching practice.

Grading Rubric

You are being graded not only for the content of the assignment, but also on the quality of your writing.

Required Items	Possible Points	Points Earned
Reaction	3	
Your attitudes, beliefs, stereotypes	3	
Practical use	3	
Website indicated	1	
Total	10	

APPENDIX C
Case Study Overview and File Review for MM and ESN
Case studies for DHH and ECE are in Module on Canvas.

The purpose of this assignment is to collect, analyze and use data about an ELL student with a disability to inform instruction. The assignment has 4 components:

1. File Review—Described below.
2. Shadowing
3. Home Visit Make sure you will be able to visit the family at their home.
4. Determining Language Proficiency

File Review:

Choose a student, **in your area of specialization**, for the Case Study and subsequent Lesson Plan who is an English Learner with an IEP. Be sure you have access to the student’s classroom(s), CUM file, IEPs or IFSP, and **all test data for the student (previous and current)**. LAUSD teachers can find this information at “My Data”.

Please use the same numbering, headings and subheadings on your paper.

1. Introductory Paragraphs U5.1 U5.1 U5.2 U5.2 U5.2 U5.6 U5.7 U5.7 U5.7 MM5.1 MM5.1 MM5.1 MM5.2 MM5.2 MM5.2 MM5.2 MM5.4 MM5.4 EX5.2 EX5.2 EX5.2 EX5.6 EX5.6 DHH1.4 DHH1.4

a) **Description:** Write a brief paragraph that includes a description of the age and grade of the student, the type of disability the student has, the language spoken both in the home and in school, and the number of years the student has been in school in the U.S. Be sure to also discuss how many years the student has been receiving special education services and the type of services.

b) **SPED Testing:** What information are you able to find which describes the testing for placement in special education? Of particular importance is whether the student was tested in his or her primary language. Report any and all test scores, previous and current.

c) **IEPs:** How do previous and current the IEPs address the fact that this is an ELL student? Be sure to check the Goals and Objectives section.

2. Language Proficiency U5.1 U5.1 U5.2 U5.2 U5.2 U5.6 U5.7 U5.7 U5.7 MM5.1 MM5.1 MM5.1 MM5.2 MM5.2 MM5.2 MM5.2 MM5.4 MM5.4 EX5.2 EX5.2 EX5.2 EX5.6 EX5.6 DHH1.4 DHH1.4

a) **First Language:** What previous and current scores are documented on the IEP or CUM with regard to L1 proficiency? Report any and all test scores, previous and current.

b) **Second Language:** What ELL level is indicated in the student’s IEP or CUM file? What scores are documented on the IEP or CUM with regard to L2 proficiency? Report any and all test scores, previous and current.

c) What oral language recommendations do you have for the teacher to instruct this student? Why?

3. Reading U5.1 U5.1 U5.2 U5.2 U5.2 U5.6 U5.7 U5.7 U5.7 MM5.1 MM5.1 MM5.1 MM5.2 MM5.2 MM5.2 MM5.4 MM5.4 EX5.2 EX5.2 EX5.2 EX5.6 EX5.6 DHH1.4 DHH1.4

a) **First Language:** Record any information you can find about the student’s L1 reading. Include informal tests, standardized tests, anecdotal information, etc. Report any and all test scores, previous and current.

- b) Second Language: Record all information you can find about the student's L2 reading. Include informal tests, standardized tests, anecdotal information, etc. Report any and all test scores, previous and current.
- c) What reading recommendations do you have for the teacher to instruct this student? Why?
4. Written Language U5.1 U5.1 U5.2 U5.2 U5.2 U5.6 U5.7 U5.7 U5.7 MM5.1 MM5.1 MM5.1 MM5.2 MM5.2 MM5.2 MM5.4 MM5.4 EX5.2 EX5.2 EX5.2 EX5.6 EX5.6 DHH1.4 DHH1.4
- a) First Language: Record any information you can find about the student's L1 writing. Include informal tests, standardized tests, anecdotal information, work samples, etc. Report any and all test scores, previous and current.
- b) Second Language: Record all information you can find about the student's L2 writing. Include informal tests, standardized tests, anecdotal information, work samples, etc. Report any and all test scores, previous and current.
- c) What written language recommendations do you have for the teacher to instruct this student? Why?
5. Content Area- Pick one (1) area **other than language arts**, e.g. math, history, science. U5.1 U5.1 U5.2 U5.2 U5.2 U5.6 U5.7 U5.7 U5.7 MM5.1 MM5.1 MM5.1 MM5.2 MM5.2 MM5.2 MM5.4 MM5.4 EX5.2 EX5.2 EX5.2 EX5.6 EX5.6 DHH1.4 DHH1.4 DHH1.6 DHH1.6
- a) First Language: Record any information you have about the student's L1 skills in 1 other academic area. Include informal tests, standardized test, grades, work samples, etc. Report any and all test scores, previous and current.
- b) Second Language: Record any information you have about the student's L2 skills in the same academic area. Include informal tests, standardized test, grades, work samples, etc. Report any and all test scores, previous and current.
- c) What content area recommendations do you have the teacher to instruct this student? Why?
6. Write a paper that summarizes your findings and where the information came from. Was there information you wanted that you did not access? What additional information did you learn that will enhance your ability to plan and teach your lesson? U5.6 MM5.3 MM5.3 MM5.4 MM5.4 EX5.2 EX5.2 EX5.2 EX5.6 EX5.6 DHH1.4 DHH1.4 DHH1.6 DHH1.6

Grading Rubric

You are being graded not only on the content of this assignment but also on the quality of your writing.

Required Items	Possible Points	Earned Points
Introduction Paragraph	10	
Oral Language Proficiency		
First Language Info	1	
Second Language Info	1	
Oral Language Recommendations	2	
Reading		
First Language Info	1	
Second Language Info	1	
Reading Recommendations	2	
Writing		
First Language Info	1	
Second Language Info	1	
Writing Recommendations	2	

Content Area		
First Language Info	1	
Second Language Info	1	
Content Area Recommendations	2	
Written Paper		
Overall Summary	5	
Needed Information	1	
Enhancing ability to plan/teach	1	
Total	33	

APPENDIX D
Shadowing an ELL Student

U1.6 U1.6 U4.1 U4.1 U4.1 MM1.2 MM1.2 MM1.3 MM1.3 MM5.5 MM5.5 EX1.7 EX1.7
EX1.8 EX1.8 EX1.8 EX3.1 EX3.1 EX3.1 DHH1.4 DHH1.4 DHH6.6 DHH6.6

The purpose of this assignment is to allow you to see firsthand the oral language development opportunities that are experienced by an ELL student.

Using the student, you have chosen for your Case Study, you will monitor the oral language and listening practices of the student.

You will follow the student for at least 2 hours, at 5 minute intervals, while the student is in school.

Steps to Shadowing:

1. Go Shadow

- a) Use the ELL Shadow Protocol Forms for Academic and NonAcademic Speaking and Listening, available on Canvas.
- b) Monitor the primary situation occurring at the top of the 5 minute interval. NOT the entire 5 minutes. NOT a running record.
- c) Check off the correct box to indicate what the student is doing.
- d) In the Comment Section of the Forms, you might want to jot down:
 - i. What is happening beyond the top of the 5 minutes.
 - ii. What is confusing the student or if they are struggling
 - iii. Positives about the teacher and/or student.

4. Tally the types of speaking and listening you observe.

- i. Non academic speaking
- ii. Academic speaking
- iii. Listening
- iv. Not listening

5. Count the number of boxes checked for all areas and interactions. Document your findings in a table or graph.

6. Review the information you collected of the student, e.g. CUM, IEP, ITP/

7. Write a paper of what you observed and heard during your observation. Discuss how long you shadowed and in what situations.

- Summarize what you found from all of the tally marks and the comment section.
- Reflect on if you think what you found is relevant and accurate? Why or why not? How does this compare to what you discovered in the file review?

Grading Rubric

You are being graded not only for the content of the assignment, but also for the quality of your writing.

Required Items	Possible Points	Earned Points
Shadow the student	5	
Tally the Non Academic language	2	
Tally the Academic language	2	
Calculate the numbers	2	

Summary of observation	2	
Reflection on relevancy, accuracy And comparison to file review	2	
Total	15	

APPENDIX E

You have the choice of doing either a Funds of Knowledge (FOK) Virtual Home Visit, or the (FOK) Community Cultural Markers Investigation and Research below.

Funds of Knowledge Virtual Home Visit U1.1 U1.1 U1.1 U1.2 U4.4 U4.4 U4.4 U5.5. U5.5
U6.7 MM6.3 EX2.4 DHH1.3 DHH1.3 DHH6.6 DHH6.6

The purpose of this assignment is to enable the educator to gain knowledge about the households and social networks of the families of the student used for the case study, in order to provide culturally responsive and meaningful lessons.

1. Set up a time to visit the home to talk with a least one parent.
2. As you travel to the home be sure to observe and take pictures of the surrounding community and neighborhood. Look for, and take pictures, to document external markers.
3. At the home continue to look for clues as to possible funds of knowledge.
4. Meet with the family member(s). Ask them if you can take pictures and even record your discussion.

Respectfully, ask questions that allow the family to discuss areas around some of the following topics: Use the FOK Inventory Matrix available on Canvas to guide your questions and to take notes.

- i. Family history: immigration, labor, education
 - ii. Life in their country of origin
 - iii. School system in county of origin
 - iv. Family life in home country and in the U.S.
 - v. Attitudes toward schools
 - vi. Parenting styles
 - vii. Interests, hobbies and activities
 - viii. Social networks
5. **Write a paper using the following heading, describing:**
- The specific FOK information you learned during the home visit.
 - How this information can be used to enhance instruction of the student
 - How this information can be used to collaboration with the family. Use the FOK Chart to assist you.
 - Include photos of the neighborhood and/or community
 - Include the FOK Chart at the end of your paper.

FOK Community Cultural Markers Investigation and Research U1.1 U1.1 U1.1 U2.4 MM2.7
U2.5 MM2.9 U4.4 U4.4 U4.4 U4.6 U4.6 EX1.5 EX1.5 EX2.4 EX2.10 EX2.11 EX2.12 EX4.7

The purpose of this assignment is to investigate and research the community and/or neighborhood of your Case Study student. The information you find will help prepare lessons for the particular student and their classmates.

The Investigation: Use the FOK Inventory Matrix available on Canvas to guide your observations.

1. Drive around the neighborhood and community where your student lives.
2. Look for cultural markers, important places and landmarks, houses of worship, community centers or nonprofits, places of business, parks and other gathering spots.
3. Take lots of pictures of what you see.
4. Try to find markers and places for the following categories:
 - a. Aspects that show the positive aspects of the community and/or neighborhood.
 - b. Aspects that you do not feel represent the community and/or neighborhood. These aspects might be unique to the community and/or neighborhood.
 - c. Aspects that capture your attention, you have questions about, or would like to learn more about

The Research

1. What can you find out about the history of the community and/or neighborhood?
 - a. Any gentrification issues of the community and/or neighborhood?
2. How has the population changed over the years of the community and/or neighborhood?
3. Are there any important people historically or currently of the community and/or neighborhood?
4. If you found any murals or other art or cultural markers, what can you find out about the history of these markers?
5. Can you find any information about the markers and places in #4 a-c above?
6. Was there anything else you saw that caught your interest or you would like to learn more about?

Write a paper describing:

- the specific information you observed and what you learned about the community.
- Include photos of the neighborhood and/or community
- how this information can be used to enhance instruction of the student and collaboration with the family. Use the FOK Chart to assist you.

Grading Rubric

You are being graded not only for the content of the assignment but also on the quality of your writing.

Required Item	Possible Points	Earned Points
Visit Family OR Community	5	
Copy of completed FOK Chart	1	
Written Paper		
FOK info learned	4	
Use with student	4	
Use with family	4	
Photos	2	
Total	20	

APPENDIX F

Determining Language Proficiency Levels

U5.1 U5.1 MM5.1 MM5.1 U5.7 U5.7 EX5.2 EX5.2 DHH1.4 DHH1.4

The purpose of this assignment is to give you an opportunity to become familiar with and use the Proficiency Level Descriptors to determine the English proficiency of your case student.

1. Refer to the [California ELD Standards](#), Chapter 2, pages 17-24. You will want to have a good understanding of the PLDs.
2. During on-line classes listen to your student in as many different situations as possible. Situations might include but are not limited to talking informally with peers or an adult, talking to another student about an assignment, talking to the teacher about an assignment, discussing a topic during a whole class discussion, participating in a small group discussion with peers, and don't forget talking at home.
3. Identify, at least, one language sample for each of the Modes of Communication and Knowledge of Language Characteristics as you can.
4. Use and fill-out the Language Sample Chart, available on Canvas. Fill in as much as you can with examples of language
5. Determine where on the Proficiency Level Continuum your student places.
6. Write a paper which includes the following:
 - a) A paragraph summarizing the student's grade, disability, etc.
 - b) A brief explanation of where you think your student placed and why. Try to give a minimum of one language sample for each Modes of Communication (Collaboration, Interpretation, Production) and Knowledge of Language (Metalinguistic Awareness, Accuracy of Production).
 - c) Be sure to discuss the situations you observed (see #2 above).
 - d) How does your determination differ from the information you found in the files for this student? What might have led to any similarities or differences?
 - e) Look back at the Shadowing assignment and write an overall summary of what you have learned about this student and his or her language skills and language needs.

Here is what I originally did: I made copies of the following and had them with me during my observation:

- Chapter 2 of the [ELD Standards](#), pages 17-24.
- Language Sample Charts

I observed and listened to the student in a variety of classroom situations. As I heard him speak, I glanced at the PLD forms and circled what I felt was the correct cell for Modes of Communication and Knowledge of Language Characteristics.

I then jotted down examples in the correct cells on the Language Sample Chart.

Here is what you might try: Have pages 17-24 of the ELD Standards in front of you and try to come up with examples for each of the cells in the Language Sample Chart.

Grading Rubric

You are being graded not only on the content of your assignment, but on the quality of your writing.

Required Items	Possible Points	Earned Points
Language Sample Chart	2	
Mode of Communication	6	
Knowledge of Language	4	
Situation(s)	2	

Level Determination	3	
Discussion	3	
Total	20	

APPENDIX G
Draft of Standards Based Objectives

U1.6 U1.6 MM1.2 MM1.2 U4.5 MM4.7 MM1.1 MM1.1 EX1.6 EX1.6 EX1.7 EX1.7 EX1.8
EX1.8 EX3.1 EX3.1 EX4.4 EX4.4 EX4.5 EX4.5 EX4.8 EX4.8 EX4.8 EX5.3 EX5.3 EX5.3
DHH5.2 DHH5.2 DHH5.2 DHH5.5 DHH5.5 sDHH5.5

The is an opportunity to submit a draft of the standards and objectives you will be using to develop you lesson plan. The purpose is to make sure your standards and objectives are appropriate and written correctly BEFORE writing the lesson. **This MUST be submitted BEFORE submitting your Lesson Plan.**

USE THE WORKSHEET FOR STANDARDS BASED OBJECTIVES on Canvas. Think about the lesson you want to teach. Identify 3 standards,

1. A grade level appropriate CA-ELD standard, with specific citation and correct highlighting of content and language demands.
2. A grade level CCSS language arts standard, with a specific citation and correct highlighting of content and language demands.
3. A grade level appropriate content standard, (not ELA) with a specific citation and correct highlighting of content and language demands.

and 2 standards based lesson objectives:

1. Content Objective of the lesson that aligns with the content standard.
2. Language Objective of the lesson that aligns with the ELA and ELD standards.

Submit a draft of the above. Do not forget that your standard and objectives need to tie in with the book you select.

Grading Rubric

You are being graded **not only** on the content of the assignment but also on the quality of your writing.

	Possible Points	Earned Points
Worksheet for SB Objectives	1	
Grade level appropriate CA-ELD standard with correct citation	1	
Grade level appropriate CA-ELD standard with correct highlighting	1	
Grade level appropriate CCSS ELA standard with correct citation	1	
Grade level appropriate CCSS ELA standard with correct highlighting	1	
Grade level appropriate Content standard with correct citation	1	
Grade level appropriate Content standard with correct highlighting	1	

Content Objective that aligns with the Content Standard	1	
Language Objective that aligns with the ELD and ELA standards	1	
Total	9	

APPENDIX H

Adapted Lesson Plan

U1.3 U1.3 U1.4 U1.4 MM1.4 MM1.4 U3.1 U3.1 U3.1 U3.2 U3.2 U3.2 EX3.4 U3.4 U3.5 U3.5
 U3.5 EX3.2 U4.3 U4.3 U4.3 EX4.4 MM4.2 MM4.2 MM4.2 U4.8 U6.1 U6.1 EX1.6 EX1.6
 EX1.6 EX1.9 EX1.10 EX3.1 EX3.1 EX3.1 EX3.2 EX3.3 EX3.3 EX3.3 EX3.4 EX3.4 EX3.4
 EX4.3 EX4.3 EX4.4 EX4.4 EX4.5 EX4.5 EX4.5 EX4.8 EX4.8 EX4.8 EX5.3 EX5.3 EX5.3
 EX5.6 EX5.6 DHH1.4 DHH1.4 DHH5.2 DHH5.2 DHH5.2

You MUST have submitted and received a grade on the Draft of Standards Based Objectives assignment BEFORE submitting this assignment.

The purpose of this assignment is to use the data collected on the case study to plan and teach a lesson for an ELL student with a disability, which applies many of the key issues discussed this semester. In addition, the lesson will use a book geared toward the culture and appropriate to the age level of your student.

Think/Consider:

1. Using the recommendations from the case study, decide on the content area for the lesson.
2. Select a children or young adult book, from the list provided on Canvas, relating to the culture and age of the student. Read it.
3. Using information learned from the home visit and types of Funds of Knowledge the family has to offer, decide how to incorporate this information into your lesson.

Do:

4. Using **all** the data collected on the case study, write one detailed lesson plan that includes the following information. *A good idea is to cut and paste A-Q and use them as headings for your paper. Also be sure to look at the point value for each topic on the rubric*
 - A. Summarize the student's grade, disability, ELL levels, and examples of various PLDs discovered through observations, shadowing and documented in files.
 - B. Children's literature-give a brief summary of the book and why you chose it.
 - C. Information from Home Visit and Funds of Knowledge, and how you will use it. Be sure to look at the FOK Chart you completed.
 - D. A grade level appropriate CA-ELD standard, with specific citation.
 - E. A grade level CCSS language arts standard, with a specific citation.
 - F. A grade level appropriate content standard, (not ELA) with a specific citation.
 - G. Content Objective of the lesson that aligns with the content standard.
 - H. Language Objective of the lesson that aligns with the ELA and ELD standards.
 - I. Language demands of the lesson in listening, speaking, reading and writing. Be sure to discuss how **ALL** of these skills are used in this lesson.
 - J. Tier 2 vocabulary from the literature book.
 - K. Materials
 - L. Connection to prior knowledge: How it is used in the lesson? How is it tied to the LO and CO and Funds of Knowledge?

- M. Comprehensible input: Which CI are you using? How it is used in the lesson? How is it tied to the objectives and Funds of Knowledge?
- N. Scaffolding: Which scaffold(s) are you using? Why and how is this a scaffold for this particular lesson?
- O. Interaction: Why did you include this? How will the students interact with one another? How is it tied to the objectives?
- P. Lesson sequence including modeling (I do it), prompt (we do it), and check (you do it).
- Q. Review and assessment. Describe how you will assess whether or not students meet your objectives.
5. Teach the lesson to at least, your Case Study Student, or, if you were provided the case student, to at least 1 person and write a paper including the following:
- Reflect on your entire lesson. What was effective in moving “student” toward your objective and for what reasons? What was less effective in moving students toward your objective and for what reasons? Describe the evidence that leads you to these conclusions.
 - Based upon your reflection and the results of your assessment at the end of the lesson, discuss what you might do in the next few lessons in response to the learning needs of your students.
 - Discuss how this assignment is a change in how you normally plan and instruct students in your class and how you have learned to plan instruction.

Grading Rubric

You are being graded not only on the content of the assignment but also on the quality of your writing.

Graded Items	Possible Points	Earned Points
Student Info		
Grade	.50	
Disability	.50	
ELL level	3	
Use of Children or YA Literature	4	
Funds of Knowledge Info	5	
Grade Level ELD Standard	1	
Grade Level English Language Arts Standard	1	
Grade Level Content Standard	1	
Content Objective	1	
Language Objective	1	
Language Demands		
Listening	1	
Speaking	1	
Reading	1	
Writing	1	
Tier 2 Vocabulary	.50	
Materials	.50	
Connection to Prior Knowledge	2	
Comprehensible Input	2	

Scaffolding	2	
Interaction	2	
Lesson Sequence		
Modeling	2	
Prompt	2	
Check	1	
Review and Assessment	2	
Teaching Lesson Reflection	5	
Closing Discussion	2	
Total	45	

APPENDIX I

Two-Minute Papers

U1.1 U1.2 U1.4 U1.5 U1.6 U2.1 U2.2 U2.3 U2.4 U2.6 U3.2 U3.4 U3.5 U4.1 U4.6 U4.7 U5.6
U5.7 U6.1 U6.2 U6.7
MM1.3 MM1.4 MM2.1 MM2.4 MM2.7 MM3.2 MM4.3 MM5.2 MM5.3 MM5.4 MM5.5
MM6.3
EX1.7 EX1.8 EX2.5 EX2.9 EX3.1 EX4.1 EX2.10 EX2.11 EX3.4 EX4.1 EX5.6 EX6.4
DHH1.4 DHH1.7 DHH5.1 DHH6.2 DHH6.3

The purpose of the Two-Minute Papers is for you to demonstrate your understanding of topics covered in class and to allow me, your instructor, to determine if you are meeting the objectives of the course.

1. For each lecture you will be provided a Lecture Organizer (LO). Embedded in the LO are self-test questions that are either provided by me or will be written by the class members.
2. Ten times during the semester, we will begin class with a Two-Minute paper. You will be presented with one of the previous week's self-test questions. This will be written in class and turned in at the end of the two minutes. You will not know when the Two-Minute Paper will be given.
3. The paper will be graded using the following rubric.

Grading Rubric

Graded Item	Possible Points	Earned Points
Answer indicates thought is given to question, but isn't correct	1	
Answer is partially correct, but needs additional clarification	2	
Answer has correct interpretation of the topic	3	
Question is answered fully with correct interpretation and application.	4	

SPED 416 Syllabus linking page
Instructions requested that only the “I” will be linked:

Universal	DHH	MMSN	EXSN
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