

CANVAS Learning Management System

Course materials can be found on the [CANVAS](https://sjsu.instructure.com/courses/1262231) learning management system course website at <https://sjsu.instructure.com/courses/1262231> Course participants are responsible for regularly checking their SJSU email account for updates.

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

Classroom Protocol

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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 specificOther r spædeN
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Other Readings

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Breakdown

Online Modules	50 points	23%	U 1.1, 1.6, 3.1, 3.5, 4.1, 4.4, 5.6, 5.7 MM 1.7, 4.2 ESN 1.4 ECSE 1.4, 5.7, 6.7	PLO 2-4 CLO 1-4
In-Class Participation	50 points	23%	U 1.1, 6.1, 6.2, 6.3 MM 5.2, 5.5 ESN 5.5 ECSE 1.2, 1.4	PLO 2, 3 CLO 1-4
Distinguishing ELL and LD Written Paper	20 points	9%	U 1.1, 2.2 MM 5.5 ESN 5.6 ECSE 5.4	PLO 2 CLO 4-8
Lesson Plan	50 points	23%	U 1.1, 1.6, 2.2, 3.4, 3.5, 4.1, 4.4, 4.7 MM 1.2, 1.7, 4.2 ESN 1.4, 1.8, 5.5, 5.6 ECSE 1.2, 1.9, 3.3, 3.9, 4.3, 4.12, 5.3	PLO 2-4 CLO 4-10

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3	June 10 Online Module 2		

6	<p>June 19</p> <p>Online Module 3</p>	<ul style="list-style-type: none"> • Understanding proficiency levels • Aligning lesson obj, CCSS, ELD standards, and IEP goals <p>CA ELD Standards</p> <p>Common Core State Standards</p>	
7	<p>June 24</p> <p>Online Module 4</p>	<ul style="list-style-type: none"> • Work with partner on lesson plans • PLAAFP & Measurable Goals <p>https://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ells</p> <p>Hoover and Patton Text Chapters 4-5</p>	
8	<p>June 26</p> <p>In Class Session</p>	<ul style="list-style-type: none"> • Lesson Plan Demonstrations 	

9	<p>July 1</p> <p>Online Module 5</p>	<ul style="list-style-type: none"> • Critical issues: dual language programs for students with IEPs • IEP Transition Plans & IEP Meetings <p>https://hechingerreport.org/students-with-disabilities-often-left-out-of-popular-dual-language-programs/</p> <p>https://unidosus.org/progress-report/english-learners-with-disabilities-excluded-from-learning-programs/</p> <p>Hoover and Patton Text Chapters 9-10</p> <p>Trainor et al. (2019)</p>	
10	<p>July 3</p> <p>In Class Session</p>	<ul style="list-style-type: none"> • Analyzing language demands of a lesson • Adapting lessons to meet the needs of emergent bilinguals • Overview of Take-Home Final Exam <p>Clegg (2007)</p>	
11	<p>Final Exam</p>	<p>Take Home Final Exam</p> <p>Due Sunday July 7 11:59 pm</p>	