UNIVERSITY OF MARYLAND, COLLEGE PARK

EDCI 632: Special Education and Oral Language Development in TESOL
Spring 2014, sections 0101 & IH60

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Course Description
This course explores issues and emerging practices related to the instruction and assessment of culturally and linguistically diverse exceptional (CLDE) learners. The primary goal is to provide a greater understanding of the relationship between culture, language and disability so that general educators can advocate for and effectively participate in the education of ELLs with disabilities. Specific topics to be discussed include disproportionate representation of ELLs in special education; prevention of educational underachievement; identification, assessment and placement options for ELLs with high-incidence disabilities; and techniques for providing language and literacy instruction for students with high-incidence disabilities.

Course Goals (All course goals and major assignments are coded for InTASC (Interstate New Teacher Assessment and Support Consortium) MODEL CORE TEACHING STANDARDS (2011); Conceptual Framework Emerging Commitments (EC); Conceptual Framework Knowledge Domain; and TESOL/NACTE Standards. The full documents are available in CANVAS in the syllabus section.)

1. Understand learning disabilities and become familiar with accommodations and interventions
   (InTASC 1,2,3,7,8,9; EC 1, EC 7; CF Subject matter, CF Pedagogy, CF Assessment, CF Social and Cultural Contexts; TESOL/NCATE 1.3.b, 3.a.1, 3.a.2, 3.a.3, 3.a.5, 5.a.3)

2. Recognize policy and law related to appropriate services for CLDE learners with disabilities
   (InTASC 9,10; EC 2, EC 6, EC 7; CF Learners, CF Curriculum, CF Assessment; TESOL/NCATE 1.b.4, 5.a.2, 5.b.5)

3. Increase knowledge and understanding of issues and critical concepts related to serving CLDE learners with disabilities, including identification, assessment and placement
   (InTASC 1,2,3,4,6,8; EC 1, EC 2, EC 4, EC 7; CF Subject matter, CF Pedagogy, CF Learners, CF Curriculum, CF Assessment, CF Social and Cultural Contexts; TESOL/NCATE 1.b.2, 2.a-f, 3.a.1, 3.a.2, 3.a.3, 3.a.5, 4.c (all), 5.b.5)
4. Enable students to differentiate between cultural and linguistic differences, processes of language development, and disabilities (InTASC 2, EC 4, EC 7; CF Subject matter, CF Pedagogy, CF Assessment, CF Social and Cultural Contexts; TESOL/NCATE 1.3.1, 1.b.4, 1.b.5, 2.a-1.-5, 5.a.3)

5. Develop knowledge and skill in providing culturally and linguistically responsive language and literacy instruction for CLDE learners with disabilities (InTASC 1,2,3; EC 1, EC 5, EC 7; CF Subject matter, CF Pedagogy, CF Learners, CF Curriculum, CF Social and Cultural Contexts; TESOL/NCATE 1.b.4, 2.a-2.f, 3.a.1-3.a-5, 3.b (all), 3.c (all), 5.a.3)

6. Familiarize students with technology useful in the instruction and assessment of CLDE learners with special education needs (InTASC 8; EC 5; CF Subject matter, CF Pedagogy, CF Curriculum, CF Educational Goals & Assessment, CF Technology; TESOL/NCATE 3.a.1, 3.a.2, 3.a.3, 3.a.5, 3.c (all), 5.b.5)

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<th>Course Requirements</th>
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| Synthesis of literature, product and presentation. | 30% | The idea of this presentation is to 1) link theory and practice to further explore a theme about CLDEs that we discussed in class or to examine a new and related idea, and 2) to present the information in a form that will be helpful to a specific audience that you choose. You may elect to work alone, in pairs, or in groups of three to four.  
   1. Choose a topic with relevance to the course, as noted above and let me know by email if you will work alone or with others by **Monday, February 10**.  
   2. Each person will read 4 additional articles related to the topic and the person/pair/group will create an annotated bibliography and hand in by **February 27**  
   3. Presentation: You will give a ten-minute presentation about your product/research to the class on **March 13**. You have until April 3 to hand in the final product.  
   **Final product:** You may use any form you wish: paper of 5-6 pages; video; advocacy video; Power Point/Prezi presentation; web page; case studies; curriculum development; game; theater; |
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<th><strong>Discussion groups:</strong></th>
<th><strong>Case study and intervention plan</strong></th>
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| Summary and presentation of important points from reading; develop discussion questions; lead small group discussions (InTASC 1,2,3,4,5,6,7,8; EC 4,7; CF Subject matter, CF Pedagogy, CF Learners, CF Curriculum, CF Educational Goals & Assessment, CF Social & Cultural Contexts, CF Technology; TESOL/NCATE 1.b.5, 2.a, 2.b, 2.c, 2.d, 2.g, 3.a.1, 3.a.2, 3.a.3, 3.a.5, 3.b (all), 3.a.3, 3.a.5, 3.b (all), 3.c (all), 4.a (all), 4.b (all), 4.c (all), 5.a.2, 5.a.3, 5.b.1, 5.b.2, 5.b.5, 30% | Case study and intervention plan for one ELL student with or at risk for special education needs. Conducted throughout the semester in cooperation with school staff. You will  
1) Start to identify an opportunity for observation on **Feb. 27.**  
2) Prepare the section on the background on student and school setting; the in-depth description of student profile and concerns; and relate to outside readings by **April 3.**  
3) Write intervention plan. Due **April 17.**  
4) We will discuss the intervention plans in our last class on **May 8.**  
5) Hand in entire document including conclusions and reflections and bibliography by **May 16.** |
| **You will work in groups to summarize the important points of specific readings and to develop discussion questions.** **Directions:**  
1) Everyone reads assigned articles.  
2) Discussion group prepares a short (10-15 minute) Power Point presentation summarizing the most important points of the readings and posts it on the discussion forum.  
3) Discussion group formulates a total of three higher-order thinking questions for small class group discussions.  
4) Discussion group posts the questions on Canvas **48 hours before class.**  
5) One member of the group will work each of the other small discussion groups to lead the discussion.  
6) A volunteer from each discussion group will take notes to report back. |
Course Policies

Late work is not accepted except in the case of a serious emergency or illness. If you know in advance that you will not be able to turn something in on the due date due to religious observances or participation in university activities at the request of university authorities, you must make arrangements with me to turn in the work prior to the due date. In the case of an emergency or serious illness, late work will only be accepted if you contact me ahead of time or as soon as possible following the incident.

Grades are assigned according to the following scale:

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<th>Grade</th>
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<tr>
<td>A+</td>
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<td>B+</td>
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All students are required to comply with the University’s Honor Code, which prohibits cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. Allegations of academic dishonesty should be reported directly to the Honor Council (301-314-8450) by any member of the campus community. For a copy of the full text of the Code, please go to www.jpo.umd.edu.

Disability support services are available to students who need them. If you have a documented disability and need academic adjustments or accommodations, please speak with me about it during the first two weeks of class. All discussions will remain confidential. To coordinate accommodations, students must contact Disability Support Services and submit an accommodation request each semester. Information is available on the web at www.counseling.umd.edu/DSS.

In the event of inclement weather, follow the directions for the University of Maryland, College Park. You can find information on closings through local radio and television, by calling (301) 405-5000, or by going to www.umd.edu. We may also have class on line.

Course Evaluations

As a member of our academic community, one of your responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland.

Required Readings


All other readings are available on the Canvas course site. You are responsible for reading them thoroughly before class, and bringing them to class either in electronic or paper format. See the bibliography at the end of this document for complete references.
Course Schedule
Please note that the instructor reserves the right to alter the course schedule as necessary. We may also have selected classes on line.

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<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Advance Preparation</th>
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| Week 1 Jan. 30 | • Introduction to the course  
• Introduction to disabilities  
• Who are CLDE learners? | Silver (2008) *How do you know if your child might have a learning disability?*  
Silver (2001) *What are learning disabilities?* |
| Week 2 Feb. 6 | • Legal and historical foundations for providing services for ELLs and special education students  
• Disproportionate representation  
• Perceptions of disability | • Cummins (1986)  
• Orosco, Almanza de Schonewise, de Onis, Klinger, Hoover (Chapter 1) in Klinger, Hoover & Baca (2008)  
• Harry, Arnaiz, Klinger & Sturges (2008) |
|             | **Synthesis of literature 1 due Monday, February 10:**  
**Choose a topic with relevance to the course and if you will work alone or with others.** |                     |
| Week 3 Feb. 13 | • Identification of ELLs with special needs: Language development  
• Culture and discourse | • Klinger, Almanza de Schonewise, de Onis, Méndez (chapter 2) in Klinger, Hoover & Baca (2008)  
• Garcia, Mendez Perez & Ortiz (2000)  
• Caspe & Melzi (2008) |
| Week 4 Feb. 20 | • Distinguishing difference and disability | • Zweirs (2007)  
• Leake & Boone (2007) |
|             | **Class discussion group 1** |                     |
| Week 5 Feb. 27 | • Three-tiered intervention model and Response to Intervention (RTI)  
• Service delivery models | Hoover, Klinger, Baca & Patton (2008) Chapter 4  
• Klinger, Barletta & Hoover (Chapter 3) in Klinger, Hoover & Baca (2008) |
|             | **Synthesis of literature 2 due:** Each person will read 4 additional articles related to the topic and the person/pair/group will create an annotated bibliography. |                     |
| Week 6 | Mar. 6 | • Identification and assessment | Hoover, Klinger, Baca & Patton (2008) Chapter 5  
• Spinelli (2008)  
• MacSwan & Rolstad (2006) |
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<td><strong>Class discussion group 2</strong></td>
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<td><strong>Case Study and Intervention 1: Start to identify possible students/sites</strong></td>
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| Week 7 | Mar. 13 | • Accommodations for ELLs with special needs: IEPs | • Abedi (2008)  
• Another reading on IEPs (TBA) |
| | | **Synthesis of literature product 3 due: Presentation in class on March 13; hand in the final product by April 3.** |
| Week 8 | Mar. 20 | | Spring Break |
| Week 9 | Mar. 27 | • Culturally responsive services for CLDE learners  
• Home-school communication and family participation Funds of knowledge | Hoover, Klinger, Baca & Patton (2008) Chapter 10  
• Ladson-Billings (1995)  
• Moll, Amanti, Neff & Gonzalez (1992) |
| | | **Class discussion group 3** |
| Week 10 | April 3 | • Differentiated instruction and self-regulation  
• Study skills  
• Supporting learning in the content areas  
• Universal design | Hoover, Klinger, Baca & Patton (2008), Chapter 11  
• Tomlinson (1999) |
| | | **Class discussion group 4** |
| Week 11 | Apr. 10 | • Oral literacy  
• AD(H)D  
• Review | TBA |
| | | **Case Study and Intervention 2: Background, student profile, relate to readings** |
| Week 12 | Apr. 17 | • Online resources  
• The Iris Center  
• MD Teacher Technology Standard on assistive technology | http://iris.peabody.vanderbilt.edu/index.html  
http://www.mttsonline.org/standards/standard_VI/tasks/ |
| Week 13  | Apr. 24 | Instructional technology/assistive technology | Hoover, Klinger, Baca & Patton (2008) Chapter 7  
• Klinger & Geisler (chapter 4) in Klinger, Hoover & Baca (2008)  
• Escamilla (2006)  
**Class discussion group 5** |
|---------|---------|-----------------------------------------------|-------------------------------------------------------------------------------------------------|
| Week 14 | May 1   | Reading instruction and CLDE learners         | Hoover, Klinger, Baca & Patton (2008) Chapter 8  
• Harris & Graham (2007)  
**Class discussion group 6** |
| Week 15 | May 8   | Writing instruction and CLDE learners         | Hoover, Klinger, Baca & Patton (2008) Chapter 6  
• Harris-Murri et al. (2006)  
**Case Study and Intervention 4: Class discussion** |
| **FINAL CLASS** | | CLDE learners and emotional disturbances  
• Behavior & classroom management  
• Discussion about intervention plans | **Case Study 5 due:** Entire document including conclusions and reflections and bibliography due May 16. |
| May 16  | NO CLASS|                                               |                                                                                                 |