



**Vision:**

*Equity & Excellence in Education*

**Mission:**

*The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.*

**EDSP 454: Academic Language Development and Inclusive Instruction  
for English Language Learners**

**Fall 2022**

**Advanced Studies in Education & Counseling  
Education Specialist Program**

Alternative Mode of Instruction (AMI) - Asynchronous Instruction

**Course Information**

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<b>Virtual Office Hours Days/Times:</b>	Please see below for links to weekly office hours
<b>Class Days/Times:</b> Asynchronous	<b>Class Zoom Link:</b>

**Catalog Course Description**

This course is designed to address normal and atypical development of language skills in school-aged children from non-English language backgrounds. Focus will be on the skills needed in the classroom, including communicative competence, pragmatics and literacy. Distinguishing between normal language development and linguistic problems will be addressed. Letter grade only. Mode: Synchronous & Asynchronous

**Course Student Learning Outcomes and Goals**

The SLO specifies that in preparation for every course, students will satisfy all prerequisites. During the course itself, students achieve certain specified learning outcomes. All performance assessments depend upon the accomplishment of these outcomes. It is the responsibility of the student to come to class prepared. Upon completion of the course the students will:

1. Distinguish between typical and atypical development of language skills in students from non-English speaking backgrounds (TPE U1.6, U4.2, ESN1.8)
2. Demonstrate knowledge of language acquisition theories and their implications for practice with English

learners in K-12 settings (TPE U1.6, U3.5)

3. Identify how cognitive, pedagogical, and individual factors affect students' language acquisition and learning (TPE U1.6)
4. Identify types of language assessments and the situational appropriateness of each type (TPE U1.8)
5. Use informal assessments (observation and interview) to determine an EL student's level of English language proficiency (TPE U1.8)
6. Acquire and demonstrate the use of assessment information to determine students' language levels.
7. Develop lessons that promote access to and achievement in the Common Core State Standards (TPE U1.3, U1.6, U3.1, U3.5, U4.7, U5.7)
8. Identify and apply evidenced-based intervention and instructional strategies to enhance typical and atypical language development for students from non-English speaking backgrounds focusing on the SIOP Model (TPE U1.6, U3.4, U3.5, U4.3, ESN1.5, ESN1.7, ESN1.8, ESN2.3, ESN3.2, MM1.2)
9. Acquire knowledge regarding the importance of families and culture in a student's language development as well as how to create a sense of community in the classroom that welcomes all students. (TPE U1.1, U2.2, U4.1, ESN5.5, MM5.4, U6.2)

Teacher Performance Expectations (TPEs) Addressed in EDSP 454	Introduced (I), Practiced (P), Assessed (A)
U1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	I,P,A
U1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	P
U1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	I
U1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	I,P,A
U1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	I
ESN1.2 Demonstrate understanding of mandated considerations for augmentative and alternative communication technology for students with extensive support needs.	I
ESN 1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and access needs of students with extensive support needs.	I

ESN 1.7 Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. (U1.6) <b>MM1.2</b>	I
ESN 1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (U1.6) <b>MM1.3</b>	I,P
U2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	I
U2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	I
ESN 2.3 Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.	I
U3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	I,P
U3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	I
U3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	I
U3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	I,P
ESN 3.1 Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum. (U1.6)	I
ESN 3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.	I
U 4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	I,P,A
U4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	I

U4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	I
U4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> <li>• appropriate use of instructional technology, including assistive technology;</li> <li>• applying principles of UDL and MTSS;</li> <li>• use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;</li> <li>• appropriate modifications for students with disabilities in the general education classroom;</li> <li>• opportunities for students to support each other in learning; and</li> <li>• use of community resources and services as applicable. <b>MM 4.2</b></li> </ul>	I
U4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	I
ESN 4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. (U4.3) <b>MM 4.2</b>	I
U 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	I
U5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	I
U5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	I,P,A
ESN 5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. (U5.1/5.2) <b>MM 5.1</b>	I
ESN 5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6) <b>MM 5.4</b>	I
ESN 5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. <b>MM 5.5</b>	I,P

U 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	I
U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	I
U6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	I
<b>Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy:</b> Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom. Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.	P
<b>English Language Development in Relation to Subject-Specific Pedagogy:</b> Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, English learners, and Standard English learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development. They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).	P,A

Required Texts/Course Materials:

Echevarria, J. & Graves, A. (2015). *Sheltered Content Instruction: Teaching English Learners with Diverse Abilities*. (5<sup>th</sup> Ed) Pearson Education/Allyn & Bacon.

Echevarria, J., Vogt, M, & Short, D. J. (2017). *Making Content Comprehensible for English Language Learners: The SIOP Model*. (5th Ed) Pearson Education/Allyn & Bacon.

California Department of Education. 2019. *California Practitioners' Guide for Educating English Learners with Disabilities*. Sacramento, CA: California Department of Education.

Best Practices for Serving English Language Learners and Their Families (Online)  
<http://www.tolerance.org/publication/best-practices-english-language-learners>

**Additional Course Readings are posted on BeachBoard.**

**BeachBoard:** Access to BeachBoard is required for this class.

**Recommended Texts:**

Vogt, M., & Echevarria, J. (2013). 99 Ideas and Activities for Teaching English Learners with the SIOP Model. Pearson Education/Allyn & Bacon.

Nora, J., & Echevarria, J. (2016). No More Low Expectations for English Learners. Heinemann.

TPEs are **Introduced, Practiced, and Assessed** as recorded in the Course Schedule and Course Evaluation Components and Grading



Week	Topics, Readings and Assignments	Readings/Assignments/Activities	TPE
1	<p>Introductions and Course Overview</p> <p>History of Teaching English Learners in CA</p> <p>U6.7(I)</p>	<p><b>Reading:</b></p> <p>Snow (2009) (on BB)</p>	
2	<p>Typical and Atypical Language Development (SLO 1, 7) U1.6(I), U4.2(1) MM1.3(I)</p>	<p><b>Read:</b> "Elements of Language"</p> <p><b>Assignment:</b></p> <p>Content Wrap-Up:</p> <p>"Your experience with languages"</p> <p><b>Quiz</b> - Elements of Language</p>	<p>ESN1.8(P)</p> <p>ELD TPEs</p>
3	<p>Difference between language delay, language disorder, and language difference (SLO 3)</p> <p>U1.6(I) U4.1(I) U4.3(I) U5.1(I) U5.6(I) U5.7(I, ESN.1.7(I) ESN5.2(I), ESN5.5(I), ESN5.6(I), MM1.2(I), MM5.5(I)</p>	<p><b>IRIS Activity:</b> <i>ELL: Is This Child Mislabeled?</i></p> <p><b>CA Practitioners' Guide for Educating English Learners with Disabilities</b> – Ch. 2</p> <p>Support for EL in MTSS</p>	<p>U1.6(P), U4.1(P) U5.7(P) ESN5.6(P), MM5.4(P) MM5.5(P)</p> <p>ELD TPEs</p>
4	<p>First- and Second-language Acquisition Theories (SLO 2)</p>	<p><b>Readings:</b></p> <p>Echevarria &amp; Graves – Ch. 2</p> <p><b>Quiz:</b> Language Acquisition Theories</p>	<p>U1.6 (P)</p> <p>ELD TPEs</p>
5	<p>Tenets of CRSP (SLO 8)</p> <p>U1.1(I), U2.2(I), U4.1(I), U6.2(I), ESN5.5(I), MM5.4(I)</p>	<p><b>IRIS Center Activity:</b></p> <p>"Diversity: Special Education Considerations"</p> <p><b>Introduce CRSP Rubric IRIS Center Activity:</b></p> <p>"Diversity: Special Education Considerations"</p>	<p>U1.1(P)</p> <p>Developmentally Appropriate TPEs</p>
6	<p>Social-Emotional and Socio-economic impact on learners (SLO 8)</p> <p>U1.1(I), U2.2(I), U4.1(I), ESN5.5(I), MM5.4(I)</p>	<p>"Best Practices for Serving English Language Learners and Their Families"</p> <p><a href="http://www.tolerance.org/publication/best-practices-english-language-learners">http://www.tolerance.org/publication/best-practices-english-language-learners</a></p>	<p>Developmentally Appropriate TPEs</p>
7	<p>Formal and Informal assessments of L1 and L2; Language Assessments and Diverse Learners Response to Intervention (RTI) Model</p> <p>Tiered Systems of Support</p> <p>(SLO 4, 5)</p>	<p><b>Readings:</b></p> <p>Echeverria &amp; Graves - Ch. 1</p> <p>Echevarria &amp; Graves – Ch. 3</p> <p><b>Quiz</b> - Basics of Assessment and RTI</p> <p>Preview SOLOM protocol forms</p> <p><b>Assignment:</b></p> <p>SOLOM chart with your ratings and a narrative description</p>	<p>ELD TPEs</p>

8	<p>Introduction to Evidence-Based Intervention &amp; Instruction for ELL with and without disabilities including deaf/blind (SLO 7)</p> <p>Intro to IEPs</p> <p>Collaboration</p> <p>U1.6(I), U3.4(I), U3.5(I), U4.3(I), U4.7(I), ESN1.7(I), ESN2.3(I), ESN3.2(I), ESN4.4(I), MM1.2(I)</p>	<p>Midterm Exam</p> <p><b>IRIS Module:</b> <i>Instructional Accommodations: Making the Learning Environment Accessible to Students with Visual Disabilities</i></p> <p><b>Assignments:</b></p> <p>IRIS Center Activity: “Sheltered Instruction”  <a href="https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Understanding_Sheltered_Instruction.pdf">https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Understanding_Sheltered_Instruction.pdf</a></p> <p><b>IRIS Activity:</b> <i>Dual Language Learners with Disabilities - Supporting Young Children in the Classroom</i></p>	<p>U1.6(P) U3.5(P)</p> <p>ELD TPEs</p>
9	<p>Sheltered Instruction and English Immersion U1.6(I) U3.1(I), U3.5(I), U4.7(I)</p>	<p><b>Assignment:</b> Language Proficiency Observation</p> <p><b>IRIS Center Module (online)</b>  <i>“Teaching English Learners: Effective Instructional Practices”</i></p>	<p>U1.3(P), U1.6(P)</p> <p>ELD TPEs</p>
10	<p>SIOP Model (SLO 6, 7)</p> <p>U1.6(I) U3.1(I) U3.5(I), U4.7(I), U5.7(I) U6.1(I)</p>	<p><b>Readings:</b></p> <p>Echevarria, Vogt and Short Ch. 2-9  Echevarria &amp; Graves – Ch. 5</p> <p><b>Assignments:</b></p> <p>Use the SIOP Protocol form to rate your observations of the lessons viewed in the videos for SIOP</p> <p><b>Content Wrap-Up:</b> “SIOP Lesson Preparation”</p> <p><b>Content Wrap-Up:</b>  Proposed lesson topic &amp; objectives</p>	<p>U1.3(P), U1.6(P), U3.1(P), U5.7(P),</p> <p>ELD and Developmentally Appropriate TPEs</p>
11	<p>Bilingual and Dual Immersion (SLO 7)</p> <p>U1.6(I) U3.1(I), U3.5(I)</p>	<p><b>Assignment:</b> CRSP Observation &amp; Interview</p> <p><b>Review/Report:</b> Local Schools with Dual Immersion Programs: Compare &amp; Contrast</p> <p><b>Quiz</b></p>	<p>U1.6(P) U3.5(IP) ELD TPEs</p>
12	<p>Direct Instruction – Lesson Planning (SLO 6, 7)</p> <p>With accommodations &amp; modifications</p> <p>U1.6(I) U3.1(I) U3.2(I) U3.5(I) U6.1(I)</p>	<p><b>Assignments:</b> SIOP lesson plan with lesson Reflection</p> <p><b>Assignments:</b>  Case Study presentation</p>	<p>U1.6(P) U3.1(P), U3.5(P), U4.1(P)</p>
13	<p>Introduction to Schoolwide Models to support diverse learners in inclusive classrooms (IRIS Module?) (SLO 9)</p>	<p><b>Report on Teachers’ Experiences with School-wide Intervention Models</b></p>	
14	<p>RTI &amp; MTSS (SLO 9)</p> <p>U1.4(I), U2.5(I), U4.4(I), MM4.2(I)</p>	<p><b>IRIS Module:</b> <i>RTI (Part 1): An Overview</i></p>	

15	UDL & AAC (SLO 9) U1.4(I), U4.4(I), ESN1.2, ESN3.1(I), MM4.2(I)	<b>IRIS Module:</b> Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students <b>Readings:</b> Read the online article: <a href="#">What is Augmentative &amp; Alternative Communication?</a>	
16	Summary – “Putting It All Together” U1.4(I), U2.5(I), U4.4(I), MM4.2(I)	<ul style="list-style-type: none"> <li>• 20 hours due</li> </ul> School-wide intervention Report due	
Finals Week	Final Exam		

## Course Evaluation Components and Grading

### Evaluation Components

- Twenty Hours of Classroom Observation U1.6(A), U4.1(A), U5.7(A) ELD and Developmentally Appropriate TPEs**  
Candidates will observe a total of 20 hours in a K-12 classroom setting that has at least 1 English learner present. The focus will be on interventions, adaptations, and accommodations that the candidate observes in the classroom for the EL(s). Attention will be drawn toward those interventions that have been addressed in coursework.



## 2. Student Case Study **U1.6(A), U4.1(A), U5.7(A) ELD TPEs**

This project is designed to provide candidates with the opportunity to examine the English language proficiency level of a K-12 student and to consider elements for planning instruction to meet the English Learner's (EL's) unique needs. To initiate the project, candidates will identify a K-12 student who is an EL. An EL is a student who *speaks a language other than English as his or her first language*. The project involves a comprehensive observation evaluation of an EL and creation of a lesson based on the observation and the specific needs of the EL. The assignment is broken into elements that will be submitted at different times throughout the course. Each element of the case study is described in more detail below.

### A. Child Description and Observation

The first portion of the case study will require the candidate to:

- Observe the K-12 EL student in a classroom or interview setting
- Interview the teacher of record to obtain some basic details about the student whenever possible, and
- Write a brief narrative that describes the student and the observation.
- The interview notes and narrative will be submitted to the BeachBoard drop box along with the Child Description and Observation rubric.

### B. ELL Language Proficiency Observation & Interview Report **U4.1(A), U5.7(A) , EDL and Developmentally Appropriate TPEs**

The second portion of the case study will require candidates to conduct an observational assessment, known as the Student Oral Language Observation Matrix (SOLOM). This requires an informal observation & interview of the EL that will assist in determining their English Language Proficiency level. The completed matrix, interview notes, and a typed summary of the outcomes will be submitted with SOLOM Observation Assessment rubric.

### C. SIOP Lesson Plan and Reflection **U1.6(A), U4.1(A), U5.7(A) ELD and Developmentally Appropriate TPEs**

Each candidate will develop a Sheltered Instruction Lesson using the SIOP Model Lesson Plan Template. Candidates will be responsible for selecting the appropriate Common Core State Standards (any grade level content area) and ELD standard that corresponds to their lesson. (See [www.cde.ca.gov](http://www.cde.ca.gov)). Each lesson is to be developed with the EL's assessment results in mind.

The lesson should be designed for small group instruction that would last approximately 15-20 minutes.

The lesson plan, using the SIOP Template, and the SIOP Lesson Plan rubric will be submitted as part of the completed Case Study.

Reflection is a key component of the instructional cycle. Using the "Guiding Questions" found on the rubric, candidates will complete a reflection based on the process of developing the lesson plan for the EL. The typed reflection and Lesson Reflection rubric will be submitted as part of the Completed Case Study.

## 3. Report on Teachers' Experiences with School-wide Intervention Models (RTI, MTSS, Language Interventions for ELL) **U1.6(A) ELD TPEs**

Each candidate will interview a K-5 teacher about their experiences with school-wide intervention models with an emphasis on those that support language interventions for English learners at the school.

## 4. Culturally Responsive and Sustaining Pedagogy - Teacher Observation & Interview **U1.1(A) Developmentally Appropriate TPEs**

Candidates will observe a K-12 classroom teacher in a diverse, urban school setting. Candidates will use the CRSP rubric to guide their observation and will then conduct a follow-up interview with the teacher about their intentional practices they identify as culturally responsive and sustaining for their students. Candidates will write a brief report summarizing their observations and the teacher's comments from the interview.

## ***Other Course Assignments***

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### **Iris Module and IRIS Activities U1.6(A), U4.1(A)**

Students will complete several online modules and activities at the IRIS Center website that relate to content covered in this course. <http://iris.peabody.vanderbilt.edu/index.html>

### **Quizzes U1.6(A), MM5.5(A)**

There will be several quizzes during the semester. The quizzes are designed to measure candidates' progress in the course content based on readings and lectures.

### **Discussion Board**

Interacting with peers and sharing knowledge and understanding is an important part of this course as it prepares candidates for a future in public schools. Working as a special educator requires collaboration with colleagues, specialists, and families. The prompts for the Discussion Board assignments are designed to support critical thinking and sharing of ideas as they relate to the field of special education. Each discussion requires a prompt related to the topic for the assigned week and thoughtful comments on at least 3 peer's posts.

### **Content Wrap-Ups/Activities U1.6(A)**

There are several activities related to course content that are designed to "wrap-up" or summarize specific skills or strategies covered in course lectures and discussions. These will be completed in collaboration with peers during or after class, as needed.

