GEORGE MASON UNIVERSITY
College of Education and Human Development
Teaching Culturally, Linguistically Diverse & Exceptional Learners Program

EDUC 845: Section 001
Multilingual Learners with Diverse Educational Needs:
Identification, Assessment, and Instruction
3 Credits Fall 2017
Wednesday, 7:20-10:00 PM, Thompson, Rm 1010

Faculty
Name: Dr. Marjorie Hall Haley
Office hours: By Appointment
Phone: 703.993.8710
Email: mhaley@gmu.edu

Prerequisites/Co-requisites – Admission to the PhD program in Education or permission of instructor.

University Catalog Course Description -- Examines issues surrounding identification, assessment, and instruction of multilingual learners with diverse educational needs.

Course Overview
Students will examine issues surrounding identification, assessment, and instruction of multilingual learners with diverse educational needs. Specific topics to be discussed include disproportionate representation of culturally, linguistically, and cognitively diverse learners in special education; prevention of educational underachievement; and techniques for providing culturally and linguistically responsive instruction for all learners.

Course Delivery Method
This course is situated around “learning by discovery and learning via conversation.” Course delivery is accomplished in a combination of ways in order to meet the needs of participants and their learning styles through a variety of in-class, cooperative, collaborative, and individualized instructional strategies. In addition to classroom attendance and participation, students are expected to complete readings, whole class and small group discussions, group, pair, and individual projects, internet research, analyses of case studies, and reflections on teaching and learning.

This course will be taught as a doctoral seminar, with student involvement and presentations constituting a major portion of the coursework. Each student is
expected to fully participate in class discussions. Students are expected to have read all assignments before meeting each week and to actively participate in the discussions on the assigned readings. Each student will be assigned a week in which they will be responsible for leading the discussion. Discussion leaders are expected to present thorough and critical perspectives while engaging colleagues in an interactive activity.

Instruction includes:

- **Student Presentations** (student directed presentations and discussions);
- **Discussions** (active involvement of students in learning by asking questions that engage doctoral students in deep critical thinking and engaged verbal interaction);
- **Cooperative and Collaborative learning** (small group guided learning interactions emphasizing learning from and with others);
- **Guest lectures**;
- **School/education-based research**

**Learner Outcomes or Objectives:**

This course is designed to enable students to:

1. Examine current research focused on culturally, linguistically, and cognitively diverse (CLCD) learners.

2. Examine federal and state legislation that addresses diverse educational needs and CLCD learners.

3. Use current research findings to design learning environments including use of technological advances that support and enhance instruction for CLCD learners.


5. Recognize and utilize appropriate research that promotes the education of culturally, linguistically, and cognitively diverse students.

**Professional Standards:**

TESOL Standards – 1.b Language Acquisition and Development; 2.a Nature and role of culture; 2.b Cultural groups and identity; 5.a ESL research and history; 5.b Partnership and advocacy.

This course is also part of the George Mason University College of Education and Human Development. This program complies with the standards for special educators established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover
competencies for the CEC standard on Learning Environments and Social Interactions as noted below:

**CEC Content Standard 1 – Foundations**

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principals and theories, relevant law and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

**CEC Content Standard 5 – Learning Environments and Social Interactions**

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

**CEC Content Standard 9 – Professional and Ethical Practice**

Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with English Language Needs (ELN), their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with
exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based practices. Special educators know their own limits of practice and practice within them.

REQUIRED TEXTS:


RECOMMENDED TEXTS:


**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

**Assignments and/or Examinations**

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Grade %</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task # 1: Legislative Cases</td>
<td>20%</td>
<td>20 September</td>
</tr>
<tr>
<td>Task # 2: De-construction of an IEP or Identification for Gifted Education</td>
<td>20%</td>
<td>18 October</td>
</tr>
<tr>
<td>Task # 3: Field Experience Log and Journal</td>
<td>20%</td>
<td>15 November</td>
</tr>
<tr>
<td>Task # 4: Controversial Current Issue Position Paper</td>
<td>20%</td>
<td>Last two classes</td>
</tr>
<tr>
<td>Readings Leader</td>
<td>10%</td>
<td>Selected Dates</td>
</tr>
<tr>
<td>Attendance, Participation, Readings</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

**Other Requirements**

**FIELD EXPERIENCE REQUIREMENTS**

The **field experience is a required component** of this course. All students will complete a minimum of 10 hours. We will be guests of Stonewall Jackson High School, Manassas, Virginia (Prince William County Public Schools). Address: 8820 Rixlew Ln, Manassas, VA 20109. **Phone: (703) 365-2900.** Contact person is Sarah Gluck-Perez (gluckpsy@pwcs.edu).

**Everyone must register for field experience at the following site:**
https://cehd.gmu.edu/endorse/ferf
In-service teachers: Field experience can be conducted in your own school if you have access to the population of students. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class.

**GRADING POLICY AND HONOR CODE**

**Grading**
At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GRADING</th>
<th>Grade Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100</td>
<td>4.00</td>
<td>Represents mastery of the subject through effort beyond basic requirements</td>
</tr>
<tr>
<td>A</td>
<td>94-99</td>
<td>4.00</td>
<td>Reflects an understanding of and the ability to apply theories and principles at a basic level</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>C*</td>
<td>70-79</td>
<td>2.00</td>
<td>Denotes an unacceptable level of understanding and application of the basic elements of the course</td>
</tr>
<tr>
<td>F*</td>
<td>&lt;69</td>
<td>0.00</td>
<td></td>
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</table>

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

See the University Catalog for details: [http://catalog.gmu.edu/policies/academic/grading/](http://catalog.gmu.edu/policies/academic/grading/)

**Honor Code & Integrity of Work**

**Integrity of Work:** TCLDEL students must adhere to the guidelines of the George Mason University Honor Code ([http://oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/)). The principle of academic integrity is taken very seriously and violations are treated as such.

**Violations of the Honor Code** include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor before you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: [https://owl.english.purdue.edu/owl/resource/589/02/](https://owl.english.purdue.edu/owl/resource/589/02/)
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.
Late Work Policy
At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval
For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor in APTDIE to withdraw after the deadline.* There is no guarantee that such withdraws will be permitted.

Online Participation/Attendance Policy
Students are expected to participate in all online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. *Students with two or more absences will not receive credit for the course.*

Incomplete (IN)
This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See [https://cehd.gmu.edu/students/polices-procedures/](https://cehd.gmu.edu/students/polices-procedures/)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Learning Experiences</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Orientation – Introduction to Course</td>
<td>View Dr. Haley’s Ppt and read <a href="http://www.colorincolorado.org/article/chronology-federal-law-and-policy-impactling-language-minority-students">http://www.colorincolorado.org/article/chronology-federal-law-and-policy-impactling-language-minority-students</a></td>
</tr>
<tr>
<td>8/30</td>
<td>Dual Identified Learners &amp; Legislative Cases</td>
<td>Klingner/Eppolito Chpts 1, 2, 3</td>
</tr>
<tr>
<td>Week 2</td>
<td>Identification/ Characteristics/Types of ELLs</td>
<td>Task # 1: Legislative Cases Presented</td>
</tr>
<tr>
<td>9/6</td>
<td>Distinguish between LA &amp; LD/Family Involvement/Referrals</td>
<td>Klingner/Eppolito Chpts 7, 8, 9</td>
</tr>
<tr>
<td>Week 3</td>
<td>ELLs w/ Sp Ed Needs/Prevention &amp; Early Intervention</td>
<td>Artiles/Ortiz Chpts 1, 2, 3</td>
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<tr>
<td>9/13</td>
<td>Assessment, Identification, &amp; Planning</td>
<td>Artiles/Ortiz Chpts 4, 5, 6</td>
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<tr>
<td>Week 4</td>
<td>Gifted Multilingual Learners</td>
<td>Read Article posted on Bb “Talented and Gifted Education”</td>
</tr>
<tr>
<td>9/20</td>
<td>Controversial Current Issues</td>
<td>Task # 2: De-construction of IEP, 504, or Gifted Identification, Assessment, Placement (posted on Bb)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Language-Culture Connection</td>
<td>Bring to class a controversial current issue</td>
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<tr>
<td>9/27</td>
<td>Language-Cognition Connection</td>
<td>Matthews &amp; Castellano Chpts 1, 2, 3</td>
</tr>
<tr>
<td>Week 6</td>
<td>Schooling in a Second Language</td>
<td>Paradis/Genesee/Crago Section I: Foundations pp. 3-38</td>
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<tr>
<td>10/4</td>
<td>Delivering a Continuum of Services</td>
<td>Hamayan/Marler/Sanchez-Lopez/Damico Chpt 4</td>
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<tr>
<td>Week 7</td>
<td>NO CLASS - THANKSGIVING</td>
<td>Task 3: Field Experience Log and Journal</td>
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<td>10/11</td>
<td>NO CLASS - THANKSGIVING</td>
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<td>Week 8</td>
<td>NO CLASS - THANKSGIVING</td>
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<td>10/18</td>
<td>NO CLASS - THANKSGIVING</td>
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<td>Week 9</td>
<td>NO CLASS - THANKSGIVING</td>
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<td>10/25</td>
<td>NO CLASS - THANKSGIVING</td>
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<td>Week 10</td>
<td>NO CLASS - THANKSGIVING</td>
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<tr>
<td>11/1</td>
<td>NO CLASS - THANKSGIVING</td>
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<td>Week 11</td>
<td>NO CLASS - THANKSGIVING</td>
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<td>11/8</td>
<td>NO CLASS - THANKSGIVING</td>
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<td>Week 12</td>
<td>NO CLASS - THANKSGIVING</td>
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<tr>
<td>11/15</td>
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<td>Week 13</td>
<td>NO CLASS - THANKSGIVING</td>
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<tr>
<td>11/22</td>
<td>NO CLASS - THANKSGIVING</td>
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<tr>
<td>Week 14</td>
<td>NO CLASS - THANKSGIVING</td>
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<tr>
<td>11/29</td>
<td>NO CLASS - THANKSGIVING</td>
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<tr>
<td>Week 15</td>
<td>NO CLASS - THANKSGIVING</td>
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<tr>
<td>12/6</td>
<td>NO CLASS - THANKSGIVING</td>
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</tbody>
</table>
Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

Inclement Weather/Emergency Policy

In case of snow, hurricanes, other bad weather, or security emergencies, call 703-993-1000 or go to www.gmu.edu for information on class cancellations and university closings. Dr. Haley will notify you no later than 6:00 PM via Blackboard if class is cancelled because weather is prohibitive for her to get to campus.
• For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/
DETAILED ASSIGNMENT INFORMATION

Lead Interactive Discussion on Readings

All articles must be clearly identified in APA (6th edition) style.

1. Each student will sign up to lead the in-class discussion on one set of readings listed in the course syllabus. You must further research the topic and locate no fewer than 2 research articles, book chapters, or monographs, etc. on the topic. These must be distributed to the class and professor no later than one week prior to your presentation. This may be done in hard copy, electronic link, or placed on e-reserve through the GMU libraries. For your presentation you are encouraged to use visual aids, such PowerPoint, video, slides, or photos. Be sure to prepare a handout as a reference or guide. Make one copy for each member of the class and professor. You will lead the discussion by preparing an interactive activity to illustrate some of the concepts. You must include the purpose of the study and the nature of the research questions or hypotheses. Outline the method used so as to determine if the study was qualitative or quantitative in design. Also, as applicable, attend to how each variable was measured. Finally, describe the results of the study and conclusions drawn by the researcher(s).

2. It is expected that students will have read the articles and grappled with the concepts before each presentation. Your handout may include additional resources (“must reads”) or a summary of the most salient features.
EDUC 845 – Multilingual Learners With Special Education Needs: Identification, Assessment, and Instruction

Lead Interactive Discussion on Readings

Name____________________________________ Date__________________

<table>
<thead>
<tr>
<th>Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>10 Points Total</td>
</tr>
<tr>
<td>Lead in-class discussion</td>
</tr>
<tr>
<td>Locate no fewer than 2 articles, book chapters, or monographs</td>
</tr>
<tr>
<td>Use visual aids such as PowerPoint, video, slides, or photos</td>
</tr>
<tr>
<td>Prepare a handout as a reference or guide</td>
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<tr>
<td>Prepare an interactive activity to illustrate some of the concepts</td>
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<tr>
<td><strong>Total Number of Points</strong></td>
</tr>
</tbody>
</table>

Comments:
EDUC 845: Multilingual Learners with Special Education Needs: Identification, Assessment, and Instruction

TASK # 1 – LEGISLATIVE CASES: Pair Project

You will identify an important legal case involving English Language Learners (ELLs) and special education. Research the case with your partner. You are responsible for:

- Aspects of the case including the plaintiffs, defendants,
- The issue, the results of the case, and how it affects education today.
- Present the information to the class as a pair with a one-page handout of the salient facts as well as pedagogical implications.
- Detailed background information
- Relevant research
- Questions to be addressed in the case
- Implications for current and educational practices
- Leading the in-class discussion

You may wish to start with this site: http://www.colorincolorado.org/article/landmark-court-rulings-regarding-english-language-learners

Examples of Prominent Cases

Lau v. Nichols
Castañeda v. Pickard
Horne v. Flores
Serna v. Portales
Meyers v. Nebraska
EDUC 845: Multilingual Learners with Special Education Needs: Identification, Assessment, and Instruction

TASK # 1 – LEGISLATIVE CASE -- Pair Project

Assignment Rubric

| Name: ___________________________ | Date: ____________________________ |

<table>
<thead>
<tr>
<th>20 Points total</th>
<th>No Evidence</th>
<th>Beginning (Limited evidence)</th>
<th>Developing (Clear evidence)</th>
<th>Accomplished (Clear, convincing, substantial evidence)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**CRITERIA**

**Detailed background information**
- Background information is not addressed.
- Background information is limited.
- Background information is clearly developed.
- Background information is clearly developed through research and legal cases.

**Relevant research**
- No references or incorrect references regarding relevant research.
- Few references or some incorrect references cited.
- Uses citations & references to provide the theoretical basis of the case.
- Use of citations and references indicate substantial research pertaining to the case.

**Questions to be addressed in the case**
- No questions were presented in the case.
- Questions presented in case were limited and not connected to case.
- Questions presented in case were clear and met expectations of assignment.
- Questions presented in case were clear, and supported with evidence.

**Outcome of the case**
- Outcome of the case was not addressed.
- Outcome of the case is simplistic.
- Outcome of the case is well organized.
- Outcome of the case is well developed and supported through relevant research.

**Implications for current and educational practices**
- Research is unclear and information appears randomly chosen.
- Content is loosely connected.
- Information relates to a clear review of the literature.
- Exceptional use of research resources. Abundance of supported materials.

**Lead in-class discussion**
- Did not complete task.
- Preparation was limited.
- Lead discussion with confidence.
- Lead discussion with expertise.

Comments:
TASK # 2: DE-CONSTRUCT/UN-PACK THE BASIC ELEMENTS OF AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) OR PLAN FOR GIFTED EDUCATION – Pair or Individual Option

De-construction of an IEP, 504, or Plan, Assessment, Identification for Gifted Education

For samples refer to: http://www.edu.gov.mb.ca/k12/specedu/iep/samples.html

http://www.education.com/reference/article/individualized-education-program-IEP/

http://www.educateautism.com/applied-behaviour-analysis/individual-education-plan-iep.html

http://www.edugains.ca/newsite/SpecialEducation/transitions.html

For this task you will need to gain permission to access an IEP, 504, or Plan for Identifying and Accommodating a Gifted ELL. Because these are legal, binding documents, it does not need to be a current document. However, you will need to meet once or twice with one or more of the professionals who typically administer/monitor this type of proceeding. This may be an administrator, classroom teachers, and/or clinician.

IEPs for culturally, linguistically, and cognitively diverse students should include the following elements:

1. The child's current educational status, including all service programs the child is receiving.

2. Goals, including adaptation to acculturation and growth in both the first and second language. The goals must be realistic in regard to the time necessary; years could be involved.

3. The sequence of short-term instructional objectives leading up to each goal as needed.

4. A list of instructional and service requirements including a balance between the first and second language, as well as delineation of who will assist with acculturation needs.

5. An indication of how much and what aspects of services will be in the general education classroom.

6. The program's duration.

7. IEP's realistic criteria and a schedule for evaluation of the IEP's effectiveness.
8. A statement of the role of the parents.

9. Specification of changes to be made in the physical, social, and instructional realms, including the first and second languages and cross-cultural adaptation.

As evidence of your de-construction/un-packing of this document, in your paper be sure to include:

- Detailed PLP or Intervention Team Plan
- Relevant goals and short-term objectives
- Relevant ESL or Gifted services described
- Appropriate Program Accommodations and Supports
- Service Delivery Options (SDOs) Considered and Selected
- The Rationale Statement
- Summary of Field Notes of meeting(s) with Practitioner/Administrator/Clinician
- A Reflective Statement that outlines your stance/views/opinions
EDUC 845: Multilingual Learners with Special Education Needs: Identification, Assessment, and Instruction

TASK # 2: DE-CONSTRUCT/UN-PACK THE BASIC ELEMENTS OF AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) OR PLAN FOR GIFTED EDUCATION

Pair or Individual Option

Name: ___________________________ Date: ____________________________

<table>
<thead>
<tr>
<th>20 Points total</th>
<th>No Evidence</th>
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<th>Developing (Clear evidence)</th>
<th>Accomplished (Clear, convincing, substantial evidence)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**CRITERIA**

**Detailed personal learning plan (PLP) or Intervention Team Plan**
- Did not complete task.
- PLP/Intervention plan consisted of limited information relevant to the student’s needs.
- PLP/Intervention plan was developed appropriately.
- PLP/Intervention plan clearly documented areas of strength and growth.

**Relevant Goals and Short-term objectives**
- Area of Need was not addressed.
- Goals and Short-term objectives did not match student’s needs.
- Goals and short-term objectives matched student’s needs.
- Goals and short-term objectives matched and supported student’s needs with data.

**Relevant ESOL Services Described**
- Services were not addressed.
- ESOL services discussed were limited.
- ESOL services were described.
- ESOL services were described, and supported with data.

**Appropriate Program Accommodations and Supports**
- Accommodations and supports were not documented.
- Accommodations and supports did not match areas of need.
- Accommodations and supports matched areas of need.
- Accommodations and supports documented were individualized to meet student’s needs.

**Service Delivery Options (SDO) Considered and Selected**
- SDO’s were not documented.
- SDO’s selected were not appropriately justified.
- SDO’s selected were justified.
- SDO’s were appropriately considered and selected.

**Rationale Statement**
- Rationale statement was not documented.
- Rationale statement contained limited information.
- Rationale statement contained relevant information.
- Rationale statement contained specific documentation of services provided to address areas of need.

**Reflective Statement of Your stance/views**
- Reflective statement was not included
- Reflective statement was limited in depth and breadth
- Reflective statement was insightful
- Reflective statement was extensive

**Summary of Field Notes of Meeting(s) With Practitioner/Admin**
- Field notes were not provided
- Field notes were not easily discernible
- Field notes were easily comprehensible
- Field notes were highly reflective
TASK # 3 – Field Experience Log and Journal - Individual

The field experience is a required component of this course. All students will complete a minimum of 10 hours. We will be guests of Stonewall Jackson High School, Manassas, Virginia (Prince William County Public Schools). Address: 8820 Rixlew Ln, Manassas, VA 20109. Phone: (703) 365-2900.

Everyone must register for field experience at the following site: https://cehd.gmu.edu/endorse/ferf

In-service teachers: Field experience can be conducted in your own school if you have access to the population of students. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class.

You will complete a minimum of 10 hours field experience in a PK-12 classroom setting. There you will:

1. Observe how the teacher accommodates multilingual special needs students in the classroom; how the teacher presents different instructional strategies, and handles student behaviors
2. Observe instructional strategies used, instructional planning, and assessments/evaluations
3. Describe in detail how identifications were determined and what special tools/instruments were used in making these determinations
4. Identify evidence of federal policy and/or legislation that is being actualized in the classroom setting
5. Interview an ESL teacher and a general education teacher (if possible) and write in detail how this teacher modifies lesson planning for multilingual special needs students.
6. Interview an ESL teacher and a special education teacher or gifted education teacher and determine his/her strategies for lesson planning, communication with teachers/parents, the IEP process, and their experience with co-teaching in the general education classroom.
7. Interview an ESL teacher and a school diagnostician (if possible) and write in detail the steps for referring a student for special services (gifted or special education). List each step from referral to placement and who is responsible for each step.
8. Compare and contrast an IEP and WIDA Can-Do descriptors for a particular level (maybe level 3) and discuss how these goals can be addressed by an educational team (general educator, ESOL, and SPED teachers)
In addition to attending to the eight items listed above your paper must include:

- Detailed description of site observed
- Discussion of classroom atmosphere and climate
- Detailed description of teachers’ instructional methods
- Detailed explanation of an ELL who was referred for special education or gifted evaluation
- Outcome of the observations
- Coherent analysis and evaluation of interviews
- Description of areas of strength and areas of growth
- Reframe outcome of interviews to develop a hypothesis of an inclusive culture
### Assignment rubric

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Date: ___________________________</th>
</tr>
</thead>
</table>

#### 20 Points total

<table>
<thead>
<tr>
<th></th>
<th>No Evidence</th>
<th>Beginning (Limited evidence)</th>
<th>Developing (Clear evidence)</th>
<th>Accomplished (Clear, convincing, substantial evidence)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>4</td>
<td></td>
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</tbody>
</table>

#### CRITERIA

**Detailed description of site observed**
- No description of site observed is provided.
- Limited description of site observed is discussed.
- Description of site observed is described.
- Description of site observed is described, analyzed, and evaluated.

**Discussion of classroom atmosphere and climate**
- Report does not address classroom atmosphere and climate.
- Limited information provided to address classroom atmosphere and climate.
- Adequate discussion of classroom atmosphere and climate meets requirement of assignment.
- Discussion of classroom atmosphere and climate is supported through research.

**Detailed description of teachers instructional methods**
- Instructional methods of teacher are not addressed.
- Very little information is provided that addresses teacher’s classroom instruction.
- An accurate account of instructional practices is provided.
- Description of teachers instructional methods are described and analyzed through research.

**Detailed explanation of an ELL who was referred for a special education evaluation**
- No explanation of the ELL is provided.
- Limited information regarding the ELL is given.
- Explanation provided regarding ELL is sufficient and meets requirements of assignment.
- Explanation provided regarding ELL is discussed in detail, and addresses areas of academic strength and growth.

**Outcome of the observation**
- Outcome of the observation is not addressed.
- Outcome of the observation is discussed with limited information.
- Outcome of the observation is discussed and supported with data.
- Outcome of the observation is discussed and supported with data and research.

**Coherent analysis and evaluation of interviews**
- No interviews were conducted.
- Incoherent analysis and evaluation of interviews
- Analysis and evaluation of interviews are coherent.
- Coherent analysis and evaluation of interviews are coherent and detailed.

**Description of areas of strength and areas of growth**
- Information was not addressed in interview report.
- Description of areas of strength and areas of growth were limited.
- Description of areas of strength and areas of growth are addressed.
- Description of areas of strength and areas of growth are well described.

**Reframe outcomes of interviews to develop a hypothesis of an inclusive culture**
- Hypothesis of an inclusive culture based upon the outcomes of interviews was not addressed.
- Hypothesis of an inclusive culture is supported with limited evidence.
- Hypothesis of an inclusive culture is supported with evidence.
- Hypothesis of an inclusive culture is reframed with research to support conclusions of interviews.
TASK # 4 – Controversial Current Issue Paper

Each student is required to write a position paper (no fewer than 10 pages in length) that examines a controversial current issue in special or gifted education for multilingual learners. This paper is to be written with the aim for publication or a poster session. I strongly encourage you to explore your own interests and address an issue that you find very important, interesting, or relevant to your respective research trajectory. You should make your topic selection by the fifth week of the semester.

Resources:

Possible Topics Might Include:
- Early Intervention and Prevention
- Technology and Its Role
- Transition Planning
- Teacher Licensure and/or Clinician (Diagnostician) Qualifications
- Placement
- Diagnostic and Assessment Tools

Guidelines for the assignment are as follow:

a) Select a controversial current issue in special or gifted education for multilingual learners related to the course.

b) Write an introduction to the issue. Explain your rationale and logic for having selected it.

c) Include a literature review that demonstrates a corpus of research.

d) Write a discussion explaining what you learned from reading the research on the topic.

e) Situate your own research agenda and indicate its impact, importance, and relevancy.

f) Outline implications that are germane to this controversial current issue.

g) What are your Conclusions?
EDUC 845 – Multilingual Learners with Special Education Needs: Identification, Assessment, and Instruction

Controversial Current Issue in Special or Gifted Education for Multilingual Learners

<table>
<thead>
<tr>
<th>Name ______________________________</th>
<th>Date __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Points total</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Little or No Evidence</td>
</tr>
<tr>
<td>Introduction to the Issue</td>
<td>Introduction not included</td>
</tr>
<tr>
<td>Rationale for Issue Selection</td>
<td>Rationale is not included</td>
</tr>
<tr>
<td>Literature Review</td>
<td>No references or incorrect references</td>
</tr>
<tr>
<td>Discussion</td>
<td>Poorly written with numerous spelling, grammatical, and/or punctuation errors. A number of major and minor grammatical mistakes. Significant APA errors, or not in APA format and style. Final paper lacks organization or clarity.</td>
</tr>
<tr>
<td>Situate Your Own Research</td>
<td>Your own research is not situated</td>
</tr>
<tr>
<td>Implications</td>
<td>Implications are not apparent</td>
</tr>
<tr>
<td>Conclusions</td>
<td>No conclusions provided</td>
</tr>
</tbody>
</table>

Comments:
# EDUC 845 – Multilingual Learners with Special Education Needs: Identification, Assessment, and Instruction

## Readings, Attendance, Participation

| Name_______________________________       Date_______ |

### Scoring Rubric

<table>
<thead>
<tr>
<th>10 Points Total Criteria</th>
<th>Little or No Evidence</th>
<th>Beginning: Does not adequately meet expectations</th>
<th>Developing: Meets expectations adequately</th>
<th>Accomplished: Strongly meets expectations</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation of Readings</td>
<td>No evidence of reading or preparation for class</td>
<td>Prepared some of the time for thoughtful contribution to class</td>
<td>Prepared most of the time for thoughtful contribution to class</td>
<td>Always prepared for thoughtful contributions to class discussions</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>Two or more unexcused absences</td>
<td>One unexcused absence</td>
<td>Attends every class session, usually on time, or arranges with the instructor prior to an excused absence or tardy</td>
<td>Attends every class session on time or arranges with the instructor prior to an excused absence or tardy</td>
<td></td>
</tr>
<tr>
<td>Tasks completed</td>
<td>Rarely or never prepared with assignments or group work</td>
<td>Sometimes prepared with assignments or group work</td>
<td>Usually prepared with assignments or group work</td>
<td>Always prepared with assignments and assumes leadership role for group work</td>
<td></td>
</tr>
<tr>
<td>Participation in activities, discussions, projects</td>
<td>Little to no participation in discussions, activities, or projects</td>
<td>Minimal participation in discussions, activities, and projects</td>
<td>Always participates in discussion, activities, and projects</td>
<td>Takes leadership in engaging colleagues in participation in discussion, activities, and projects</td>
<td></td>
</tr>
</tbody>
</table>

### Total Number of Points
STUDENT BIOGRAPHICAL INFORMATION

Please email me (mhaley@gmu.edu)

Name:____________________________________________

E-mail address:____________________________________

Home phone:_________________ Work phone:____________

Home
daddress:_______________________________________________________

GMU Program:_______________  Academic Advisor_______
Year admitted:_______________ Expected completion year______

Currently teaching?__________  If yes, where, what, and for how long?
___________________________________________________________

Language(s) you speak/read/write__________________________________
Level(s) of proficiency__________________________________________

Travel experience?_________  Where?____________________________
For how long?__________________________

Career goals:_______________________________________

What you hope to gain from this
class:_____________________________________________________
___________________________________________________________

Favorite leisure/pastime
activities:_____________________________________________________

___________________________________________________________