

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.
4. Identify critical components of IDEA (2004) related to student behavior.
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 principles 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:

- (1) Artiles, A., & Ortiz, A. (2002). English language learners with special education needs: Identification, assessment, and instruction. Eric Clearing House on Languages. (NOTE: Freely available online. This item is accessible online **for free**. It can be found via ERIC.gov at: <http://files.eric.ed.gov/fulltext/ED482995.pdf>)
- (2) Hamayan, E.M., Sanchez-Lopez, C., & Damico, J. (2013). Special education considerations for English language learners. (2nd ed.).Caslon Publishing.
- (3) Paradis, J., Genesee, F., & Crago, M. (2011). Dual language development & disorders. (2nd ed.). Brookes Publishing.
- (4) Klingner, J., & Eppolito, A. (2014). English language learners: Differentiating between language acquisition and learning disabilities. Council for Exception Children.
- (5) Matthews, M., & Castellano, J. (2014). Talent development for English language learners. Prufrock Press.

RECOMMENDED TEXTS:

- (1) Beth, H., & Klinger, J. (2006). *Why are so many minority students in special education? Understanding race & disability in schools*. New York, NY: Teachers College Press.
- (2) Vaughn, S. R., Bos, C. S., & Schumm, J. S. (2007). Teaching students who are exceptional, diverse, and at risk in the general education classroom. (4th ed.) Boston, MA: Pearson, Allyn, and Bacon. ISBN 0-205-40773-0.
- (3) Scruggs, T., Mastropieri, M. (2009). The inclusive classroom: Strategies for effective differentiated instruction. (4th ed.) Upper Saddle River, NJ: Prentice Hall.
- (4) Obiakor, F (2007). Multicultural special education: Culturally responsive teaching. New York, NY: Pearson.
- (5) Kalyanpur, M., & Harry, B. (2012). *Cultural Reciprocity in Special Education: Building Family–Professional Relationships*. Baltimore, MD: Paul H. Brooks.

- (6) Flores, S., & Chu, S. (2011, October). Assessment of English language learners with learning disabilities. *The Clearing House: A Journal of Early Educational Strategies, Issues, and Ideas*, 84(6), 244-248.
- (7) Geva, E., & Herbert, K. (2012). Assessment and interventions for English language learners with learning disabilities. In B. Wong, & D. Butler (Eds.), *Learning About Learning Disabilities (Fourth Edition)*(pp. 271-298). San Diego, CA: Academic Press.
- (8) Ngyuen, H.T. (2012). General Education and Special Education Teachers Collaborate to Support English Language Learners with Disabilities. *Issues in Teacher Education* (Spring), 127-150.

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

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

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](tel:7033652900). 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:

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

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/>

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/>). 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/>
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 withdrawals 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/policies-procedures/>

CLASS SCHEDULE

Date	Topic/Learning Experiences	Readings and Assignments
Week 1 8/30	Orientation – Introduction to Course	
Week 2 9/6	Dual Identified Learners & Legislative Cases	View Dr. Haley’s Ppt and read http://www.colorincolorado.org/article/chronology-federal-law-and-policy-impacting-language-minority-students
Week 3 9/13	Identification/ Characteristics/Types of ELLs	Klingner/Eppolito Chpts 1, 2, 3
Week 4 9/20	Determining LD/Misconceptions/Literacy Issues for ELLs –	Klingner/Eppolito Chpts 4, 5, 6 Task # 1: Legislative Cases Presented
Week 5 9/27	Distinguishing between LA & LD/Family Involvement/Referrals	Klingner/Eppolito Chpts 7, 8, 9
Week 6 10/4	ELLs w/ Sp Ed Needs/Prevention & Early Intervention	Artiles/Ortiz Chpts 1, 2, 3
Week 7 10/11	Assessment, Identification, & Planning (Guest Spkr: Jen Wildasin)	Artiles/Ortiz Chpts 4, 5, 6
Week 8 10/18	Gifted Multilingual Learners	Read Article posted on Bb “Talented and Gifted Education” Task # 2: De-construction of IEP, 504, or Gifted Identification, Assessment, Placement (posted on Bb)
Week 9 10/25	Controversial Current Issues	Bring to class a controversial current issue Matthews & Castellano Chpts 1, 2, 3
Week 10 11/1	Language-Culture Connection Language-Cognition Connection	Paradis/Genesee/Crago Section I: Foundations pp. 3-38
Week 11 11/8	Schooling in a Second Language	Paradis/Genesee/Crago Chpt 8
Week 12 11/15	Delivering a Continuum of Services	Hamayan/Marler/Sanchez-Lopez/Damico Chpt 4 Task 3: Field Experience Log and Journal
Week 13 11/22	NO CLASS - THANKSGIVING	
Week 14 11/29	Writers’ Workshop for Final Papers – Controversial Current Issue	Have a draft of your final paper ready for Writers’ Workshop
Week 15 12/6	Presentation of Final Papers – Controversial Current Issue	Task 4: Controversial Current Issue Paper

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.

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/>.

- 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 _____

Scoring Rubric

Criteria	Little or No Evidence	Beginning (Limited evidence)	Developing (Clear evidence)	Accomplished (Clear, convincing, substantial evidence)	Score
10 Points Total	1	2	3	4	
Lead in-class discussion	Did not complete task	Preparation was limited	Lead discussion with confidence	Lead discussion with expertise	
Locate no fewer than 2 articles, book chapters, or monographs	Located fewer no other resources	Located fewer than two resources	Located the two articles, book chapters or monographs	Located additional resources and expanded resources	
Use visual aids such as PowerPoint, video, slides, or photos	Did not use any visual aides	Used only minimal technology	Used engaging visual aids	Used multimedia sources in creative and interactive ways	
Prepare a handout as a reference or guide	Did not prepare a handout	Minimum effort reflected in handout	Handout was useful with current references	Handout provided a wealth of references	
Prepare an interactive activity to illustrate some of the concepts	Did not prepare an interactive activity	Interactive activity was limited in scope and depth	Interactive activity was meaningful and beneficial	Interactive activity was creative and closely aligned to topic being presented	
Total Number of Points					

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: _____

20 Points total	No Evidence	Beginning (Limited evidence)	Developing (Clear evidence)	Accomplished (Clear, convincing, substantial evidence)	SCORE
	1	2	3	4	
CRITERIA					
<i>Detailed background information</i>	Background information is not addressed.	Background information is limited.	Background information is clearly developed.	Background information is clearly developed through research and legal cases.	
<i>Relevant research</i>	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.	
<i>Questions to be addressed in the case</i>	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.	
<i>Outcome of the case</i>	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.	
<i>Implications for current and educational practices</i>	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.	
<i>Lead in-class discussion</i>	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: _____

20 Points total	No Evidence	Beginning (Limited evidence)	Developing (Clear evidence)	Accomplished (Clear, convincing, substantial evidence)	Score
	1	2	3	4	
CRITERIA					
<i>Detailed personal learning plan (PLP) or Intervention Team Plan</i>	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.	
<i>Relevant Goals and Short-term objectives</i>	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.	
<i>Relevant ESOL Services Described</i>	Services were not addressed.	ESOL services discussed were limited.	ESOL services were described.	ESOL services were described, and supported with data.	
<i>Appropriate Program Accommodations and Supports</i>	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.	
<i>Service Delivery Options (SDO) Considered and Selected</i>	SDO's were not documented.	SDO's selected were not appropriately justified.	SDO's selected were justified.	SDO's were appropriately considered and selected.	
<i>Rationale Statement</i>	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.	
<i>Reflective Statement of Your stance/views</i>	Reflective statement was not included	Reflective statement was limited in depth and breadth	Reflective statement was insightful	Reflective statement was extensive	
<i>Summary of Field Notes of Meeting(s) With Practitioner/Admin</i>	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

**EDUC 845: Multilingual Learners with Special Education Needs:
Identification, Assessment, and Instruction
TASK #3 – Field Experience Log and Journal**

Assignment rubric

Name: _____ Date: _____

20 Points total	No Evidence 1	Beginning (Limited evidence) 2	Developing (Clear evidence) 3	Accomplished (Clear, convincing, substantial evidence) 4	SCORE
CRITERIA					
<i>Detailed description of site observed</i>	No description of site observed is provided.	Limited description of site is discussed.	Description of site observed is described.	Description of site observed is described, analyzed, and evaluated.	
<i>Discussion of classroom atmosphere and climate</i>	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.	
<i>Detailed description of teachers instructional methods</i>	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.	
<i>Detailed explanation of an ELL who was referred for a special education evaluation</i>	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.	
<i>Outcome of the observation</i>	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.	
<i>Coherent analysis and evaluation of interviews</i>	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.	
<i>Description of areas of strength and areas of growth</i>	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.	
<i>Reframe outcomes of interviews to develop a hypothesis of an inclusive culture</i>	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:

Institute of International Education: Research & Publications --

<http://www.iie.org/en/Research-and-Publications>

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

Name _____ Date _____

20 Points total	Little or No Evidence	Beginning: Does not adequately meet expectations	Developing: Meets expectations adequately	Accomplished: Strongly meets expectations	Score
Criteria	1	2	3	4	
<i>Introduction to the Issue</i>	Introduction not included	Introduction not clearly articulated	Introduction is well defined	Introduction is nicely delineated	
<i>Rationale for Issue Selection</i>	Rationale is not included	Rationale is limited in scope	Rationale is purposefully defined	Rationale demonstrates robust intuition	
<i>Literature Review</i>	No references or incorrect references	Few references or some incorrect references	Uses citations & references to provide the theoretical basis of the final paper	Use of citations and references indicate substantial research	
<i>Discussion</i>	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.	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of regular revision and proofing. Significant APA errors. Lacks organization or clarity.	Reasonably well written; a few minor spelling, grammatical or punctuation errors may be present; evidence of revision and proof reading. APA may contain some errors	Well written with few or no errors or error patterns. Clear evidence of regular revision and proofing. Referencing done in correct APA style.	
<i>Situate Your Own Research</i>	Your own research is not situated	Your own research is not well situated	Your own research is situated but lacks clear definitions	Your own research is well situated with clear meaning	
<i>Implications</i>	Implications are not apparent	Implications are loosely connected, transitions lack clarity.	Implications provide a sequence of information which is well organized for the most part.	Implications are clear and provide information that is meaningful and beneficial	
<i>Conclusions</i>	No conclusions provided	Weak conclusions provided	Conclusions were adequate	Conclusions were insightful	

Comments:

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

Readings, Attendance, Participation

Name _____ Date _____

Scoring Rubric

10 Points Total Criteria	Little or No Evidence 1-2	Beginning: Does not adequately meet expectations 3	Developing: Meets expectations adequately 4	Accomplished: Strongly meets expectations 5	Score
Preparation of Readings	No evidence of reading or preparation for class	Prepared some of the time for thoughtful contribution to class	Prepared most of the time for thoughtful contribution to class	Always prepared for thoughtful contributions to class discussions	
Attendance	Two or more unexcused absences	One unexcused absence	Attends every class session, usually on time, or arranges with the instructor prior to an excused absence or tardy	Attends every class session on time or arranges with the instructor prior to an excused absence or tardy	
Tasks completed	Rarely or never prepared with assignments or group work	Sometimes prepared with assignments or group work	Usually prepared with assignments or group work	Always prepared with assignments and assumes leadership role for group work	
Participation in activities, discussions, projects	Little to no participation in discussions, activities, or projects	Minimal participation in discussions, activities, and projects	Always participates in discussion, activities, and projects	Takes leadership in engaging colleagues in participation in discussions, activities, and projects	
Total Number of Points					

STUDENT BIOGRAPHICAL INFORMATION

Please email me (mhaley@gmu.edu)

Name: _____

E-mail address: _____

Home phone: _____ Work phone: _____

Home address: _____

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: _____
