

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



EDUC 845: Section DL1
Multilingual Learners with Diverse Educational Needs:
Identification, Assessment, and Instruction
3 Credits Spring 2024
Tuesday 4:30 – 7:10 PM **Synchronous Online** – 01/16/24 - 04/30/2024

Faculty

Name: Dr. Marjorie Hall Haley

Office hours: By Appointment

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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

Note: This is a core course requirement in MME primary specialization

Students will examine issues surrounding identification, assessment, and instruction of multilingual learners with diverse educational needs. Specific topics to be discussed include: 1) Legislation and Litigation – historical overview; 2) Dual Identified Learners & Legislative Cases; 3) Identification/Assessment and Instruction of DILs/Characteristics/Types of Emergent Multilinguals; 4) Training Teachers to Create a Praxis of CLD Instruction for ALL Learners; 5) Disability Critical Race Theory (DisCrit); 6) Paradigmatic Shifts in the Culture of Schools; 7) Assessment, Identification, & Planning; 8) Historical Perspectives on Gifted Education; 9) Language, Learning, & Equity/Sociocultural, Integrative, and Interdisciplinary Perspectives; 10) Family Engagement and Involvement; and 11) Lat Crit.

GEORGE MASON UNIVERSITY LAND ACKNOWLEDGEMENT

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work. At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Course Delivery Method (For Online)

This course content will be available online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available **1/09/2024**.

This course will be taught online in a synchronous format via Zoom:

<https://gmu.zoom.us/j/92621430929>

Depending on the sustainability of the heavy use of online platforms, students are asked to become familiar with BlackBoard Collaborate Ultra and Skype as well. Please refrain from participating in online class sessions using your phone while operating a motor vehicle. Students will engage in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, and student-led readings' summaries. Instruction will include guest speakers, videos, and other multimedia resources. Assessments are performance-based, which students are encouraged to complete in relation to their own teaching circumstance, where applicable. Rubrics are provided for your convenience.

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 online, cooperative, collaborative, and individualized instructional strategies. In addition to online attendance and participation, students are expected to engage in internet research, analyses of case studies, and reflections on teaching and learning.

This course will be taught as an online 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.

Under no circumstances, may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course will begin on Tuesday, January 16th.
- Log-in Frequency: Each Wednesday I will post an announcement on Blackboard that will direct you to the coming week's Module/Agenda. **These weekly announcements are VERY important for your success in the course.** Material will be suggested to you for readings, Discussion Board (DB) tasks, general observations from your required work will be shared, and deadlines and mini-assignments that are part of your grade will be provided. **Please ensure that you are RECEIVING and READING these each week.**
- Students must actively check the BlackBoard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials. In addition, students must log-in for all synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of the syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

BlackBoard Discussion Boards – Discussion Boards will be used to encourage critical and creative thinking. You will use the designated (these will not be required every week!) discussion board to post a reflection on the readings for that week AND respond/interact with at least one classmate in each discussion thread.

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*
- *BlackBoard* Discussion boards

Learner Objectives:

This course is designed to enable students to:

1. Examine current research focused on multilingual individuals who are culturally, linguistically, and cognitively diverse (CLCD).
2. Examine federal and state legislation and litigation that address diverse educational needs and multilingual individuals.
3. Explore Disability Critical Race Theory (DisCrit) and Lat Crit and the paradigmatic shifts in the culture of schools.
4. Use Photo Voice to conduct a single case study investigating salient issues in the lived experiences of an Educator Collaborator.
5. Examine historical perspectives and impact of Gifted Education on multilingual learners.
6. Research Controversial Current Issues that directly impact/influence any of the 12 themes listed in the Course Overview OR select a topic that is specific to your intended research trajectory (“All roads lead to the dissertation.” M. Hall Haley)

Learner Outcomes

Upon completion of EDUC 845, doctoral students should be able to demonstrate:

1. Mastery of knowledge in multilingual learners with diverse needs education history, principles, and practice;
2. Knowledge of research related to culturally, linguistically, and cognitively diverse learners’ issues;
3. Ability to conduct applied and/or original research that is sensitive to cross-cultural issues;
4. Ability to critique higher education literature and to discern quality research design;
5. Ability to analyze and synthesize what they have learned in a coherent, reflective manner and to express that synthesis in both oral and written forms.

Professional Standards

N/A

REQUIRED TEXTS:

- (1) Wells, A. (2020). Achieving equity in gifted programming. Prufrock Press Inc. Waco, Tx. 13:978-1-61821-877-3 ISBN
- (2) Castro, D., & Artiles, A. (Eds.) (2021). Language, learning, and disability in the education of young bilingual children. Multilingual Matters. Bristol, Blue Ridge Summit, UK. 978-1-80041-183-8 ISBN

(3) Walqui, A., & Bunch, G. (Eds.) (2019). *Amplifying the curriculum: Designing quality learning opportunities for English learners*. Teachers College Press. Columbia University, NY. 978-0-8077-6119-9 ISBN

(4) Honigsfeld, A., Dove, M., Cohan, A., & McDermott Goldman, C. (2021). *From equity insights to action: Critical strategies for teaching multilingual learners*. Corwin Press. Thousand Oaks, CA. 9781071855065 ISBN

TEXTBOOK USE

Book		
Castro/Artiles	Wk 11 Chpts 1, 2, 3	Wk 12 Chpts 4, 5, 6
Walqui/Bunch	Wk 9 Chpt 1	Wk 5 Chpts 9, 10
Wells	Wk 7 Chpts 1,2,3	Wk 10 Chpt 7
Honigsfeld et al	Wk 9 Chpts 3, 4	Wk 4 Chpt 2

RECOMMENDED TEXTS:

- (1) Connor, D., Ferri, B., & Annamma, S. (Eds.). (2016). *DisCrit: Disabilities studies and critical race theory in education*. New York: NY: Teachers College Press.
- (2) 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.
- (3) 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.
- (4) Scruggs, T., Mastropieri, M. (2009). *The inclusive classroom: Strategies for effective differentiated instruction*. (4th ed.) Upper Saddle River, NJ: Prentice Hall.
- (5) Obiakor, F (2007). *Multicultural special education: Culturally responsive teaching*. New York, NY: Pearson.
- (6) Kalyanpur, M., & Harry, B. (2012). *Cultural Reciprocity in Special Education: Building Family–Professional Relationships*. Baltimore, MD: Paul H. Brooks.
- (7) 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.
- (8) 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.

- (9) 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. Given the nature of this doctoral seminar, I will expect you to co-construct the course based on your particular interests and experiences, and on the goals that you have articulated in your doctoral studies program.

One way to co-construct this seminar is through the topics you present in class. Another is by leading a discussion of a required reading (both of these are discussed in more detail below).

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

Additional Course Expectations

- Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.
- If you must miss a class session, please inform the instructor ahead of time by email to discuss class make-up options. Consistent tardiness will be counted as an absence.
- All assignments must be completed and submitted on time. Assignments submitted past the deadline will earn a maximum grade of “C”.
- Inform the instructor in writing via email prior to assignment due dates of any difficulties that may result in delayed assignment submission.
- All written assignments must be submitted both electronically into Blackboard.

Assignments and/or Requirements

<i>Assignment Description</i>	<i>Grade %</i>	<i>Due Dates</i>
Task # 1: Legislative Cases	20%	13 February
Task # 2: Photo Voice – Educator Collaborator Case Study	20%	19 March
Task # 3: Controversial Current Issue Position Paper	25%	Must Post by Last class
Readings Leader	20%	Selected Dates
Attendance, Participation, Readings	15%	

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 this course; “F” does not meet requirements of the School of Education

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Honor Code & Integrity of Work

Integrity of Work: Students must adhere to the guidelines of the George Mason University Honor code -- <https://catalog.gmu.edu/policies/honor-code-system/>. 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/>

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* 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 unexcused 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.

PROPOSED CLASS SCHEDULE

Date	Topic/Learning Experiences	Readings and Assignments
Week 1 1/16	Orientation – Introduction to Course	
Week 2 1/23	Legislation and Litigation – historical overview 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 1/30	Learning Disability or Language Acquisition? Guest Presenter: Esther Shin	1 Article in folder: Farnsworth
Week 4 2/6	Tiers of Instruction Misconceptions about ELLs and SLA Structures to facilitate distinction between LA and LD	2 Articles in folder: Kangas & Leggio Honigsfeld et al Chpt 2
Week 5 2/13	Training Teachers to Create a Praxis of Culturally and Linguistically Diverse Instruction for ALL Learners Guest Presenter: Dr. Kelly Liu	Readings and/or YouTubes in Bb Folder Walqui & Bunch Chpts 9, 10 Task # 1: Legislative Cases Presented
Week 6 2/20	Disability Critical Race Theory (DisCrit) Paradigmatic Shifts in the Culture of Schools	Readings and/or YouTubes in Bb Folder
Week 7 2/27	Assessment, Identification, & Planning	Wells Chpts 1, 2, 3
Week 8 3/5 SPRING Break		
Week 9 3/12	Recalibrate the Curriculum Autonomy, Agency, & Resilience Power of Connections Guest Presenter: Dr. Andrea Honigsfeld	Honigsfeld et al Chpts 3, 4, Walqui & Bunch Chpt 1
Week 10 3/19	Identifying and Serving English Learners in Gifted Education	Article in Folder Wells Chpt 7 Task # 2: Photo Voice – Educator Case Study
Week 11 3/26	Language, Learning, & Disability Sociocultural, Integrative, and Interdisciplinary Perspectives Bilingualism and Language Development Guest Presenter: Dr. H. Swanson	Castro & Artiles Chpts 1, 2, 3 Swanson et al article in folder
Week 12 4/2	Dual Language Learners Language Learning & Equity	Castro & Artiles Chpts 4, 5, 6
Week 13 4/9	Family Engagement and Involvement Guest Presenter: Dr. Colleen Vesley	Readings and/or YouTubes in Bb Folder
Week 14 4/16	Lat Crit	Readings and/or YouTubes in Bb Folder
Week 15 4/23	Presentation of Final Papers’ Draft – Controversial Current Issue	Task # 3: Controversial Current Issue Paper
Week 16 4/30	All Final Work Due in BlackBoard	

Inclement Weather/Or Other 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 3:00 PM via Blackboard if class is cancelled.

Core Values Commitment

The College of Education and 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/>.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> <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.
- **NOTE:** *Any text generated by an artificial intelligence (AI) text-generation tool (such as ChatGPT) is not accepted in this class as “the student’s own work,” and so will be*

considered similarly to text published on paper or online or text composed or significantly edited/altered by another person. The use of such text without proper attribution is a violation of academic integrity.

Campus Resources

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu .

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

DETAILED ASSIGNMENT INFORMATION

ATTENDANCE, IN-CLASS PARTICIPATION, READINGS

15% of Final Grade

Discussion Questions over the Main Readings:

Please come to class having completed the readings for that day and be prepared to participate actively in discussions and activities, as well as to listen actively to your colleagues. Much of what we do in class will require collaboration (e.g., small group discussions), so there will be many opportunities for you to work together. We will work diligently to encourage as many voices as possible to speak, but we ask that you assist this effort by monitoring your own contributions.

Speak out if you have spent more time listening. Listen if you have spent more time speaking. Controversial topics will undoubtedly arise throughout the semester. I ask that you listen and respect various perspectives presented. If at any time you feel silenced by the conversation, please make an appointment with me to discuss the issue.

Each student is responsible for assigned readings and course participation. Discussion and debate are crucial for the successful integration of scholarly materials. Other students will be enriched by your contributions to the class.

Evaluation of your participation will be based on two general criteria:

- a) The first, and more easily assessed criterion, is quantity of participation.
- b) The second, and less easily assessed criterion, is quality of participation.

Examples of questions that underlie the evaluation of quality include:

- Does the student demonstrate a basic understanding of the assigned reading material?
- Can the student identify common themes in the readings, and use those themes to integrate and compare the articles?
- Does the student use the readings as a basis to develop new ideas or insights?
- Can the student formulate appropriate critiques of the readings and defend his/her position in discussion with other class members?

Each session will include required readings. Your assignment is to do all the assigned readings and come to class prepared to discuss them. Your active contributions to the discussions, questions, and comments in class will account for 15% of your grade and academic credit.

Lead Interactive Discussion on Readings (Independently)

Presentation and leading a discussion based on shared readings

Google docs link:

<https://docs.google.com/document/d/1sYqN5DWpCZ9rEmNcC8wJ3MYv5r4fgntr/edit?usp=sharing&ouid=113033523457494968564&rtpof=true&sd=true>

Given the extensive readings for the seminar, each of you will prepare a discussion based on the readings for at least one class session.

Although all students are expected to read all the assigned texts and other readings, the group leader will prepare an in-depth overview of the particular reading and act as a catalyst for further dialogue about the issues presented in the materials.

You are expected to select the reading(s) you want to present during the first class session.

Read the assigned materials of your choice, conduct some additional research as appropriate, and then prepare and present a 45-60-minute presentation. You should plan to meet with me at least once as you develop your presentation if you need further guidance. Consider the following information:

- 1) This is a research project, not a book report. The assigned material should be your starting point – expect to do whatever additional research is required to expand and deepen your knowledge of the issues the material presents. Remember that the presentation is only one aspect of the project.
- 2) Remember that your presentation should demonstrate your grasp of the topic and engage the active participation of the rest of the class. What are your own assumptions? How do they shape your interpretation of the material?
- 3) Do not wait until the last minute to start communicating with the instructor – schedule an appointment as early as possible, and allow a minimum of two weeks before your presentation. Be prepared to discuss and debate your interpretation of the issues raised in your research. The first question we will ask is “What is the lens that you will be looking through to talk about your reading?”
- 4) Think about connections to previous readings and discussions, and how you might build upon them. Make sure that you read the assigned chapters/articles for the current week – well in advance.
- 5) Do not lose sight of the forest for the trees -- what is the reading really about? You may find it helpful to write a one-paragraph summary. Decide on the single most important idea you want your classmates to carry with them, and then decide on the best way to convey it.
- 6) Remember the three required components:
 - a. Factual information

- b. Use of visual and/or
- c. Audio media, if necessary.
- 7) Think carefully about how you allocate your time.
Make every minute count – be sure that each activity makes a substantial contribution to your classmates’ understanding of your topic.
- 8) Any film or audio clips should be a maximum of 4 minutes long –a minute or less is better.
- 9) As a rule, your text should be at least 24-point font.
- 10) Make an e-handout that is integral to your presentation.
- 11) Remember that this doctoral seminar is a collaborative effort and will be graded as such. Your grade will be based on the pair or independent process, not simply the presentation.
- 12) Practice your presentation, even if it’s going to be extemporaneous – 45-60 minutes goes by a lot faster than you think it will. You and your partner need to take responsibility for keeping your presentation within time limits, so work out your time management strategies in advance.
- 13) In critiquing your presentation, ask these questions: Does it
 - a. Demonstrate your grasp of the topic?
 - b. Actively engage the class?

After your presentation is done, there will be a multi-layered critique of it. The class will constructively critique it, will see “what worked” and “what could have been done better.” Once the critique is over, we will have a group discussion about what the group experienced and the content of the material presented. The presenter(s) will also self-assess using the tool provided and each class member will privately email this to both Dr. Haley and the presenter(s). Assessment tool is further down in the syllabus.

All articles must be clearly identified in APA (7th 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 will post at least 1 question on the Discussion Board by Friday** the week before you are to lead the interactive discussion. These two questions should be specific to the reading/topic you will be leading. You must further research the topic and locate one additional research article, book chapter, or monograph, etc. on the topic. This 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, google 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.

3. All members of the class will complete the Readings' Leader Peer Assessment found in the syllabus.

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

Lead Interactive Discussion on Readings

Name _____ Date _____

Scoring Rubric

Criteria 20 Points Total	Little or No Evidence 1	Beginning (Limited evidence) 2	Developing (Clear evidence) 3	Accomplished (Clear, convincing, substantial evidence) 4	Score
Lead in-class discussion	Did not complete task	Preparation was limited	Lead discussion with confidence	Lead discussion with expertise	
Locate one additional article, book chapter, or monograph	Located no other resources	Located one inappropriate resource	Located one article, book chapter or monograph	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 or Individual Project

You will identify an important legal case involving multilingual learners 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 or Individual 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 – PHOTO VOICE EDUCATOR COLLABORATOR CASE STUDY - Pair or Individual

Case Study – You must identify an Educator Collaborator who works with multilingual learners with special needs (dual identified and/or gifted). This professional will be the subject of your Case Study. You are being asked to use Photo Voice as a tool for capturing images that reflect the issue identified by the Educator Collaborator. You will spend time (virtually) with this individual in deep conversations and interviews. Pictures taken either with your iPhone, Android, Tablet, or iPad may capture 3-5 salient features of your shared discourse. If possible and permissible, you may be able to observe online teaching. You will NOT be asked to visit the school F2F. Skype/Zoom/G-chat are options for your communication with the Educator. It's about the teacher and not a student. You will want to explore/examine this Educator Collaborator as the subject. You will also need to identify a critical friend. Either in this class or another doctoral student with whom you have established or would like to establish a relationship. Refer to the document posted on Bb describing Critical Friends.

You will:

1. Work with an Educator Collaborator who has experience with multilingual special needs students in the classroom or community. Ask this individual to identify an area in which they feel they have been successful and/or an area that is/has been a challenge.
2. Ask specific questions about instructional strategies used, instructional planning, , navigating the “system” and decision makers removed from the realities of teaching and learning; assessments/evaluations used with CLCD students; family engagement involvement; and giving voice to historically marginalized communities.
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 was/is actualized in the classroom/community setting.
5. Plan scheduled interviews with the Educator Collaborator to determine her strategies for lesson planning, communication with teachers/parents, the IEP process, and their experience with co-teaching in the general education classroom as well as any other germane factors.

PHOTO VOICE EDUCATOR COLLABORATOR CASE STUDY PAPER

This paper will be approximately 6-8 pages in length (APA 7th Ed.). In addition to attending to the items listed above your project must include:

Section I: Detailed description of the Educator Collaborator – a brief biographical background

Section II: Describe your relevant goal(s) and short-term objective(s) of project

Section III: Summaries of interviews – dates, duration, questions, emergent themes, etc.

Section IV: Document review – artifacts that were identified and reviewed that are relevant to this project

Section V: Researcher journal entries

Section VI: Rationale statement – why is this important and what will it contribute?

Section VII: Reflective statement of your stance/views, e.g., what did you learn? Has it changed your positionality? If yes, how? If no, why not?

Section VIII: Photos with captions

PHOTO VOICE STEPS

Getting Started

1. Choose your camera. Any type is fine.
2. Create a project timeline.
3. Obtain signed consent to participate from your Educator Collaborator
4. Develop questions you want to answer with this project.
5. During your initial interview with the EC, ask her to identify strengths as well as weaknesses they experience(d) in working with CLCD students. Collaboratively decide on a strength or weakness that will be the focal point of this project. Construct a list of 1-2 questions based on your decision.
6. Reflect on how you might answer these questions using a photo. Write down ideas of pictures. Take some pictures and share with Educator Collaborator for a critical conversation.

Photo Voice Tips

1. No experience is needed.
2. Photo quality is not important
3. Keep a researcher's journal – write down ideas of photos. Keep notes about why you took/found a picture
4. You don't need to take a LOT of pictures – 3-5 are plenty. You may also take pictures of artifacts. Avoid actual faces of ANY individuals. You may photograph the backs of heads, feet, hands, etc. but not faces. Select any artifact that may “tell part of the story” but be sure to omit any identifiers (names/schools/addresses) etc.

Possible Questions for your Educator Collaborator

1. What are your experiences working with CLCD learners?
2. What has been the most rewarding?
3. What has been the most challenging?
4. What are some areas about which you feel most proud and have contributed? Describe in detail.
5. What is an area that continues to be challenge or an area that you would like to improve/enhance your efficacy?

Photo Voice involves the following activities:

1. Think of questions to ask your Educator
2. Let her tell you of an area of education about which they are particularly proud OR find challenging. Decide how that can be photographed.
3. Take pictures or find pictures that help tell this story. Ask the Educator to select/take pictures to share with you.
4. Write captions on these photos.

Artifacts:

Interviews: aka Critical Conversations -

Document Review – select documents that support or refute the area under investigation

Researcher Journal – Use a journal log to capture your activities. This may take the form of field notes or audio recordings you make before, during, and/or after your activities.

TASK # 2: Photo Voice – Educator Case Study

**EDUC 845: Multilingual Learners with Special Education Needs:
Identification, Assessment, and Instruction
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 description of plan</i>	Did not complete task.	Description of plan consisted of limited information relevant to the student’s needs.	Description of plan was developed appropriately.	Description of plan clearly documented areas of strength and growth. Well-articulated with specific details.	
<i>Relevant Goals and Short-term objectives</i>	Area of Need was not addressed.	Goals and Short-term objectives did not match identified issue.	Goals and short-term objectives matched identified issue.	Goals and short-term objectives matched identified issue and supported project with data sources.	
<i>Background and Description of Educator Collaborator</i>	Did not complete task.	Background and description of Educator Collaborator were not fully developed.	Background and description were adequate and clear.	Background and description were thorough and insightful with meaningful information.	
<i>Document Review (1-2) and Photos (3-5)</i>	Did not complete the task.	Document review and photos were inconsistent.	Document review and photos were supportive of goals of the project.	Document review and photos were clearly aligned and supportive of goals. They provided in depth insight to establishing worthiness.	
<i>Researcher Journal Entries</i>	Did not complete the task.	Journal entries were incomplete.	Journal entries were well written and substantiated.	Journal entries were extremely well written and documented. Strong evidence of connections to objectives.	
<i>Rationale Statement</i>	Rationale statement was not documented.	Rationale statement contained limited information.	Rationale statement contained relevant information.	Rationale statement contained specific documentation provided to address the issue.	
<i>Reflective Statement of Your stance/views</i>	Reflective statement was not included.	Reflective statement was limited in depth and breadth. Limited connections to course	Reflective statement was insightful. Some connections to	Reflective statement was extensive.	

		topics, discussions, readings.	course topics, discussions, readings.	Connections to course topics, discussions, readings.	
<i>Summary of Field Notes of Interviews/Meetings with Educator Collaborator</i>	Field notes were not provided.	Field notes were not easily discernible.	Field notes were easily comprehensible.	Field notes were highly reflective.	

TASK # 3 – CONTROVERSIAL CURRENT ISSUE PAPER - Individual

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:

- DisCrit and/or LatCrit Paradigmatic Shifts in the Culture of Schools
- Early Intervention and Prevention
- Digital Equity/Inequity
- Translanguaging and its Impact
- Educational Leadership: Roles and Responsibilities
- Global Response to Black Lives Matter
- 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 _____

25 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 errors, 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**

Course Readings, Attendance, Discussion Board Participation

Name _____ Date _____

Scoring Rubric

15 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 Bb Discussion Boards, activities, online 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: _____

EDUCATOR COLLABORATOR/PARTICIPANT CONSENT FORM
Photo Voice Educator Collaborator Case Study

Photo Voice is a participatory research method. It involves the participants of a study taking photographs, writing narratives, interviews, and document reviews that represent individual perspectives and lived experiences. These artifacts explain the significance of the pictures.

Participation is voluntary and you may withdraw from the project at any time without any risk to yourself.

Your signature below indicates that you understand the purpose of the project, the objective, and your right to withdraw from participation.

If at any time you have any questions or concerns please feel free to contact: Dr. Marjorie Hall Haley, mhaley@gmu.edu

Name_____

Signature_____

Contact Information_____

Date:_____