

**Learning Objectives/Outcomes for the Course**  
**Student Learning Outcomes**

Upon successful completion of this course, students will be expected to:

1. Acquire an in-depth understanding of student characteristics related to culture, language, individual difference, and/or disability.(CEC 2.3)
2. Describe how culture influences the teaching/learning process. (CEC 2.2)
3. Acquire an in-depth understanding of how culture clashes can create barriers to teaching/learning. (CEC 7.1)
4. Articulate the importance of collaboration with other professionals and parents when working with culturally and linguistically diverse (CLD) students.(CEC 7.3)
5. Identify the influencing factors of the problem of disproportionate representation in special education. (CEC 7.1)
6. Describe the problems in assessing culturally and linguistically diverse students. (CEC 1.1) based on the legal requirements for nondiscriminatory assessment.
7. Articulate evidence-based models of nondiscriminatory assessment and identification practices (CEC 1.1)
8. Acquire the knowledge and skills needed to effectively communicate with culturally and linguistically diverse people (i.e. effective intercultural communication). (CEC 7.2)
9. Acquire a knowledge base on the programming of bilingual education and bilingual special education. (CEC 5. 2)
10. Use assessment instruments and techniques in assessing language proficiency and language dominance. (CEC 1.2)
11. Compare and describe 1<sup>st</sup> and 2<sup>nd</sup> language acquisition processes. (CEC 3.2)
12. Demonstrate the ability to plan instruction to address language and learning needs in a culturally responsive manner. (CEC 2.3)

**Assignments and Assessments**

\*Complete SPA/CAEP Key Assessments descriptions, directions for students, and scoring rubrics need to be included. This also satisfies TEA assessments requirements.

\*Please keep in mind that candidates in initial programs must be prepared to teach Texas Essential Knowledge and Skills (TEKS) aligned to college and career readiness standards (CCRS) effectively.

\*Please keep in mind that candidates must model and apply technology in their instruction

**1. EXAM (10%)**

**2. Online Discussions (20%)**

- These discussions take place during the weeks of online discussions.
- There are 5 online discussions—each is worth 4 points. (See online discussion grading rubric)
- To participate correctly, you must post your own original response to the question and post response posts to 2 of your peers. (See rubric for posting requirements.)
- 1 point is deducted for each day the post or assignment is late.
- Weekly timelines are defined as: Week begins on Monday, 10:00 a.m. of assignment week and ends on Sunday, 11:59 p.m. of the same assignment week.
- Your first post week is February 8-14 .

### 3. S.I.O.P Lesson Plan and Report (SPA Key Assessment) (40%)

Assignment Description: This assignment will be done in triads. If you are not a Spanish speaker, you will be grouped with Spanish speakers. This assignment has been chunked into different sections.

**Section A.** You are to identify three students of the same chronological age:

1. a student whose second language (L2) is English
2. a student whose first language is English
3. a student with a learning disability

**Section B.** You will arrange to interact with each child and collect informal and structured language samples. Samples should be recorded with an audio recorder—parent permission to record the student must be obtained.

1. Informal Spanish and English language samples: 2 clips of 5 to 10 minutes interviews with each child. Examples of topics: student interests, hobbies, favorite shows, earlier experiences, etc.
2. Structured Spanish and English language samples: 2 clips of 5 to 10 minutes interview with each child. Examples of topics: how to do well in STARRS, student think-alouds on reading and interpreting texts (not read-alouds) etc.

**Section C.** You will conduct an analysis of the language samples.

1. Vocabulary use relative to child's age and the norm.
2. Identify each child's strengths and weaknesses as an English speaker.
3. Support your findings with language development scales appropriate to each child.
4. Conduct analysis on both English and Spanish language samples.

**Section D.** You will arrange to interview the mother (preferably) and find out the language development history of each child, using interview techniques ( See *suggested interview questions*).

**Section E.** You will each design a S.I.O.P. lesson based on these children's interests.

**Section F.** You will write a conclusion, reflecting on the entire term project experience, including a brief description of your role as a team member and your own learning throughout the project. This is also individual work.

**Report Format:** Following are the headings that will need to be included in your final project report. To make this project manageable, the project is divided into sections. Please observe the due dates for the sections.

#### Student demographic data

- Brief student bio
- Language development history
- Educational background

- Cultural background
- School interests

Descriptions of Natural Language Samples

- Oral language in Spanish
- Oral language in English

Descriptions of Structured Interaction Language Samples

- Oral language in Spanish
- Oral language in English

Analysis of Language Samples

- Identify each child's strengths and weaknesses as an English speaker.
- Support your findings with language development scales appropriate to each child.
- Conduct analysis on both English and Spanish language samples.

Description of Parent Interview(s)

- Describe your experiences with the parent(s).
- Corroborate language sample data and parent interview data.

Literature Review of Evidence-based Effective Instructional Practice

- Conduct a literature review of Evidence-based effective instructional practice
- Include 3 to 5 citations.
- Length requirement 3 to 5 pages with correct use of APA reference and citation.

S.I.O.P. Lesson Plan (individual lesson )

- Include all components of a lesson.
- Note how you would differentiate your instruction based on the different abilities
- Conduct a self-assessment of the lesson plan using S.I.O.P. template.

Conclusion and Reflection (**Individual reflection is required**)

- Narrate the language sample collection and analysis process
- Highlight 3 to 5 findings from your project
- Reflect individually as a professional and a participant of this collaboration project.

THE ENTIRE PROJECT REPORT IS DUE, July 29, 11:59 p.m. through Safe Assign.

**Language Sampling and Sheltered Instructional Lesson Project**

( Standards 2,3, and 6)

**Group Members:**

Element	1 Unacceptable	2 Progressing	3 Target	4 Distinguished
Data Collection Method 8%  Standard 3:  <b>information sources, data collection, and data analysis strategies.</b>	Uses inappropriate assessment and research techniques to collect language samples and interview data	Partially uses assessment and research techniques to collect language samples and interview data	Uses appropriate assessment and research techniques to collect language samples and interview data	The student uses best assessment and research techniques to collect language samples and interview data.
Language sample analysis 8%  Standard 2:	Lack of evidence to suggest Analysis of language samples considers student competence in syntax, semantics, and pragmatics; and notes difficulty in receptive and expressive language where appropriate.	Some evidence of Analysis of language samples considers student competence in syntax, semantics, and pragmatics; and notes difficulty in receptive and expressive language where appropriate.	Adequate Analysis of language samples considers student competence in syntax, semantics, and pragmatics; and notes difficulty in receptive and expressive language where appropriate.	Comprehensive Analysis of language samples considers student competence in syntax, semantics, and pragmatics; and notes difficulty in receptive and expressive language where appropriate.

<p>Appropriate Interpretation of data 8%</p> <p><b>Consider the effects of cultural, social, and economic diversity and variations of individual development</b></p>	<p>Inaccurate and insufficient Interpretation of data compares students' language abilities in relation to typical language development, and in relation to one another.</p>	<p>Incomplete Interpretation of data compares students' language abilities in relation to typical language development, and in relation to one another.</p>	<p>Adequate Interpretation of data compares students' language abilities in relation to typical language development, and in relation to one another.</p>	<p>Thoughtful interpretation of data compares students' language abilities in relation to typical language development, and in relation to one another.</p>
<p>Literature Review 8 % standard 2:</p> <p><b>continuously broaden and deepen their professional knowledge,</b></p>	<p>No evidence suggests that adequate interpretation of literature was made. Fewer than 3 sources were used.</p>	<p>In interpreting data, students do not appropriately reference the existing literature base (3-5 references) in drawing conclusion.</p>	<p>In interpreting data, students appropriately reference the existing literature base (3-5 references) in drawing conclusion.</p>	<p>In interpreting data, students appropriately and thoughtfully reference the existing literature base (3-5 references) in drawing conclusion.</p>
<p>SIOP Lesson Planning 10 %</p> <p><b>Standard 2: expand their expertise with effective teaching strategies,</b></p>	<p>Disorganized presentation of lesson components. Lack of evidence to suggest thoughtful planning.</p>	<p>Adequate lesson planning; lack consideration of language needs. Lack consideration of differentiated instruction</p>	<p>Considers cultural, linguistic needs and plans based all three students' learning needs.</p>	<p>Addresses students' diverse needs through differentiated instruction and accommodations. Demonstrated language instructional planning and includes engaging activities.</p>
<p>Reflection</p>	<p>Conclusion</p>	<p>Conclusion and</p>	<p>Conclusion and</p>	<p>Conclusion and</p>

4%  Standard 6:  <b>importance of consultation and collaboration</b>  understanding of the possible interactions of language, diversity, culture and religion	/reflection unrelated to the project focus	reflection show interest and partial understanding of the project focus	reflection indicate full understanding of the project focus	reflection show full understanding of the project focus and application of learning
Writing Style  4%	Numerous errors, style of writing interferes with understanding	One or two spelling or grammatical errors, clumsy style is evident	No errors, writing style flows nicely from one concept to next.	No errors, writing style is, easily understood
Total 50%				

#### 4. ANALYSIS OF VALUES IN CHILDREN'S LITERATURE PRESENTATION (10%)

This assignment is intended to provide you the opportunity to analyze cultural values, beliefs, and assumptions that are transmitted through stories and other types of children's literature. You will follow an analysis model to develop your report. This will be a small group (4 to 5 people) assignment for which you are required to identify 4 to 5 stories from **various cultural** groups and prepare a Power Point presentation analyzing the **cultural content embedded within the theme**. Presentations should be approximately 15 minutes.

Alternative Activities:

A. Webinar Pair: Select two CEC webinars and present the content in a 10 presentation. (

Development of expertise as a professional)

B. Presentation Pair: Write a presentation proposal to answer Calls for Presentation

Proposal

5. LEADING CHAPTER DISCUSSIONS (10%)

This activity (5 to 7 minutes ) requires that you guide our class in exploring the chapter you are assigned. You will develop 3 discussion questions for the group discussion. You will provide a two-page handout that includes the chapter vocabulary definitions and explanations of chapter key issues.

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