



Division of Special Education and Counseling  
California State University, Los Angeles

Fall 2024

**EDSP 4010: Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs (3 units)**  
Section 01

Instructor:  
Office:  
Telephone:  
Email:

Class Location:  
Class Day/Time:  
Office Hours:

**Catalog Description:**

Prerequisite(s): None. Theories and sequences of cognitive, linguistic, and literacy development. Impact of disabilities and culture; informal techniques of assessment of communication skills in students with disabilities and English Learners.

**Email Policy:** I welcome emails from students and will respond to them within 48 hours during the work week. I prefer that students communicate with me via my Cal State LA email address or Zoom/in person during office hours.

I will generally be available before and after class as well. Please **be sure to put EDSP 4010 followed by your first and last name in your subject heading when emailing** (e.g., EDSP 4010-Anna Osipova).

**Professional Statements:**

**A. Theme and Conceptual Framework for Professional Preparation**

The faculty members of the Charter College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by: course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the Cal State LA Charter College of Education faculty.

**B. Statement of Reasonable Accommodation**

The Charter College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

***OSD is located on the first floor of the Administration Bldg. Room 127 (near Financial Aid and Registrar). The office can be contacted at OSD@calstatela.edu or (323)343-3140.***

**Other student supports on the Cal State L.A. Campus:**

- **Student Health Services:** <http://www.calstatela.edu/studenthealthcenter>
- **Food Pantry:** University Student Union Room 308
- **CalFresh Outreach Center:** <http://www.calstatela.edu/studentservices/calfresh>
- **Graduate Writing Support Program:**  
<http://www.calstatela.edu/graduateresourcecenter/graduate-writing-support-program>
- **Glazer Family Dreamers' Resource Center:** <http://www.calstatela.edu/ab540>

**All Gender Restrooms:**

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

**Lactation Rooms:**

Please contact the Title IX Coordinator at 323.343.3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

**C. Student Conduct**

Student conduct is viewed as a serious matter by the faculty members in the Charter College of Education. The Charter School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA General Catalog). Academic honesty is expected of all students in the Charter College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

**D. Technology**

Courses in the Charter College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the CCOE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up-to-date.
- Use a Cal State LA email account for all course and university-related communication.
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the Charter College of Education.

<b>Land Acknowledgment</b>
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Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

*This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.*

### **Division Canvas Site: Special Education Programs, Information, and Resources**

The Division hosts a Canvas site called Special Education Programs, Information, and Resources to provide information about fieldwork, master's programs, the comprehensive exam, and the Clear credential and induction. It also has forms students frequently need including add and drop forms, course overlap, and advancement to candidacy, among others. Students are encouraged to self-enroll into the course if it does not already show on your Canvas page. Call the Division of Special Education and Counseling office if you need assistance (323-343-4400) or email Vicki Kim at [vkim6@calstatela.edu](mailto:vkim6@calstatela.edu).

### **Student Learning Outcomes**

**Content Standard 1.0:** Candidates will acquire knowledge of the processes and stages of development of cognitive skills, including relevant concepts and terminology.

**Performance Standard**

- 1.1: Candidates demonstrate the ability to describe cognitive processes and estimate levels of cognitive functions analyzing children's behavior.

**Content Standard 2.0:** Students will understand the processes and stages of development of communication skills, including relevant concepts and terminology

**Performance Standards:**

Candidates will demonstrate an understanding of:

1. The role of caregiver-child interaction on the development of language
2. The relationship between language and cognition. Candidates will demonstrate the ability to:
3. Describe and analyze prelinguistic development.
4. Describe and analyze the development of linguistic content, use, and form.
5. Describe and analyze the development of pragmatic skills.

**Content Standard 3.0.** Candidates will understand the processes and challenges of second language acquisition, including strategies for adapting language and communication in content instruction.

**Performance Standards**

Candidates will demonstrate understanding of:

1. Cummins theory of language proficiency and second language learning
2. Krashen's "Natural Language Approach" to learning English as a second language
3. The impact of culture on communication style and "school language".
4. Student will demonstrate and introductory level familiarity with:

Characteristics of “sheltered English” techniques and “Specially Designed Academic Instruction in English” (SDAIE).

**Content Standard 4.0.** Candidates will demonstrate knowledge of the impact of specific disabilities on language and cognition

**Performance Standards**

Candidates will demonstrate an understanding of the impact of the following disabilities on language and cognition:

1. Hearing loss
2. Visual impairment
3. Autism
4. Intellectual Disabilities
5. Specific Language Impairment (Aphasia)
6. Learning disability
7. Traumatic Brain Injury
8. Dyslexia

**Content standard 5.0** Candidates will understand the relationships between language and literacy

**Performance Standards**

Candidates will demonstrate a beginning understanding of

- 5.1. The impact of early communicative experience on development of emergent literacy
2. The impact of language skills and deficits on development of literacy skills
3. The role of auditory processing on language development and literacy

**Content standard 6.0** Candidates will be able to demonstrate the ability to apply an informal analysis procedure for assessing all dimensions of an individual’s communication skills, and will be able to interpret findings in light of the individual’s disability and learning challenges.

**Performance Standards**

Candidates will

1. Demonstrate the ability to apply an informal analysis procedure for assessing all dimensions of an individual’s communication skills, and will be able to interpret findings in light of the individual’s disability and learning challenges.
2. Explore curriculum planning, accommodations and modifications for students with disabilities and English learners.
3. Use ongoing language assessment and evaluation procedures.

### Course Schedule

Date	Learning Topics/ Lecture Content	Activities	Assignments/Readings Due	TPEs
Week 1	<b>Lecture:</b> Course introduction and overview; theoretical frameworks and terminology; Language assessment (including screening) and appropriate accommodations for students with disabilities.	<b>Discussion:</b> Nature vs. Nurture language development connection to children’s prior experiences, SES, culture, community, funds of knowledge and implications of these for assessment, instruction, and intervention		U 1.1 ESN 5.7 ECSE 1.2 VI 5.14

<p><b>Week 2</b></p>	<p><b>Lecture:</b> Cognitive basis of language development; theories of 1<sup>st</sup> and 2<sup>nd</sup> language acquisition; cognitive stages of language development;</p> <p>Language development across life span in students with and without disabilities;</p> <p>Role of sensory systems in language development EL focus: positive and negative language transfer</p>	<p>1. <i>ELL Module 1: Examining Culturally and Linguistically Diverse Populations in Special Education</i></p> <p>2. Group Write Up for In Class Activity <i>ELL Module 1</i></p> <p>3. In-class discussion based on readings</p> <p>4. Discussion and Role Play: Establishing Principles of effective and culturally and linguistically appropriate communication with children and families</p>	<p><b>Readings:</b> <b>Hoff (2013):</b> Ch. 1 Intro to Language Development (pp.4-25)</p> <p><b>Assignments:</b> <b>Quiz 1</b> (based on class ppt and Ch.1)</p> <p>Identify focus students, interview parents and teachers (re: current academic status, needs, strengths, goals, language status, etc.)- this will go into the Introduction of your Signature Assignment</p>	<p><b>U 1.1</b> <b>U 4.1</b></p> <p><b>MM 1.3</b></p> <p><b>ESN 1.8</b> <b>ESN 4.2</b></p> <p><b>ECSE 1.2</b> <b>ECSE 1.4</b> <b>ECSE 1.5</b></p> <p><b>VI 1.5</b></p>
<p><b>Week 3</b></p>	<p><b>Lecture: Prelinguistic and Linguistic development;</b> first words (beginning symbolic communication); early semantics, syntax, &amp; morphology development; discourse development, Connection between language and cognition; Language's content, use and form: vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level language development as students read, listen, speak, and write; promoting creative thinking in children; role of adult-child interaction in language development in family and school contexts</p>	<p>1. Jigsaw activity with Hoff (2006): How social contexts support and shape language development</p> <p>2. Discussion of identified focus students for the study</p> <p>3. In-class: developing interview questions (include questions targeting cognitive development, creativity, self-reflection, as well as questions that focus on community and its resources)</p> <p>4. Identifying developmentally appropriate questions, communication targets and tasks</p> <p>Extra Credit: UC/CSU Collaborative Dyslexia and the Brain Module: <a href="https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/dyslexia-and-the-brain/">https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/dyslexia-and-the-brain/</a></p>	<p><b>Readings:</b> <b>Hoff (2013):</b> Ch. 1 (pp.4-25 review) <b>Hoff (2013):</b> Ch. 2: Biological Bases for Language Development (pp.34-37; 40-58) <b>Hoff (2013):</b> Ch. 3: Language Development in Domain-Specific Skills and Communicative Experience (pp. 74-84; 89-107)</p> <p><b>Cárdenas-Hagan et al. (2007):</b> The cross-linguistic transfer of early literacy skills</p> <p><b>CA Dyslexia Guidelines Ch. 2, 4</b> <a href="https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf">https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf</a></p> <p><b>Assignments:</b> Quiz 2 Submit a bullet-point description of the focus students</p>	<p><b>U 1.5</b></p> <p><b>MM 1.2</b> <b>MM 1.3</b> <b>MM 2.5</b> <b>MM 4.3</b></p> <p><b>ESN 1.8</b></p> <p><b>ECSE 1.4</b> <b>ECSE 4.3</b></p>

	<p>Connection between behavior and communication; Identifying and providing supports to students with complex communication goals.</p> <p>Neurodiversity: differences in language development of young children with or at risk for dyslexia and strategies for language support</p>			
<b>Week 4</b>	<p><b>Lecture:</b> <b>Continued:</b> Prelinguistic development; phonology, syntax, &amp; morphology development;</p> <p>Language-Literacy Connection: Early markers of dyslexia across language domains &amp; difficulties with literacy skills development.</p> <p>Lecture highlights how phonology skills development predicts and impacts phonics, letter sound, spelling sound, sound symbol recognition and spelling at large; phonology and morphology connection to word recognition. It also discusses decoding and encoding as skills predicted and impacted by phonological skills, phonics and morphological skills.</p>	<p>Analyzing principles of language assessment and educational needs for monolingual and multilingual students with low incidence disabilities</p> <p>Practice transcribing an interview of a student with VI and a student with DHH</p> <p>Guest Speaker/Video Presentation: Parents and siblings of a student with TBI: reflection on student's needs, strengths, needed accommodations, and family needs.</p> <p>Discussion of implications for instructional planning and support.</p> <p><b>Examining case studies of student with TBI,VI,DHH:</b></p> <p>Identifying developmentally appropriate communication targets and tasks</p> <p>Identifying and providing supports to students with TBI, low incidence disabilities (VI and DHH) who demonstrate complex communication goals.</p> <p>Identifying impact of VI, DHH, TBI disabilities on behavior (sample videos and case studies)</p> <p>Advocating for accommodations and modifications for class assessments and standardized assessments.</p>	<p><b>Readings:</b> <b>Review Hoff (2013):</b> Ch.3- pp. 74-84; 89-107 <b>Hoff (2013):</b> Ch. 5: Lexical Development pp. 138-166</p> <p><b>Assignments:</b> 1.Quiz 3 2. UC/CSU Collaborative Early Childhood and Dyslexia Module (<a href="https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/">https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/</a>): Lesson 4: Early Markers of Dyslexia and predictors of literacy skills -a copy of parental consent; -the draft of interview questions (include Halliday functions and Piaget's stages of cognitive development)</p>	<p><b>U 4.2</b> <b>U 4.4</b></p> <p><b>MM 1.2</b> <b>MM 2.11</b> <b>MM 5.2</b></p> <p><b>ESN 1.7</b> <b>ESN 1.8</b> <b>ESN 2.3</b></p> <p><b>VI 5.13</b> <b>VI 5.14</b> <b>VI 5.16</b></p> <p><b>ECSE 1.9</b> <b>ECSE 4.3</b></p>

	<p>Role of adult-child interaction in language development in family and school contexts</p> <p>Developmentally appropriate communication targets and tasks.</p> <p><b><u>New Content:</u></b> Language Development in Children with Low Incidence Disabilities: Children with TBI, Children with Visual Impairments (VI); Children Who are Deaf and Hard of Hearing (DHH) and children who are Deaf-Blind.</p> <p>Instructional planning, assessment, design, and adaptations for students with low incidence disabilities UDL and MTSS principles of support</p> <p>Dual Language Learners with Low Incidence Disabilities</p>	<p>Identifying effective interventions, developing AAC systems, addressing unique learning and sensory needs.</p> <p>Collaboratively identifying ways to create communication-rich environment for students with low incidence disabilities</p>		
<b>Week 5 Online session</b>	<p><b>Focus on ELLs</b> Cultural and linguistic diversity; identification and classification of ELs; Bilingualism, multilingualism &amp; supporting English language learning; Cultural Influences on language; Connection between behavior and communication needs; Examining culturally and linguistically diverse populations in special education</p>	<p><b>Activity 1 (to be completed by week 5):</b> <i>ELL Module 2: Initial Identification of ELLs:</i> <b>Read:</b> 1. Lindsey, Robins, &amp; Terrell (2003) <i>Cultural Proficiency</i> 2. Supporting Linguistically and Culturally Diverse Learners in English Education (<a href="http://www.ncte.org/cee/positions/diverselearnersinee">http://www.ncte.org/cee/positions/diverselearnersinee</a>) Causes and Concerns about ELL Misidentification (<a href="http://www.nea.org/assets/docs/HE/mf_PB02_Disproportionality.pdf">http://www.nea.org/assets/docs/HE/mf_PB02_Disproportionality.pdf</a>)</p>	<p><b>Readings:</b> <b>Review:</b> <b>Hoff (2013): Ch. 4</b> Phonological Development (pp.116-134) <b>Hoff (2013): Ch. 6</b> Development of Syntax and Morphology (pp. 169- 193) <b>Hoff (2013): Ch. 11</b> Language Development in Special Populations: focus on VI and DHH (pp.330-339)</p>	<p>U 1.6 U 4.2</p> <p>MM 2.5 MM 4.3 MM 5.4 MM 5.3</p> <p>ESN 5.5</p> <p>ECSE 1.2 ECSE 1.5 ECSE 4.12 ECSE 5.7</p>

		<p>)</p> <p><b>Hoff (2013): Ch. 9</b> Childhood Bilingualism</p> <p><b>Watch the video:</b> Bridging the Cultural Gaps in the Classroom  <a href="https://www.youtube.com/watch?v=Br22BFA7bAg">https://www.youtube.com/watch?v=Br22BFA7bAg</a></p> <p><b>Online Forum:</b> Learning Assessment Part I – post a response to the prompt “<i>What do you believe are the critical instructional priorities teachers must address when serving ELLs and Students with Disabilities</i>” and respond to 1 classmate’s post</p> <p><b>Individual Response:</b> Learning Assessment Parts II and III: “<i>What are the main causes and concerns about ELLs’ misidentification for special education services?</i>” and “<i>Based on Reading 2, discuss 2-3 activities that you might implement in your own classroom, explain your choice</i>”</p> <p><b>Activity 2 (to be completed by week 6 class):</b>  <i>Iris Module: Cultural and Linguistic Differences: What teachers should know</i>  <a href="https://iris.peabody.vanderbilt.edu/module/clde/">https://iris.peabody.vanderbilt.edu/module/clde/</a>  -complete the assessment part of the module. Discuss how personal, family, school, community and environmental factors are related to students’ academic, physical, emotional, cultural and social well-being.</p>	<p><b>New:</b>  <b>Hoff (2013): Ch.9:</b> Childhood Bilingualism</p> <p><b>Assignments:</b>  Quiz 4 based on Hoff (2013) Ch.9</p> <p>-Online Forum Response is due</p>	
<b>Week 6</b>	Influences of disabilities on language & cognition in the context of monolingual and bilingual/multilingual development: <b>intellectual disabilities (ID)</b>	<p>Mini-Language  Sample Analysis of a student with ID</p> <p>Continued practice: Identifying and providing supports to students with ID who demonstrate complex communication goals.</p>	<p><b>Assignments:</b>  1. <i>Iris Module: Cultural and Linguistic Differences: What Teachers Should Know</i>  2. Individual response to EL Module 2.</p>	<p><b>U 4.2</b></p> <p><b>MM 1.2</b>  <b>MM 2.1</b>  <b>MM 5.2</b></p> <p><b>ESN 1.7</b>  <b>ESN 2.3</b></p>

	Language development in EL students with ID	Identifying effective interventions, developing AAC systems, addressing unique learning and sensory needs.  Collaboratively identifying ways to create communication-rich environment for students with ID		<b>ECSE 1.9</b> <b>ECSE 4.12</b>
<b>Week 7</b>	Language Development in Students with OI/CP)  <b>New Content:</b> Supportive augmentative communication; promoting communication for students who are minimally verbal or non-verbal, accommodations and modifications  Conducting assessment with minimally verbal or non-verbal students; appropriate accommodations  Instructional planning, design, and adaptations for students with ID UDL and MTSS principles of support	Case Study analysis of a student with OI/CP-identifying resilience factors and supports Candidates discuss conducting assessment with minimally verbal or non-verbal students; appropriate accommodations (based on case study)  Communication board analysis; Practice with partners: using AAC  Discussion of implications for instructional planning and support.	<b>Readings:</b> <b>Hoff (2013): Ch.11</b> Language Development in Special Populations- Focus on ID (pp.339-347) <b>Abbeduto, Warren, &amp; Conners (2007)</b>  <b>Assignments:</b> Working with a partner or a small group create a communication board for a student from a case study (disabilities include, but are not limited to TBI, VI, ASD, ID)  Quiz 5	<b>U 1.5</b> <b>U 4.2</b> <b>U 4.4</b> <b>U 4.7</b>  <b>MM 1.2</b> <b>MM 2.1</b> <b>MM 4.1</b>  <b>ESN 3.5</b> <b>ESN 5.7</b>
<b>Week 8</b>	Influences of disabilities on language & cognition in the context of monolingual and bilingual/ multilingual development: <b>Autism:</b> Promoting communication and supporting language development  Instructional planning, design, and adaptations for students with ASD UDL and MTSS principles of support	Mini Language Sample Analysis of a student with Autism  Discussion of implications for instructional planning and support  Identifying and providing supports to students with ASD who demonstrate complex communication goals.  Identifying effective interventions, developing AAC systems, addressing unique learning and sensory needs.	<b>Readings:</b>  <b>Hoff (2013): Ch. 11:</b> Language Development in Special Populations (pp. 329-339)  <b>Verhoeven (2006)</b>  <b>Assignments:</b> Quiz 6  Transcript of the 1 <sup>st</sup> student (with labeled Halliday's functions)	<b>U 4.2</b> <b>U 4.4</b>  <b>MM 1.2</b> <b>MM 5.2</b>  <b>ESN 1.7</b>

<p><b>Week 9</b></p>	<p><b>Content Focus: Influences of disabilities on language &amp; cognition</b> in the context of monolingual and bilingual/multilingual development: <b>learning disabilities (including dyslexia) and specific language impairment</b></p> <p><b>Lecture: Principles of Effective Instruction:</b> structured, organized, direct, explicit, and systematic embedded into instructional planning, design, teaching, assessment and adaptations for students with LD, SLI, dyslexia: Language-Literacy Connection: Classroom instruction and intervention for students at risk for dyslexia, LD, SLI. (focus on phonology, print concepts, alphabetic principle, orthography, with further connections to reading and written expression)</p> <p>UDL and MTSS principles of support for students with LD (including dyslexia), SLI</p>	<p>LD and SLI in monolingual students and ELLs (written samples analysis – informal assessment)</p> <p>Discussion of implications for instructional planning and support.</p> <p>Identifying effective interventions, developing AAC systems, addressing unique learning and sensory needs.</p> <p>Dyslexia impact on language development in monolingual and multilingual students (Oral Language Sample Analysis):  <a href="https://www.youtube.com/watch?v=ti8JvwaCs4g">https://www.youtube.com/watch?v=ti8JvwaCs4g</a>  Working with ELs learning English:  <a href="https://www.youtube.com/watch?v=nF-jGtbWjhs">https://www.youtube.com/watch?v=nF-jGtbWjhs</a> (start 6'02)</p> <p>Dyslexia impact on literacy development in monolingual and multilingual students (Written Sample Stimulation exercise):  <a href="https://www.youtube.com/watch?v=xAeaN2zCphc">https://www.youtube.com/watch?v=xAeaN2zCphc</a></p> <p><b>Written language analysis- Progression of a child with dyslexia:</b>  <a href="https://learningabledkids.com/learning_disability_ld/grade-by-grade-progress.htm">https://learningabledkids.com/learning_disability_ld/grade-by-grade-progress.htm</a>  Group activity: focus on letter-sound correspondence, print concepts, alphabetic principle, orthography: )  Please note that orthography refers to spelling and punctuation. Refer to the graphic organizer provided for the activity.</p>	<p><b>Readings:</b>  <b>Hoff (2013): Ch. 11</b>  Language Development in Special Populations - focus on ASD (pp.347-356)  <b>Rogers et al. (2006)</b>  <b>Park et al. (2012)</b>  <b>CA Dyslexia Guidelines Ch. 6 and 7</b>  <a href="https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf">https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf</a></p> <p><b>Assignments:</b>  Continue working on the transcripts</p> <p>UC/CSU Collaborative Early Childhood and Dyslexia Module (<a href="https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/">https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/</a>):  Lesson 5: Classroom based supports and interventions; Lesson 6: Classroom Instruction and Interventions (focus connecting language and cognitive skills to phonology, print concepts, alphabetic principle, orthography; spelling and further development of reading and writing skills)</p> <p>Reflection: Listen (9 min) or read the article: Our Dyslexia Heroes are Too White: examine the over- and under-representation trends in the population of students with dyslexia. What does this mean to you as a future teacher:  <a href="https://www.forbes.com/sites/drnancydoyle/2020/09/05/our-dyslexia-heroes-are-too-white-addressing-">https://www.forbes.com/sites/drnancydoyle/2020/09/05/our-dyslexia-heroes-are-too-white-addressing-</a></p>	<p><b>U 4.2</b>  <b>U 4.4</b>  <b>MM 2.5</b></p>
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			<a href="#">representation-in-business-with-marcia-brisset-bailey/?sh=1d553f8756e9</a>	
<b>Week 10</b>	<p><b>Focus on ELLs:</b> Identification and classification of ELLs;</p> <p>Assessment and language intervention for EL and non EL learners;</p> <p>EL typology;</p> <p>Speakers of non-standard English</p> <p>Formal measures of language assessment of students with and without disabilities: evaluation of students' strengths and needs to make accommodations and modifications and instructional decisions.</p> <p>Role of assessment in ongoing program improvement</p>	<p>1. Analysis of Types of Activities for EL Instructional Assessment (Handout)</p> <p>2. <i>ELL Module 3 Assessing English Learners (group discussion)</i></p> <p>3. Language sample demonstration/practice (communicative use, content (including vocabulary), form (grammatical/syntactic structures) and discourse development as students read, listen, write, and speak.</p> <p>4. Guest Speaker Presentation: Speech and Language Pathologist: Interpretation of multi-source assessment results</p>	<p><b>Readings:</b> Hoff (2013): Ch. 11 Language Development in Special Populations - focus on SLI (pp. 349-356-review)</p> <p><b>Assignments:</b></p> <p>1. Transcript of the 2<sup>nd</sup> student (with labeled Halliday functions and utterance types, and calculated MLU)</p> <p>2. Group Write Up for In Class Activity <i>ELL Module 3</i></p> <p>3. Take-home Midterm (review of the content in weeks 1-9)</p>	<p><b>U 1.6</b> <b>U 3.5</b> <b>U 5.6</b> <b>U 5.7</b></p> <p><b>ESN 1.8</b> <b>ESN 5.7</b></p> <p><b>ECSE 4.12</b> <b>ECSE 5.7</b></p>
<b>Week 11</b>	<p><b>Focus on ELLs:</b> Assessment, language intervention, and instruction for EL and non EL learners</p> <p>Informal measures of language assessment (language sampling, ecological assessment) of students with and without disabilities: evaluation of students' strengths and needs to make accommodations and modifications and instructional decisions.</p> <p>Language sample demonstration/practice: comparative focus on a</p>	<p>1. Analysis of student work samples and ELD standards</p> <p>2. Language sample demonstration and practice (pragmatics, context)</p>	<p><b>Readings:</b> <b>Review: Hoff (2013): Ch. 9</b></p> <p><b>Chao et al. (2006)</b> – individual response</p> <p><b>Assignments:</b> Draft of <i>Communicative Use, Content, Form</i> sections of the Clinical Signature Assignment for 1 or both students</p>	<p><b>U 3.5</b></p> <p><b>MM 1.3</b> <b>MM 2.5</b> <b>MM 4.7</b></p> <p><b>ESN 1.8</b></p> <p><b>ECSE 1.4</b> <b>ECSE 4.12</b></p>

	<p>student with a disability and an EL</p> <p>Types of activities for EL instructional assessment</p>			
<p><b>Week 12 Online session</b></p>	<p><b>Focus on ELLs:</b> Instructional planning and delivery for ELs with and without disabilities based on the assessment and progress monitoring</p> <p>Leveraging students' linguistic repertoires, including home languages and dialects, translanguaging</p> <p>Complexity of academic language: developing academic language proficiency and fluency through structured oral interactions.</p> <p><b>ELLs with Disabilities:</b> Initial identification of language classification for low-verbal/non-verbal students with disabilities</p> <p>Language Development in students with extensive support needs.</p>	<p><b>Group Activity:</b> Complete Chao et al. (2006) article critique (Part II of the worksheet- group response)</p> <p><b>Individual Response:</b> <b>Prompt 1:</b> Based on this week's readings and video, discuss 3-4 evidence-based strategies that teachers and parents might use to help their child to promote structured oral interaction, develop English, and especially academic English, and provide a rationale for your recommendations. <b>Prompt 2:</b> What difficulties besides unfamiliar vocabulary do students encounter when working with an academic text? How would you support the learners and adapt subject matter curriculum?</p>	<p><b>Readings:</b> <b>Celce-Murcia et al.</b> (Ch. 21: Assessment in 2<sup>nd</sup> language classrooms)</p> <p><b>Hoff (2013) Ch. 7</b> Communicative Development (pp. 205-225: pragmatics, conversations and narratives)</p> <p><b>Assignments:</b> 1.Quiz 7 based on Celce-Murcia and ELLs within RTI video 2.Chao et al. (2006) worksheet – group write up 3.Individual Response to Prompts 1 and 2 4.Work on the draft of <i>Pragmatics and Communicative Context</i> sections of the Clinical Signature Assignment for 1 or both students (submit week 13)</p>	<p><b>U 3.5</b> <b>U 4.4</b></p> <p><b>MM 1.3</b> <b>MM 2.5</b> <b>MM 4.7</b></p> <p><b>ESN 1.7</b> <b>ESN 1.8</b></p> <p><b>ECSE 1.4</b> <b>ECSE 4.12</b></p>
<p><b>Week 13</b></p>	<p><b>Focus on ELLs:</b> Foundations of ELD instruction for ELs with and without disabilities: UDL and MTSS principles</p> <p>Understanding the foundations of English language development and instruction;</p> <p><i>Specially Designed Academic Instruction in English</i>: quality indicators</p>	<p>1.ELL <i>Module 5 Specially Designed Academic Instruction in English</i> (collaboratively identify ways to create communication-rich environment) <b>Cal TPA C1_C</b></p> <p>2 Collaborative IEP Goal Analysis and Writing, connection to Standards and inclusive practices</p> <p>3.Using English Learner Toolkit to distinguish between EL and a student with a disability oral and</p>	<p><b>Assignments:</b> 1.Group Write Up of EL Module 5: Collaboratively develop a lesson plan with ELD or SDAIE elements of instruction, description of communication rich environment, activity examples within UDL framework, and detailed narrative for questioning techniques used to promote structured oral</p>	<p><b>U 1.6</b> <b>U 4.4</b></p> <p><b>MM 1.1</b> <b>MM 1.3</b> <b>MM 5.5</b></p> <p><b>ESN 1.8</b> <b>ESN 2.3</b> <b>ESN 5.7</b></p> <p><b>ECSE 5.4</b></p> <p><b>VI 5.17</b></p>

	<p>for ELD classrooms for Learners with and without disabilities;</p> <p>Developing communication rich-environment for ELs with and without disabilities</p> <p>ELD lesson plan form; SDAIE lesson plan form and sample;</p> <p>Promoting Language Development Through Supporting Students in Creation of Oral Narratives</p> <p>Questioning techniques: promoting structured oral interaction in building academic English proficiency and fluency; promoting higher order thinking</p>	<p>written language (samples are provided across PK-12 span)</p>	<p>interaction in building academic English proficiency and fluency; include samples of informal, formal, and self-assessment that can be used in this lesson plan. Include AT, AAC as needed. Discuss grouping strategies. Please use SDAIE lesson plan template or the lesson plan template used in the credential program <b>(CalTPA_C1B_C_E; CalTPA C2_B;D;E;F)</b></p> <p>2.Draft of <i>Pragmatics and Communicative Context</i> sections of the Clinical Signature Assignment for 1 or both students</p>	
<p><b>Week 14 Online session</b></p>	<p>Classroom strategies to support academic language development for L1 and L2 students with disabilities; Supporting students' effective oral communication; ELD, SIOP, SDAIE strategies to support speakers of non-standard English; policies and practices in special education;</p> <p>Understanding ELD instruction;</p> <p>Academic language targets for ELD instruction;</p> <p>Flexible grouping</p>	<p><b>1.Module 6 Understanding English Language Development Instruction</b></p> <p><b>Read:</b></p> <p>1. <b>Rance-Roney (2010):</b> Reconceptualizing Interactional Groups <b>CalTPA C2_B</b></p> <p>2. Academic Language Targets for ELD Instruction</p> <p>3. <b>Hogan &amp; Hathcote (2003)</b> Issues in Curriculum and Instruction for CLD students</p> <p>4. Improving Education for ELLs (Ch. 4 Effective Literacy Instruction for ELLs)</p> <p>5. Hoff (2013) Ch. 10 Language in School years (all pages)</p> <p><b>Watch Video:</b> Janette Klingner: Distinguishing Between Language Acquisition and Learning Disabilities <a href="https://www.youtube.com/watch?v=4ujZljLvuA8">https://www.youtube.com/watch?v=4ujZljLvuA8</a></p> <p><b>Online Forum:</b> What are the key</p>	<p><b>Readings:</b> Bunch et al. (2012); Xu (2010)</p> <p><b>Assignments:</b> Quiz 8 based on Improving Education for ELLs (Ch.4) and Hoff (2013) Ch. 10</p>	<p><b>U 1.6</b> <b>U 3.5</b> <b>U 4.4</b> <b>U 5.6</b></p> <p><b>MM 4.3</b> <b>MM 5.4</b> <b>MM 5.5</b></p> <p><b>ESN 5.5</b> <b>ESN 5.6</b></p> <p><b>ECSE 5.4</b></p> <p><b>VI 5.17</b></p>

		<p>distinctions that Klingner makes between students who struggle with language acquisition and students with LD? And how will you try to avoid misidentification? Post your response and respond to one of your classmates</p> <p><b>Individual Response:</b>  <b>Prompt 1:</b> Compare and contrast ELD instruction and SDAIE instruction. How can they be combined within a lesson?</p> <p><b>Prompt 2:</b> Based on the readings for the module, what are some issues related to lesson/curriculum planning and instruction of EL learners? What are the academic language targets for ELs? what are some strategies that you plan to implement to promote structured oral interaction to build students' proficiency and fluency in academic language as you focus on curriculum development and instruction for this population?</p>		
<b>Week 15</b>	<p>Relationship between language and literacy in monolingual and multilingual students; academic language development; Lesson planning for academic language support</p> <p>Early reading and oral language development</p>	<p><b>Early reading case study (IRIS Case Study):</b>  <a href="http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_earrd.pdf">http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_earrd.pdf</a>  Collaboratively examine the case study, develop IEP goals; examine content-specific pedagogy (STAR activities)</p> <p><b>In Class Demonstration and Discussion of the Clinical Signature Assignment:</b>  Effectiveness of the adult's role  Proposed Support Measures (including home supports, school supports (supporting effective communication and expression), and community resources)</p>	<p><b>Readings:</b></p> <p><b>Short et al. (2012)</b>  <b>Nagy &amp; Townsend (2012)</b></p> <p><b>Assignments:</b>  individual responses for EL Module 6</p> <p>Complete the Signature Assignment and share the results with the student's family</p>	<p><b>U 3.5</b>  <b>U 4.1</b>  <b>U 4.4</b></p> <p><b>MM 1.1</b>  <b>MM 4.7</b></p> <p><b>ECSE 1.5</b></p>
<b>Week 16</b>	<b>Final Examination</b>	<p>Candidates share their signature assignment reflections  Partner work in discussion of focus students' needs, strengths, goals,</p>	<b>Clinical Signature Assignment Due</b>	<p><b>U 5.2</b>  <b>U 6.2</b></p> <p><b>MM 1.1</b></p>

		and instructional/assessment recommendations		VI 5.16
	<b>Clinical Signature Assignment: Language Sample Analysis</b>			U 1.1 U 4.2 U 5.2 U 6.2  MM 4.7 MM 5.2 VI 5.16

### Required Texts and Articles

#### Required Textbook

Hoff, E. (2013). *Language development*. (Fifth edition). Cengage Learning.

#### Required Additional Readings (posted on Canvas):

California Dyslexia Guidelines. (2018).

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewjAj7Hljr3\\_AhUAiO4BHSTfCe0QFnoECA8QAQ&url=https%3A%2F%2Fwww.cde.ca.gov%2Fsp%2Fse%2Fac%2Fdocuments%2Fca-dyslexiaguidelines.pdf&usq=AOvVaw053KoZBdvZyUObsD472p6j](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewjAj7Hljr3_AhUAiO4BHSTfCe0QFnoECA8QAQ&url=https%3A%2F%2Fwww.cde.ca.gov%2Fsp%2Fse%2Fac%2Fdocuments%2Fca-dyslexiaguidelines.pdf&usq=AOvVaw053KoZBdvZyUObsD472p6j)

Celce-Murcia, M., Brinton, D.M., & Snow, M.A. (Eds.) (2013). *Teaching English as a second or foreign language* (Fourth ed.). Boston, MA: National Geographic Learning. (Ch. 21).

Ong, F. (Ed.) (2010). *Improving education for English language learners: Research –based approaches*. CA: California Department of Education (Ch. 4).

#### Required Articles: Available in the library database and posted on Canvas.

Abbeduto, L., Warren, S. F., & Conners, F. A. (2007). Language development in Down syndrome: From the prelinguistic period to the acquisition of literacy. *Mental retardation and developmental disabilities research reviews*, 13(3), 247-261.

American Speech-Language-Hearing Association (ASHA 2010). Acquiring English as a second language: what's normal and what's not. Retrieved November 3, 2016, <http://www.asha.org/public/speech/development/easl.htm>

Bunch, G., Kibler, A., & Pimentel, S. (2012). Realizing opportunities for English learners in the common core English language arts and disciplinary literacy standards. *Stanford, CA: Understanding Language Initiative*.

Cárdenas-Hagan, E., Carlson, C. D., & Pollard-Durodola, S. D. (2007). The cross-linguistic transfer of early literacy skills: The role of initial L1 and L2 skills and language of instruction. *Language, Speech, and Hearing Services in Schools*, 38(3), 249-259.

Chao, P., Bryan, T., Bernstein, K., & Ergul, C. (2006). Family centered intervention for young children at- risk for language and behavior problems. *Early Childhood Education Journal*, 34, 147-153.

Haas, E., Tran, L., Linqanti, R., & Bailey, A. (2015). Examining Current and Proposed Home Language Surveys in California in Relation to Initial English Language Proficiency Assessment Results: An Exploratory Study. San Francisco, CA: REL West @ WestEd.

Hoff, E. (2006). How social contexts support and shape language development. *Developmental review*, 26(1), 55-88.

- Hogan, K., & Hathcote, A. (2013). Issues in curriculum and instruction for culturally and linguistically diverse students. *Multicultural Learning and Teaching*, 9 (1), 93-102. <http://dx.doi.org/10.1515/mlt-2013-0024>
- Mora-Flores, E., Beltran, D., & Sarmiento, L. (2012). *Science for English language learners: Developing academic language through inquiry-based instruction*. Teacher Created Materials.
- Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly*, 47(1), 91-108.
- Park, C. J., Yelland, G. W., Taffe, J. R., & Gray, K. M. (2012). Brief report: the relationship between language skills, adaptive behavior, and emotional and behavior problems in pre-schoolers with autism. *Journal of autism and developmental disorders*, 42(12), 2761-2766.
- Rance-Roney, J. (2010). Reconceptualizing interactional groups: Grouping schemes for maximizing language learning. *English Teaching Forum*, 48(1), 20-26.
- Rogers, S. A. L. Y., Charman, T., & Stone, W. (2006). Evidence-based intervention for language development in young children with autism. *Social and communication development in autism spectrum disorders: Early identification, diagnosis, and intervention*, 143-179.
- Short, D. J., Fidelman, C. G., & Louguit, M. (2012). Developing academic language in English language learners through sheltered instruction. *TESOL Quarterly*, 46(2), 334-361.
- Uccelli, P., & Phillips Galloway, E. (2017). Academic language across content areas: Lessons from an innovative assessment and from students' reflections about language. *Journal of Adolescent & Adult Literacy*, 60(4), 395-404.
- Umansky, I. M., Reardon, S. F., Hakuta, K., Thompson, K. D., Estrada, P., Hayes, K., . . . Goldenberg, C. (2015, October). Improving the opportunities and outcomes of California's students learning English (PACE Policy Brief 15-1). Stanford, CA: Policy Analysis for California Education.
- Verhoeven, L. L., & Vermeer, A. A. (2006). Literacy achievement of children with intellectual disabilities and differing linguistic backgrounds. *Journal Of Intellectual Disability Research*, 50(10), 725-738.
- Xu, Y., & Drame, E. (2008). Culturally appropriate context: Unlocking the potential of response to intervention for English language learners. *Early Childhood Education Journal*, 35, 305-311.

**Recommended Article: Available in the library database.**

- Rescorla, L., Ross, G., & McClure, S. (2007). Language delay and behavioral/emotional problems in toddlers: Findings from two developmental clinics. *Journal of Speech, Language, and Hearing Research*. 50, 1063-1078.

**Grading**

<b>Assignments</b>	<b>Due</b>	<b>Points</b>
Weekly Quizzes- If quizzes are not administered, the total number of points will be fewer.	Weekly	10 points each, 80 points total
6 EL Modules (10 points each). Modules may be combined	See due dates in the course schedule	10 points each, 60 points total
Iris Module: Cultural Linguistic Diversity: What Teachers Should Know	Week 5	20 points
Hoff (2006) Jigsaw Article Discussion	Week 3	

Discussion of Chao's article	Week 11-13	15 points
Discussion of Xu's article	Week 13	15 points
Early Literacy Case Study	Week 15	10 points
Language Analysis Clinical Signature Assignment	Week 16 (and drafts throughout the semester)	180 points
Midterm	Week 10	40 points
Final	Week 16	40 points

### Division Grading Scale

Points	Percentage	Grade
	94% - 100%	A
	90% - 93.99%	A-
	87% - 89.99%	B+
	84% - 86.99%	B
	80% - 83.99%	B-
	77% - 79.99%	C+
	74% - 76.99%	C
	70% - 73.99%	C-
	67% - 69.99%	D+
	64% - 66.99%	D
	61% - 63.99%	D-
	0% - 60.99%	F

#### Instructor Policy about Late Assignments:

**Due dates for all assignments are final.** Assignments will not be accepted late unless previous arrangements have been mutually agreed upon. You must turn in assignments by the due dates. **Points (10%) will be deducted for late assignments even if previous arrangements were mutually agreed upon.** All assignments must be delivered to the instructor (hardcopies or upload as PDF/DOC format) at the beginning of the class session in which they are due. Incompletes will be granted only in accordance with university policy.

### Assignment Descriptions and Rubrics

#### 1.ELL Modules 1-6:

**Purpose:** The purpose of the six EL modules is to provide the candidates with a comprehensive understanding and practice of teaching principles concerning EL language and literacy development processes, approaches to assessment, and issues in theory, policy, and practice.

**Skills & Knowledge:** Candidates familiarize themselves with current practices of effective instruction of ELs with and without disabilities

**Tasks:** Each module has several tasks that include readings, instructional planning, critical analysis, and individual and collaborative presentations. For Module specific details see Course schedule.

**Submission Format:** online (uploaded to Canvas) and/or hard copies of *Microsoft Word Documents*. Please refer to Module specific details for submission in Course schedule.

**Time Required:** 2-3 hours

**Criteria for Success:** Excellent submission included through response to all parts of each module. Responses are based on synthesis of readings, videos, and lectures. For more details, please refer to the rubric below.

**ELL Module Rubric:**

0 points	3 points	6 points	10 points
The student did not turn in the module assignment	The student turned in only 1 part of the 3-part module	The student turned in 2 parts of the 3-part module Or The student turned in 3 parts of the module, but the responses are incomplete; only partial references to readings and module materials are provided	The student turned in 3 parts of the module, the responses are complete; the student thoroughly refers to module readings and materials

**2.Article Responses: Hoff (2006), Xu, Chao: Article Response:**

**Purpose:** The purpose of article responses/reflections is to provide the candidates with a comprehensive understanding of language and literacy development in diverse populations of students and the connections between language and literacy to behavioral, social, emotional development.

**Skills & Knowledge:** Candidates familiarize themselves with current issues in language and literacy development and practice critiquing scholarly articles.

**Tasks:** Each article has several tasks and guiding questions. Please see article-specific details in Course schedule.

**Submission Format:** online (uploaded to Canvas) and/or hard copies of *Microsoft Word Documents*. Please refer to Module specific details for submission in Course schedule.

**Time Required:** 1-2 hours

**Criteria for Success:** Excellent submission included through response to all guiding questions. Responses are based on synthesis of readings, videos, and lectures. For more details, please refer to the rubric below.

**Article Response Rubric:**

0 points	5 points	10 points	15 points

The student did not turn in the reflection	The student summarizes the article accurately, but does not answer the question  Or  The student answers the question in a very succinct way without sufficient examples and details	The student answers the question in a detailed manner providing 1-2 examples of possible applications of the article material to classroom practice.	The student ties in the critical analysis of the article and answers the question in a detailed manner providing 3 and more examples of possible applications of the article material to classroom practice.
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### 3. Early Literacy Case Study

#### Steps to the Assignment:

- 1) Visit the Iris Center Site: [https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf\\_case\\_studies/IRIS\\_early\\_reading\\_case\\_study.pdf](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/IRIS_early_reading_case_study.pdf)
- 2) Examine Early Literacy Case Study for Jeff (pp. 29-30)
- 3) Respond to the questions listed on p. 30:
  - Develop three or four goals for Jeff in the areas of: **phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences**

Goal 1: Phonics (including letter-sound recognition)	
Goal 2: Spelling (including sound-spelling correspondence)	
Goal 3: Word Recognition	

- Using the Early Reading STAR sheets, select a strategy for each goal and explain the benefit of using this strategy to address the corresponding goal
- Select one goal and describe one hands-on activity that will assist Jeff in achieving that goal
- Explore the Websites listed on the Research-based Reading Resources page. Select one program you feel would be helpful for Jeff's teacher and write a rationale for your choice.

**Purpose:** The purpose of IRIS Early Literacy Case Study is to provide the candidates with a comprehensive understanding of the language development-literacy connections, language and literacy development processes, approaches to informal assessment, and activities that could be carried out by caretakers and teachers in order to promote and support early literacy development.

**Skills & Knowledge:** Candidates familiarize themselves with current age-specific expectations for language and literacy development; they identify present levels of performance, develop IEP goals and plan instructional activities to support children's language and literacy development.

**Tasks:** The case study has several tasks that include readings, instructional planning, critical analysis, and development of goals and benchmarks (including ELD goals), as well as planning/choosing instructional activities. For Case Study specific details see Course schedule. (CaITPA\_C1B; CaITPA\_C2B,C)

**Submission Format:** online (uploaded to Canvas) and/or hard copies of *Microsoft Word Documents*. Please refer to specific details for submission in Course schedule.

**Time Required:** 2-3 hours

**Criteria for Success:** Excellent submission included through response to all parts of the Case Study. Responses are based on synthesis of readings, class demonstrations, and lectures. For more details, please refer to the rubric below.

**Grading Rubric for the Early Literacy Case Study (a rubric score of 20 results in 10 points for the assignment)**

Prompt Item	0	1	2	3	4	5
Develop three or four early literacy goals (e.g., phonemic awareness; concepts of print; alphabetic principle) for Jeff	No goals are developed	Fewer than 3 or 4 goals developed according to the model demonstrated in class; <b>and</b> goals are <b>not</b> designed for the appropriate skill <b>and/or</b> 2 components are missing (i.e., accuracy, measurement, documentation)	Fewer than 3 or 4 goals developed according to the model demonstrated in class; <b>Or</b> goals are <b>not</b> designed for the appropriate skill <b>or</b> 2 components are missing (i.e., accuracy, measurement, documentation)	3 or 4 goals developed according to the model demonstrated in class; goals are designed for the appropriate skill 2 components are missing (i.e., accuracy, measurement, documentation)	3 or 4 goals developed according to the model demonstrated in class; goals are designed for the appropriate skill 1 component is missing (i.e., accuracy, measurement, documentation)	3 or 4 goals developed according to the model demonstrated in class; goals are designed for the appropriate skill; all the goal components are present
Using the Early Reading STAR sheets, select a strategy for each goal and explain the benefit of using this strategy to address the corresponding goal	No strategy is selected	A strategy is selected for some goals; no explicit explanation is provided	A strategy is selected for some goals; the explanation is brief and insufficient	A strategy is selected for each goal; the explanation is brief and insufficient	A strategy is selected for each goal; the explanation is sufficient	A strategy is selected for each goal; the explanation is thoughtful and detailed

Select one goal and describe one hands-on activity that will assist Jeff in achieving that goal	The item is not addressed	The activity is named but not explained and may not match the goal	The activity is named but not explained	The activity is named and matches the goal	The activity is named and matches the goal; the student provides an explanation of how the activity will assist Jeff in achieving the goal	The activity is named and matches the goal; the student provides a <b>detailed explanation</b> of how the activity will assist Jeff in achieving the goal
Explore the Websites listed on the Research - based Reading Resources page  Select one program you feel would be helpful for Jeff's teacher and write a rationale for your choice	The item is not addressed	The program is named but not explained	The program is named but the explanation is insufficient and/or illogical	The program is named but the explanation is insufficient	The program is named but the explanation is sufficient	The program is named but the explanation is detailed and convincing

### Clinical Signature Assignment: Language Sample Project Description and Grading Rubric

This assignment requires approximately 15 hours of fieldwork.

#### **Due Dates:**

First Draft: Sections are due on weeks: 8, 10, 11, 13

Final draft: Final Class Session

#### **Purpose:**

1. To obtain language sample from one child with a disability and one non-disabled child of the same age. Candidates are encouraged to choose the child whose disability (and/or age) is prevalent within the population of students served by teachers within candidates' specialization. A minimum of 50 "utterances" from each child should be obtained. In nearly all cases it will be necessary to tape record the sample. ("Utterances" will be defined in class.) At least one sample should include an adult interacting with the target student. The 50 utterances will be transcribed verbatim onto copies of the attached data sheet.
2. To analyze and compare/contrast these samples according to communicative use & pragmatics, content and grammatical structure (form), and to analyze the communicative context, including the role of the adult in supporting language and cognition.

**Skills & Knowledge:** The Language Sample Analysis Assignment incorporates the following key skills and knowledge: practice of questioning techniques, supporting creation of an oral narrative; understanding of language manifestations of cognitive development; informal language assessment; understanding of the connections between children's environment and nurture and language and literacy development; knowledge and recognition of disability-specific language behaviors, understanding of necessary accommodations,

modifications, supports and instructional practices.

**Tasks:** 1. Develop interview questions. Make sure that you target higher order thinking skills (**CaITPA C1E; CaITPA C2D;G**); 2. Select 2 focus children for the study; 3. Develop interview questions to learn more about the focus children (take a look at issues you need to reflect on in the introduction section below); interview the children's parents/teachers (request access to copies of **the child's samples of written, word processed, digital and multimedia written and spoken work samples**), the children, and transcribe the interviews; 4. Analyze the interview responses following the format presented in class; 5. Develop IEP goals based on students' needs. 6. Provide **recommendations for caretakers and school team to support language and literacy development of the focus children, discussing how a student's language development can be enhanced by engaging the student in creating a variety of diverse oral, print, digital, and multimedia texts** in English and student's other languages. 7. Reflect on what you learned in this project.

**Time Required:** 15-20 hours

**Submission Format:**

A 7-8 (approximately) page typed, 12 font, double spaced analysis and comparison of the two samples. (Sample projects will be available for your inspection in class). Language Sample Transcripts are not included into the page count. Papers must be well-organized and use subheadings reflecting the analysis described below. Appendices should include transcripts, analysis tables, parental consent, and links to the interview video recordings. **CaITPA C2G**

**Signature Assignment Components:**

**1.Introduction:** Based on your interaction/interviews with students' parents and/or teachers, provide a brief description of the 2 focus students. Include the following details: chronological age, grade, gender, disability designation(s), known academic/socio-emotional/linguistic assets/strengths and needs, language(s) spoken; family context, and school placement (gen. ed. classroom, RSP, SDC, NPS, etc.), number of students and adult/student ratio. Discuss any relevant information related to language development. If known, mention the students' interests, likes, and dislikes. Discuss the impact of personal, family, school, community and environmental factors on students' academic, physical, emotional, cultural and social well-being. **CaITPA C1A; CaITPA C2A**

**2.Analysis:**

**Communicative Use.** How does each child use language: What communicative purposes or functions are used in the sample? Give examples. What are the predominant communicative functions? (Use Halliday's categories.) What observations have you made about the students' communication development? **CaITPA C2G**

**Communicative Content.** What topics does each child talk about? Is the vocabulary adequate? What evidence of English language learner status is exhibited in the Language Sample? Are the topics and concepts concrete/abstract? Visible/not visible? Present/past/future tense? Actions/things/qualities? Feelings?, etc. (For a very young child you may wish to discuss semantic categories here.) What were some instances of academic language use? How would you characterize student's academic language development? How does the content of the student's language reflect his/her cognitive stage? What cognitive stage does each student appear to be in? **CaITPA C2G**

**Communicative Form (Grammatical Structure).** Analyze the surface structure of each student's language (e.g., early word combinations; emerging use of grammatical morphemes; complete but simple sentences; complex structure, use of fragments, etc.) Are there consistent morphological errors or omissions? Is there evidence of home language influence on English language learner?

Compute the Mean Length of Utterance (MLU) in morphemes for each sample, and discuss.

**Pragmatics.** Discuss such pragmatic features as linguistic/contextual contingency; use of accurate or inaccurate presuppositions; conversational skills including use of conversational devices, such as grammatical ellipsis and back channeling; topic maintenance and extension; use of polite forms; etc.

**Communicative Context:** Describe the communicative context or situation in which the sample occurs. Discuss how (not whether) each of the dimensions of content, use and form, is influenced by the situation. For example, if the context is an interview setting discuss how the nature of the interview (including the relationship between the interviewer and the person being interviewed) affected each dimension. Reflect on your interviewee (how did the student's assets and needs impact the interview).

**CaITPA C1F**

**Effectiveness of adult's role.** Describe effectiveness of adult's role in supporting language in at least one of the samples. (e.g., responsiveness, topic extension, use of "child-directed"; use of "comprehensible input" (be specific) etc.) What else was effective in your preparation for the interview? **CaITPA C1F**

**Proposed Support Measures.** Focus on the student with disabilities. Having analyzed the student's language needs, what goals would you develop for this student? Please write 2-3 goals in the goal format presented in class. Include an ELD goal if appropriate. What would you propose as supports necessary for this student's successful communication, ELD and academic language development, as well as learning at home and school? How would you effectively engage the families? What accommodations and modifications might be necessary to support focus student in literacy, listening, and speaking? Apply UDL framework as you plan these (i.e., multiple ways of access/representation, engagement, expression). How would you adapt instructional materials? What could be done by support personnel (para-educators). What grouping strategies do you recommend? Do you have any AT or AAC recommendations? How will proposed accommodations and modifications make instruction more effective? (Present information in a way that would be easy to communicate with the student's family, support providers, and/or school personnel). **CaITPA\_C1\_B,C,D,G: CaITPA\_C2\_B,C,J**

**Reflection:** Provide a brief analysis of how you developed the interview questions; what you learned and what you still need to learn, examine how your own cultural, professional, linguistic, etc. values and biases affect your teaching, interaction with children and their families. **CaITPA C2B**

### LANGUAGE SAMPLE ANALYSIS DATA SHEET

Student initials \_\_\_\_\_ Page # \_\_\_\_\_

Situation/ Interviewer's Questions	Child's response	Communicative function	Utterance Type	Number of Morphemes	Comments; Error patterns

Communicative Functions:

Utterance Types:

Instrumental	Non-verbal response
Regulatory	Single Word (S)
Personal	Fragment (F)
Heuristic	Telegraphic (T)
Informational	Holophrastic (H) Simple
Imaginative	Sentence (SS)
Interactional	Simple Sentence with Error (SSE)
	Complex Sentence (CS)
	Complex Sentence with Error (CSE)

## PROJECT GRADING and RUBRIC

The Language sample project is worth 180 possible points. Projects will be graded on completeness and professionalism; and on how accurately the analysis applies information presented in the course to each of the components listed above. (See Grading Rubric below.)

**Language Sample Grading Rubrics:** The language sample analysis project is worth a maximum of 180 points, and will include nine (9) components, each of which will be evaluated separately as follows:

1. **Quality of Sample including introduction and the quality of transcript** (30 pts)
2. **Content Analysis** (20 pts)
3. **Structural Analysis** (20 pts)
4. **Function (use)** (20 pts)
5. **Pragmatic Analysis** (20 pts)
6. **Analysis of Effects of Context** (20 pts)
7. **Analysis of adult role** (20 pts)
8. **Proposed Support Measures** (20 pts)
9. **Professionalism (including presentation of the paper and reflection)** (10 pts)

The following rubric is used to evaluate each of the above components:

30/30; 20/20; 10/10 = Student clearly, accurately and completely demonstrates the skills and knowledge related to that component.

24/30; 16/20; 8/10 = Student demonstrates most skills and knowledge clearly, accurately and completely, with minor inaccuracies or slight omissions of relevant points.

18/30; 12/20; 6/10 = Student demonstrates basic understanding of concepts, with some inaccuracy and incompleteness, and fails to demonstrate skills in analysis.

6 to 12/30; 4 to 8/20; 2 to 4/10 = Student demonstrates understanding of only a few concepts and fails to demonstrate skills in analysis.

0 = Student omits section or attempts analysis of component but fails to demonstrate either understanding of concepts or skills in analysis



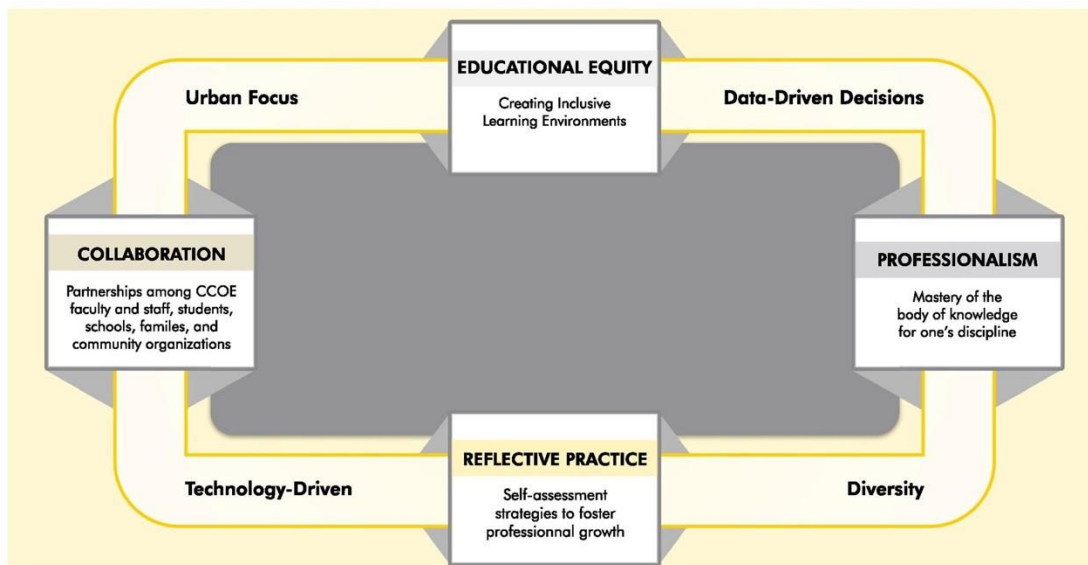
## CONCEPTUAL FRAMEWORK

### VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

### MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



### CORE VALUES:

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.