Methods for Emergent Bilinguals with Disabilities

EDSE 224

Fall 2025   Section 01   Hybrid   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/20/2025

👤 Contact Information

Lecturer:	Monica Gonzalez (she/her)
Telephone:	(510) 629-6043
Email:	monica.gonzalez01@sjsu.edu
Office Hours:	Before in-person classes from 5:30PM-6:30PM, or email to schedule an appointment via zoom
Class Days/Time:	Tuesdays 7:00PM-9:45PM and asynchronous via CANVAS
Classroom:	Sweeney Hall 230 (with asynchronous sessions via CANVAS)

🕐 Course Information

This course is a hybrid course. There will be synchronous sessions in person and online (asynchronous) modules. Participants must have regular access to the internet, have mastered the use of CANVAS and commit to using and checking their SJSU email address regularly for updates. Course materials such as syllabus, handouts, notes,assignments, and instructions can be found on CANVAS. You are responsible for regularly checking with the messaging system through MySJSU.

💻 Course Description and Requisites

Examines the unique considerations of working with emergent bilinguals with and without disabilities in schools. Teaching applications and a conceptual understanding of the intersections of race, culture, disability, and language will be included and applied to the development of curriculum and delivery of instruction and assessment.

Prerequisite(s): Department consent.

Letter Graded

✳ Classroom Protocols

Please make the effort too...

- Arrive to class on time.
- Review the syllabus and CANVAS regularly.
- Turn in assignments on time. *Please notify me 24 hours in advance if you need an extension.*
- Respect others in class and show tolerance for viewpoints different than ones' own.
- Actively participate in class discussion and activities.
- Take a break from social media and distracting technology during class.

🗒 Program Information

LCOE Department of Special Education Mission
We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes
- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

◎ Course Goals

Program Learning Outcomes (PLO)

1. Critically evaluate pedagogy, curricula and instructional materials grounded inquality indicators of evidence-based practices for students with disabilities.
2. Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
3. Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection

📊 Course Learning Outcomes (CLOs)

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

1. Discuss the impact of policies and legislation that protect the rights of second language learners and special education services and practices. Describe how the socio-political climate and state/federal laws play a role in school policies and ultimately in EL student learning.
2. Examine multiple theories, perspectives, and complexities related to programming models for ELLs and recognize the multifaceted social, psychological, and cultural dimensions contributing to language acquisition and language attitudes.
3. Discuss research and learning theories related and/or applicable to ELLs with dis/abilities. Understand major theories of both first and second language acquisition (SLA) and make informed decisions about the implications of these theories for the instruction of ELLs and students with dis/abilities.
4. Identify models, methods, curriculum, strategies and teaching behaviors related to EL teaching and learning including English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE).
5. Articulate knowledge of the California State ELD standards for ELD formal
6. Discuss strategies for grouping, organizing, and managing classrooms to enhance instruction of ELLs with and without dis/abilities.
7. Demonstrate competence in selecting evaluation procedures and tools appropriate to access different levels of EL proficiency/competence.
8. Demonstrate planning competence in applying data-based decision-making to instruction by constructing and interpreting a case and developing further recommendations for an IEP, including appropriate goals and objectives based on the learner's level of linguistic and academic competence and specific dis/ability.
9. Design lesson plans with strategies/approaches that make content area knowledge accessible to ELLs and students with dis/abilities, explicitly promote academic language development among these students, and incorporate California ELD standards. Describe how to collaborate with a fellow teacher in developing and delivering
10. Examine the significant roles of families, teachers, schools, and communities in the process of learning and language acquisition for

Teacher Performance Expectations

As part of the Department of Special Education Common Trunk courses, EDSE 224 includes Teacher Performance Expectations (TPEs) across the Mild/Moderate (MM), Extensive Support Needs (ESN) and Early Childhood Credentials. To view the list use the link for the Complete List of TPEs for EDSE 224. You

may also view the Complete List of All TPEs for additional information. Note that (I) stands for "introduced," (P) stands for "practiced" and (A) stands for "assessed."

📘 Course Materials

Textbooks and Readers (FREE)

1. (M)othering Labeled Children: Bilingualism and Disability in the Lives of Latinx Mothers (PDF Chapters posted)
2. Hoover, J. J., & Patton, J. R. (2017). IEPs for ELs: And other diverse learners. Corwin Press (PDF Chapters posted)
3. [California Practitioners Guide for Educating English Learners with Disabilities](#) (PDF available)

Other Potential Readings (PDFs posted to CANVAS)

Cioè-Peña, M. (2020). Bilingualism for students with disabilities, deficit or advantage?: Perspectives of Latinx mothers. Bilingual Research Journal, 1-14.

Clegg, J. (2007). Analyzing the language demands of lessons taught in a second language. Revista española de lingüística aplicada,

(1), 113-128.

Echevarria, J., & Graves, A. (2015). Sheltered content instruction: Teaching English learners with diverse abilities (5th ed.).

Echevarria, J., Vogt, M., & Short, D. (2008). Making content comprehensible for English learners: The SIOP model.

Eppolito, A. M., & Schwarz, V. S. (2016). Response to Intervention for Emergent Bilingual Students in a Common Core Era. Teaching Emergent Bilingual Students: Flexible Approaches in an Era of New Standards, 40.

Hikida, M., & Martínez, R. A. (2019). Languaging, race, and (dis) ability: Discerning structure and agency in classroom interaction. Languaging relations across social worlds: Retheorizing the teaching and learning of literacy and the language arts, 69-90.

Hoover, J. J., Erickson, J. R., Patton, J. R., Sacco, D. M., & Tran, L. M. (2019). Examining IEPs of English learners with learning disabilities for cultural and linguistic responsiveness. Learning Disabilities Research & Practice, 34(1), 14-22.

Klingner, J., & Eppolito, A.M. (2014). English language learners: Differentiating between language acquisition and learning disabilities.

Lim, W., Stallings, L., & Kim, D. J. (2015). A Proposed Pedagogical Approach for Preparing Teacher Candidates to Incorporate Academic Language in Mathematics Classrooms. International Education Studies, 8(7), 1-10.

Ortiz, A. A., Robertson, P. M., Wilkinson, C. Y., Liu, Y. J., McGhee, B. D., & Kushner, M. I. (2011). The role of bilingual education teachers in preventing inappropriate referrals of ELLs to special education: Implications for response to intervention. Bilingual Research Journal, 34(3), 316-333.

Trainor, A. A., Newman, L., Garcia, E., Woodley, H. H., Traxler, R. E., & Deschene, D. N. (2019). Postsecondary Education-Focused Transition Planning Experiences of English Learners With Disabilities. Career Development and Transition for Exceptional Individuals, 42(1), 43-55.

Course Requirements and Assignments

1. Online Modules Readings, Questions, Discussion Prompts, and Activities (5 x 10 points = 50 points) Candidates will complete five online Modules which can be found in CANVAS under the "Modules" tab. Modules will open on the assigned days in the course schedule. Candidates should read the Module Overview to find details on readings and assignments. Module assignments are due in CANVAS one week after the module opens. (See Course Schedule)

2. Reading Reflections (4 x 10 points = 40 points)

Candidates will complete reading reflections on 1 of the assigned course readings of their choice based that highlights the experiences of disability and language intersections. Reflections must include a summary of the reading and a connection to the reading from your work or personal experiences. You can choose ONE of the following options to submit your reflection:

1. Written paper of 1-2 pages double-spaced (Note: Grammar and spelling will not count for this assignment.)
2. An audio-recorded segment of 8 minutes or less summarizing the reading and then making connections
3. A visual display such as a PowerPoint (2-3 slides) or artwork with captions describing the two parts to the assignment
4. Poetry, music or other method (with approval) of showcasing the summary and reflection

3. Written Paper on Distinction Between Language Acquisition and Dis/ability (40 points)

Candidates will submit a three-to-four-page, doublespaced paper discussing the similarities and differences between students who are English learners, students with learning disabilities, and students who are both English learners and students with disabilities. The paper should also discuss steps general education teachers and Education Specialists can take within a Multi-Tiered System of Support to determine whether or not a student who is an English Learner should be referred for special education and the pros and cons of making the referral. The paper must follow APA format and must be submitted to CANVAS.

Note: This is considered a FORMAL assignment and grammar and spelling DO COUNT.

4. In- class activities (4 x 10 points = 40 points) Candidates will complete in class activities during each of the face-to-face class sessions. In class activities are directly related to the course readings and topics covered during the session. In class activities are due at the end of the class session. (See Course

Schedule)

5. Group Lesson Plans and Presentation Using SIOP (100 points)

Candidates will work in groups to create a lesson plan in the content area of reading/language arts, math, science, or social studies, including a focus on supporting academic language development. Candidates may choose the age level of students they wish to work with to plan the lesson. The lesson plan will follow the SIOP framework and will include specific measures to support students who are English learners and students with disabilities, leverage students' existing linguistic repertoires, including home languages and dialects, and accept and encourage translanguaging, with rationales for how strategies promote multilingualism provided in each area of the lesson plan. Written lesson plans are due in CANVAS. Candidates will do a presentation and conduct instruction of the main components of the lesson in class during the last few sessions. Students will sign up for the date they want to present in class in advance. The presentation segment is worth 40 points and the lesson write up is worth 60 points.

Note: This is considered a FORMAL assignment and grammar and spelling DO COUNT in the lesson plan.

6. Final Take Home Exam (50 points)

The final exam is a take-home exam and all work must be completed individually. Candidates will be provided 2 student scenarios and sample lesson plans. Candidates will choose 1 literacy scenario and plan and complete an Analysis of Language Demands for the given student and then adapt the lesson for that student using the strategies and approaches learned in class for English learners and students with disabilities, providing a rationale for all adaptations. *The adapted lesson plan should support the development of academic language in multilingual learners, including leveraging existing languages and dialects, including translanguaging.* Information about the final exam will be distributed in class. LATE FINAL EXAMS WILL NOT BE ACCEPTED. *Note: This is considered a FORMAL assignment and spelling and grammar DO COUNT.*

✔ Grading Information

All assignments are due on the assigned date at the assigned time and must be submitted through CANVAS. Emailed or paper copies of assignments cannot be accepted. If an extension on an assignment is required, the department's late policy requires that students contact the instructor **at least 24 hours in advance** of the due date with the request. The request must include a designated date on which the student intends to submit the assignment, which should be within one week of the original due date.

Assignment	Total Points	Percent of Grade
Weekly Reading Reflections (4)	40 points	12.5%

Online Module Questions (5)	50 points	15.63%
Take Home Final Exam	50 points	15.63%
Lesson Plan & Presentation	100 points	31.25%
In- Class Activities (4)	40 points	12.5%
Distinguishing ELL and LD Paper	40 points	12.5%
TOTALS	320 points	100%

TOTAL POINTS = 320
98-100% 316-320 = A+
92-97% 302-315 = A
90-91% 298-301 = A-

88-89% 294-297 = B+
82-87% 280-293 = B
80-81% 276-279 = B-

*Candidates are reminded that they must maintain a GPA of 3.0 and each course should be completed with a grade of B or higher.

🏛 University Policies

Per University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Note: *Syllabus and course schedule is always subject to updates and changes*

Week	Date	Topics	Assignments/ Readings	PLOs/CLOs/TPEs
1 IN PERSON	08/26	Introductions - Setting Course Expectations - Assignments and Syllabus Overview - Who are English Learners and how do we describe them? - Reading Reflections & Modules - Assignment Overview		PLO # 4 CLO # 1 U 1.6 (I/P) MM 5.5 (I/P/A) ESN 5.6 (I/P) ECSE 5.4 (I)

2
 	
CANVAS
 	
ONLINE
 	
MODULE
I
	09/02	**MTSS and RTI CLD Overview**
		
		ONLINE MODULE 1
			Read:
			
			• Hoover & Patton Chapters
			
			1-2 (textbook)
			
			  • CA Practitioners Guide Chapter 2 (on CANVAS)
			  • Cioè-Peña Chapter 1 (textbook)
			
			Due:
			
			Online Module 1 Activity
			
			Questions Due by 11:59PM to
			
			CANVAS
				PLO # 2-4
				
				CLO # 1-4
				
				U 1.1 (I/P), 1.6 (I/P),
				
				U.3.1 (I), 3.5 (I.P)
				
				U 4.1 (I), 4.4 (I)
				
				U 5.6 (I) 5.7 (P, A)
				
				MM 1.7 (I), 4.2 (I)
				
				ESN 1.4 (I)
				
				ECSE 1.4 (I), 5.7 (I). 6.7 (I)

3 IN PERSON	09/09	Characteristics of students with LD / Distinguishing Language Acquisition from Learning Disability Universal Design for Learning Content and Language Objectives Building Background Comprehensible Input	**Due:** Reading Reflection #1 by 11:59PM to CANVAS	

4 CANVAS	09/16	**ONLINE MODULE #2** **Strategies and Distinctions** • Language Acquisition Processes & leveraging existing linguistic repertoires, including home languages and dialects • ELPAC Assessments • Strategies: Using Realia and Building Background, accepting and encouraging translanguaging, promoting multilingualism • Strategies: Concept Sorts ELs and Families	Read: • Echevarria & Graves Chapter 1 (on CANVAS) • Cioè-Peña (2020) (on • CANVAS) • Cioè-Peña Chapter 2 (textbook) ONLINE MODULE #2 DUE AT 11:59PM	PLO # 2-4 CLO # 4-1 U 1.1 (I/P), U 6.2(I), U 6.3 (I) MM 5.2 (I), 5.5 (I/P/A) ESN 5.5 (P) ECSE 1.2 (I), 1.4 (I)

5 IN PERSON	09/23	SDAIE and Lesson Plans - RTI and the MTSS - Specially Designed Academic Instruction in English - Lesson Objectives and Common Core Standards - Lesson Plan Development - Lesson Plan Strategies Overview - PLAAFP Review · Paper Assignment Overview	**Read:** - Echevarria & Graves - Chapter 2-3; & MTSS Section (on CANVAS) - Ortiz et al. (2011) (on CANVAS) Reading Reflection #2 due at 11:59PM	PLO # 2-4 CLO # 4-10 U 1.1 (I/P), U 2.2 (I/P) MM 5.5 (I/P/A) ESN 5.6 (I/P) ECSE 5.4 (I)
6 CANVAS ONLINE	09/30	**PLAAFP and SMART Annual Goals** **ONLINE MODULE 3**	**Read:** - Hoover & Patton Chapter - 2-3 (textbook) - Cioè-Peña Chapter 5 (textbook) **Due:** - Online Module 3 Activity - Questions Due by 11:59PM to CANVAS	PLO # 2-4 CLO # 1- U 1.1 (I/P), 1.6 (I/P), 3.1 (I), 3.5 (I, P, A), 4.1 (I), 4.4 (I), 5.6 (I), 5.7 (P, A) MM 1.7 (I), 4.2 (I) ESN 1.4 (I) ECSE 1.4 (I), 5.7 (I), 6.7 (I)

7 IN PERSON	10/07	Lecture and Discussion: - Building Background for supporting ELs academic language development, leveraging existing linguistic repertoires - Comprehensible Input to support academic language development, acceptance of translanguaging - **Lecture and Discussion:** Language Learning Strategies & Strategies for Interaction to promote children's language development by attending to vocabulary knowledge and use, grammatical structures, and discourse level understandings and pragmatics	Read: - Klingner & Eppolito - Chapter 8 (on CANVAS) - Cioè-Peña Chapter 4 (textbook) **In-Class Activity:** Working in table groups students will select one of the instructor provided themes and create 4 activities to promote children's language development. Activities must attend to vocabulary knowledge and usage; grammatical structures; discourse level understandings, and pragmatics; and must incorporate listening, speaking, reading and writing. Each group will present their activities. Course Instructor will provide verbal feedback to candidates.	PLO # 2-4 CLO # 4-1 U 1.1 (I/P), 2.2 (I/P) MM 5.5 (I/P/A) ESN 5.6 (I/P) ECSE 5.4 (I)

8 CANVAS	10/14	IEPs and Present Levels - Culturally and Linguistically Responsive Present Levels IEPs and Development of Measurable Goals	Read: - Hoover & Patton Chapter 4 and 5 (textbook) - Cioè-Peña Chapter 3 (textbook) **Due:** - Reading Reflection #2 by 11:59 PM to CANVAS ONLINE MODULE #4 due by 11:59PM	PLO # 2, 3 CLO # 1-4 U 1.1 (I/P), 6.2(I), 6.3 (I) MM 5.2 (I), 5.5 (I/P/A) ESN 5.5 (P) ECSE 1.2 (I), 1.4 (I)
9 IN PERSON	10/21	**IEPs Continued** - Practice and Application Delivering Appropriate IEP services - Special Considerations and Diversity - IEP Progress Monitoring	Read: · Hoover & Patton Chapters 6- 8 · Cioè-Peña Chapter 7 (textbook) **Distinguishing** **Between ELL and LD paper due at 11:59PM**	PLO # 2, 3 CLO # 1-4 U 1.1 (I/P), 6.2(I), U 6.3 (I) MM 5.2 (I), 5.5 (I/P/A) ESN 5.5 (P) ECSE 1.2 (I), 1.4 (I)

10 CANVAS ONLINE MODULE III	10/28	IEPs and Transition Planning **ONLINE MODULE 5**	Read: • Hoover & Patton Chapter 9 • (textbook) • Trainor et al., 2019 (on CANVAS) **Due:** Online Module 5 due by 11:59PM CANVAS	PLO # 2-4 CLO # 1-4 U 1.1 (I/P), 1.6 (I/P), 3.1(I), 3.5 (I/P), 4.1(I), 4.4 (I), 5.6 (I), 5.7 (P, A) MM 1.7 (I), 4.2 (I) ESN 1.4 (I) ECSE 1.4 (I), 5.7 (I), 6.7 (I)
11 IN PERSON	11/04	• Lesson Planning Review and Language Demands • SIOP Strategies Reviewed and Practiced • Lesson Planning and Standards	Read • Clegg (on CANVAS) • Cloe-Pena Chapter 8 READING REFLECTION #3 DUE AT 11:59PM	PLO # 2-4 CLO # 4-10 U 1.1 (I, P), 1.6 (I, P), 2.2 (I, P), 3.4 (I), 3.5 (I, P), 4.1 (I), 4.4 (I), 4.7 (I) ESN 1.4 (I), 1.8 (I, P), 5.5 (P), 5.6 (I, P) MM 1.2 (I), 1.7 (I), 4.2 (I) ECSE 1.2 (P), 1.9 (P), 3.3 (I), 3.9 (I), 4.3 (I), 4.12 (I), 5.3 (I)
	11/11	HOLIDAY	NO CLASS	

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IN PERSON | 11/18 | **Lecture and Discussion**:

• Academic Language and CAL TPA
• Academic Language Demands across reading, listening, speaking, and writing domains

In Class Activity

• Students analyze the language demands of a given lesson plan and consider how to support and develop student skills across all four language areas

• Overview of Demo Instructions | **Read**:

• Lim et al. (2015) on CANVAS
• Cloe – Pena textbook Ch 9

Due: Reading Reflection #4 by 11:59 PM to CANVAS | PLO #2-4

CLO # 4-10

U 1.1 (I, P), 1.6 (I, P), 2.2 (I, P), 3.4 (I), 3.5 (I, P), 4/1 (I), 4.4 (I)

ESN 1.4 (I), 1.8 (I, P), 5.5 (P), ESN 5.6 (I, P)

MM 1.2 (I), 1.7 (I), 4.2 (I)

ECSE 1.2 (P), 1.9 (P), 3.3 (I), 3.9 (I), 4.3 (I), 4.12 (I), 5.3 (I) |

14 CANVAS	11/25	Lecture and Discussion: Strategies and Considerations • Strategies for language development and writing for varied purposes (sentence frames) • Interaction for formal and informal collaborative discussions *Lecture and discussion is drawn directly from Chapter 6 of the text* *Making Content Comprehensible for Multilingual Learners: The SIOP Model (6th edition)*	Read: • Echevarria & Graves Ch 6 (on CANVAS) • Cloe-Pena Ch 6	PLO #2-3 CLO #1-4 U 1.1 (I, P), 6.2 (I), 6.3 (I), ESN 5.5 (P) MM 5.2 (I), 5.5 (I, P, A) ECSE 1.2 (I), 1.4 (I)

15 IN PERSON	12/02	IN CLASS FINAL LESSON PRESENTATIONS		PLO # 2-4 CLO #4-10 U 1.1 (I, P), 1.6 (I, P), 2.2 (I, P), 3.4 (I), 3.5 (I, P), 4.1 (I), 4.4 (I), 4.7 (I) ESN 1.4 (I), 1.8 (I, P), 5.5 (P), 5.6 (I, P) MM 1.2 (I), 1.7 (I), 4.2 (I), ECSE 1.2 (P), 1.9 (P), 3.3 (I), 3.9 (I), 4.3 (I), 4.12 (I), 5.3 (I)
16 FINALS	12/09	NO CLASSES -LAST DAY TO TURN IN LESSON PLAN PROJECT IS DEC 9th	Due: Lesson Plans due to CANVAS by 11:59PM on December 9th	PLO #2-4 CLO #4-10 U 1.1 (I, P), 1.6 (I, P), 3.4 (I), 3.5 (I, P), 4.1 (I), 4.4 (I), 4.7 (I), ESN 1.4 (I), 1.8 (I), 5.5 (P), 5.6 (I, P) MM 1.2 (I), 1.7 (I), 4.2 (I) ECSE 1.9 (P), 3.3 (I), 3.9 (I), 4.3 (I), 4.12 (I), 5.3 (I)