A. Course Description
This course is designed to provide the political, historical and legal foundations of special education and the education of culturally and linguistically diverse populations, and addresses the educational implications for the teacher and children with unique learning needs.

B. Pre-requisites: None

C. Relationship of this Course to the Program Knowledge Base
This course is designed for educators seeking a master’s degree in teaching diverse learners and a dual K-12 endorsement in culturally and linguistically diverse (CLD) education and special education (SPED). It is designed to provide students with fundamental information about CLD and special education. In particular, it focuses on the law, history, and politics in these two specialized fields of education, as well as on the theoretical framework that gives meaning to assumptions, philosophies, models of and practices in these two areas. This foundational content includes a survey of national, state, and local school policies, immigration, and current issues affecting CLD and SPED learners. Implications for classroom practices that stem from those tenets/factors will also be discussed.

The course provides a breadth of hands-on experiences with effective instructional strategies and methods of assessment, as well as an in-depth study of the educational background, growth, and challenges of one linguistically diverse learner through a culminating case study.

D. Professional Standards Met
[see Appendix A for details]
The knowledge base for receiving institutional recommendation for the dual endorsement in CLD & Special Education at the University of Northern Colorado requires competencies in the following standards:

- Colorado Department of Education (CDE) Standards for Special Education Generalist (9.06)
- Council for Exceptional Children, Standards for Special Education Teachers
- Colorado Department of Education (CDE) Performance-based Standards for Colorado Teachers (5.01-5.08)
- Colorado Department of Education (CDE) Standards for Knowledge of Literacy (R-5.01)
TESOL STANDARDS

- 1b. Language Acquisition and Development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.
- 2a. Nature and Role of Culture. Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning.
- 2b. Cultural Groups and Identity. Candidates know, understand and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.
- 5a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.
- 5b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students’ families.

COLORADO CLD STANDARDS/KNOWLEDGE OF LITERACY STANDARDS

Culturally and Linguistically Diverse Education Standards:
- 5.01.1 B. Understand the contributions of both neurobiological and environmental factors to reading and writing success and failure, including genetics, gender, medical history or condition, socio-cultural context, family context, educational and instructional history, and language background.
- 5.01.1 C. Differentiate instruction for the learning needs of diverse groups of students, including students with disabilities, students from culturally and linguistically diverse populations, and high-achieving students.
- 5.01.2 F. Recognize the development of print concepts in young children: print conveys meaning, printed words are composed of letters, print is read from left to right and top to bottom, spoken words match printed words.

- 8.22 (1) (a) linguistics that include orthography, phonology, morphology, vocabulary, syntax, semantics, and pragmatics applied to English language development for linguistically and culturally diverse students
- 8.22(1)(b) Instructional practices that support acquisition of English language as an additional language for CLD students
- 8.22(2)(c) Language and literacy development for CLD students for social and instructional purposes in the school setting, with an emphasis on communication of information, ideas, and concepts necessary for academic success, particularly in Language Arts, Mathematics, Science and Social Studies.
- 8.22(2)(d) The contribution of native language to acquisition of English as an additional language;
• 8.22(2)(e) The distinction between language differences and learning disabilities;
• 8.22(4)(a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education
• 8.22(4)(b) The role of culture in language development and academic success
• 8.22(4)(c) The relation of cultural identity and heritage language to English language learning and academic success
• 8.22(4)(d) The contribution of heritage language maintenance to the development of English language literacy
• 8.22(4)(e) The relationship of culture to family and community involvement in schools in order to communicate, collaborate, and enhance involvement
• 8.22 (5) (d) demonstrate knowledge and ability to communicate and collaborate with other educators, service providers, and student population family members to identify and assist in the implementation of a comprehensive instructional plan that responds to the socio-economic, academic, and linguistic needs of CLD students.

E. Course Goals and Objectives

By the end of the semester students will:

1. Identify and articulate the historical, philosophical, and legal policies that form the basis for special education and culturally and linguistically diverse practice.
2. Differentiate between typical and atypical development and characteristics of learners with exceptionalities.
3. Explain the complex identities of culturally and linguistically diverse learners and compare/contrast major schools of theory in first and second language development.
4. Describe individual differences including variations in abilities, beliefs, traditions, culture and values and how these affect learning.
5. Articulate the processes for identifying exceptional learners and for developing an individual education plan (IEP).
6. Apply knowledge of individual differences to advocate for students with exceptionalities and for those who are culturally and linguistically diverse.
7. Explain the importance of ethics, lifelong professional development, and upholding high standards of competence.
8. Develop and articulate your own educational philosophy regarding the fields of special education and culturally and linguistically diverse education.
## F. Content of the Course

<table>
<thead>
<tr>
<th></th>
<th>SPED</th>
<th>CLD</th>
<th>Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations</strong></td>
<td>• Historical and philosophical beliefs</td>
<td>• Historical background and federal/state policies related to Bilingual/ESL education in the U.S.</td>
<td>• Identify and articulate the historical, philosophical, and legal policies that form the basis for special education and culturally and linguistically diverse practice.</td>
<td>• IDEA regulations (Assignment 2)</td>
</tr>
<tr>
<td></td>
<td>• The laws (federal, state and local), judicial system, policies, and ethical principles</td>
<td>• The intersections of language, literacy, and culture</td>
<td></td>
<td>• Interview paper (Assignment 6)</td>
</tr>
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<td></td>
<td>• Educational agencies</td>
<td>• Multicultural/multilingual education and school reform</td>
<td></td>
<td>• Paper 1 (Assignment 3)</td>
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<td></td>
<td>• The continuum of placement and services</td>
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<td>• Discussion Boards</td>
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<td>• The roles of families</td>
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<tr>
<td><strong>Characteristics of Learners</strong></td>
<td>• Typical and atypical development and characteristics of learners with exceptionalities.</td>
<td>• The complex identities of culturally and linguistically diverse learners</td>
<td>• Differentiate between typical and atypical development and characteristics of learners with exceptionalities.</td>
<td>• Discussion Boards</td>
</tr>
<tr>
<td></td>
<td>• Typical and atypical growth and development</td>
<td>• Introduction to theories of first and second language acquisition</td>
<td>• Explain the complex identities of culturally and linguistically diverse learners and compare/contrast major schools of theory in first and second language development.</td>
<td></td>
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<tr>
<td></td>
<td>• Etiologies and medical aspects.</td>
<td>• Introduction to instructional approaches to teaching a second language</td>
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<td></td>
<td>• Similarities and differences of individuals with and without exceptionalities</td>
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<td></td>
<td>• Unique strengths and needs of students with exceptionalities</td>
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<tr>
<td></td>
<td>• The family system</td>
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</tbody>
</table>
| Application | · The IEP Process | · Program models for CLD students  
· Teaching language arts in the CLD classroom  
· Teaching mathematics and science in the CLD classroom | · Describe individual differences including variations in abilities, beliefs, traditions, culture and values and how these affect learning.  
· Articulate the processes for identifying exceptional learners and for developing an individual education plan (IEP). | · All about IEP module (Assignment 5)  
· Special Needs Advocacy paper Assignment 9)  
· Discussion Boards |
| --- | --- | --- | --- | --- |
| Professional and Ethical practices | · Ethics, lifelong professional development and upholding high standards of competence.  
· Cultural Considerations  
· Life-long professional development  
· Collaborative Strategies  
· Communication Strategies | · Apply knowledge of individual differences to advocate for students with exceptionalities and for those who are culturally and linguistically diverse.  
· Explain the importance of ethics, lifelong professional development, and upholding high standards of competence.  
· Develop and articulate your own educational philosophy regarding the fields of special education and culturally and linguistically diverse education. | · Ethical paper (Assignment 4)  
· Educational philosophy paper (Assignment 8)  
· Discussion Boards |
Culturally and Linguistically Diverse education foundations
1. The intersections of language, literacy, and culture
2. The complex identities of culturally and linguistically diverse learners
3. Multicultural/multilingual education and school reform
4. Program models for CLD students
5. Historical background and federal/state policies related to Bilingual/ESL education in the U.S.
6. Introduction to theories of first and second language acquisition
7. Introduction to instructional approaches to teaching a second language
8. Teaching language arts in the CLD classroom
9. Teaching mathematics and science in the CLD classroom

Special Education
1. Foundations of special education.
   a. Historical and philosophical beliefs
   b. The laws (federal, state and local), judicial system, policies, and ethical principles
   c. Educational agencies
   d. The continuum of placement and services
   e. The roles of families

2. Typical and atypical development and characteristics of learners with exceptionalities.
   a. Typical and atypical growth and development
   b. Etiologies and medical aspects.
   c. Similarities and differences of individuals with and without exceptionalities
   d. Unique strengths and needs of students with exceptionalities
   e. The family system

3. Individual learning differences
   a. Living with an exceptional condition.
   b. Characteristics and effects of the cultural and environmental milieu
   c. Variations in beliefs, traditions, and values across and within cultures

4. Professional and ethical practices
   a. Ethics, lifelong professional development and upholding high standards of competence.
   b. Cultural Considerations
   c. Life-long professional development
   d. Collaborative Strategies
   e. Communication Strategies
**F. Course Requirements:** (more Guidelines are provided for each of these assignments under Assignments tab in Blackboard; www.blackboard.unco.edu).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1: Discussion boards 5 @ 20 pts. each</td>
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</tr>
<tr>
<td>Assignment 2: IDEA Regulations - Find and define</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 3: Paper 1</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 4: Paper 2</td>
<td>50</td>
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<tr>
<td>Assignment 5: All About IEP module</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 6: Interview Assignment</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 7: You be the Judge</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 8: Educational Philosophy paper</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 9: Special Needs (CLD &amp; SPED) Advocacy Paper</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

**Brief Descriptions of Major Assignments**
(See Appendix B for details)

**Discussion Boards (Assignment 1)**
Discussions will occur during units across the semester. Students will respond to prompts and questions while interacting with their class colleagues in a substantive discussion.

**IDEA Regulations- Find and define (Assignment 2)**
Your assignment will be to review the IDEA (2004) regulations and find, define (in your own words) & cite (actual regulation #) the regulations of the following terms:
1. LRE
2. Resolution session Individualized Education Program (IEP) definition
3. Transition Services
4. Specific learning disabilities
5. IEP team
6. Independent educational evaluation
7. Mediation
8. Hearing rights
9. Personnel qualifications

Example:
Advisory board for Native American students - The board is composed of individuals involved in or concerned with the education and provision of services to Indian infants, toddlers, children, and youth with disabilities § 300.714

**Paper 1 (Assignment 3)**
This paper is to be approached as a conventional academic essay of approximately 2-3 pp. in length, but should be organized around and include the following major content elements:
1. HISTORY: A summary of the history of CLD education and special education in the United States. (Cite course readings or journal articles to support your analysis.)
2. **LEGAL:** An explanation of how key court cases, laws, and the policy/political context have influenced CLD and SPED today. (Cite course readings or journal articles to support your analysis.)

3. **TODAY:** Your paper should demonstrate an understanding of the relationship between items 1 (the history) and 2 (court cases, law, and policy/political context) as these elements explain the current state of SPED & CLD education, as you know it thus far in the course and through professional experience.

Include a minimum of *three (3) references*. It's also important to start to familiarize yourself with APA protocols for citation and referencing, if you're not already familiar with them. So be sure to include a reference page using APA protocols for each reference. Pay special attention to capitalization and italics for each of them, as well.

**Paper 2 (Assignment 4)**

Like Paper 1, this paper is to be approached as a conventional academic essay of approximately 2-3 pp. in length. In this case, however, it should be organized around and include the following major content elements:

1. **ETHICS:** Discuss the recommended ethical practices for teachers of SPED learners and how these ethical practices relate to CLD educators, as well. (Cite course readings to support your analysis.)

2. **LEARNERS:** Discuss how educators must be sensitive and responsive to the needs of SPED & CLD learners. (Cite course readings to support your analysis.)

Also as with Paper 1, there is an expectation that you will use APA formatting protocols for citation and referencing. Include a minimum of *three (3) references*.

**All About IEP Module (Assignment 5)**

Please go to the unit and choose the All About IEP module button. Instructions:

- Read the case scenario
- Complete your answers to the three case questions.
- Type your answers in a Word document (or word processing document), save that document, and then submit it to your instructor.
- Answers to the questions should reflect that you have read and viewed the content of this module and have taken the time to answer each question thoroughly and thoughtfully.

**Interview & Reflective Paper (Assignment 6)** - The teacher candidate will interview a teacher whose students include children who are CLD and children with exceptionalities.

- Address the interviewees' knowledge of the legal, cultural, ethical and learning differences issues that exist in special education
- Conduct the interviews with an audio recording
- **Outline the flow of the conversation in substantial detail.** The outline details the interviewee's responses to your questions.
- Write a 5-page reflective paper of what the interviewee *knows and needs to know* about the legal, cultural, ethical and learning differences in special education practice.
You be the Judge (Assignment 7)
The teacher candidate will act as a hearing officer judge to evaluate and rule on a case. Submit your assignment through the link in the unit.

a. Read through the entire court case
b. Interpret the case and make a ruling.
c. Cite specific rules and regulations to support your decision for each case (e.g. IDEA, 34 C.F.R. § 300.530 (e)(1)). [Be sure to provide references on a separate reference page per APA.]
d. Each case analysis should be 3-5 pages double-spaced and written in an objective manner that interprets the case through federal, state, and case law.

Educational Philosophy Paper (Assignment 8)
Using your knowledge of information gained from course lectures, readings, supplemental materials and resources, PLUS at least two other sources, develop an 6-8 page paper that identifies your educational philosophy regarding the field of special education. Include at least 10 references in your paper.

The Educational Philosophy Paper will be developed from the Paper 1 and Paper 2 assignments.

Special Needs (CLD & SPED) Advocacy Paper (Assignment 9):
The purpose of this paper is either to: (1) describe the demographics of your district and its plans to meet the educational needs of culturally and linguistically diverse and special needs learners, and to evaluate its adequacy or (2) write a summary—perhaps in the form of a letter?—of what you have learned from the course as a whole regarding these specialized areas of education which integrates the historical context, legal basis, and theoretical framework for teaching linguistically diverse learners, and advocates for changes to meet the needs of such students, which you would be willing to share with your colleagues at your school.

There is a sense in which this paper can be considered a summary of your understanding and a synthesis of the information in this course. It need not be an exhaustive one, however, depending on the nature of the type of advocacy you decide to undertake and the form you wish the final product to take [e.g., from among the alternative suggestions (1) and (2) above, or from another you may choose to devise, in consultation with the instructor]. As such, it is very possible you will wish to incorporate elements of the information you have include in the earlier assignments, Papers 1 & 2.

H. Grading Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>475 or more</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>465-474</td>
<td>93-94</td>
</tr>
<tr>
<td>B+</td>
<td>455-464</td>
<td>91-92</td>
</tr>
<tr>
<td>B</td>
<td>440-454</td>
<td>88-90</td>
</tr>
<tr>
<td>B-</td>
<td>430-439</td>
<td>86-87</td>
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<tr>
<td>C+</td>
<td>420-429</td>
<td>84-85</td>
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</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>C</td>
<td>400-419</td>
<td>80-83</td>
</tr>
<tr>
<td>C-</td>
<td>390-399</td>
<td>78-79</td>
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<tr>
<td>D+</td>
<td>380-389</td>
<td>76-77</td>
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<tr>
<td>D</td>
<td>360-379</td>
<td>72-75</td>
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<tr>
<td>D-</td>
<td>350-359</td>
<td>70-71</td>
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<tr>
<td>F</td>
<td>349 or less</td>
<td>Less than 70</td>
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</tbody>
</table>
I. Late policy

Also, please be sure to note the due date for all assignments and be prepared to submit them on time. There will be no exceptions for late work. If you cannot submit your work on time please get it in as soon as possible and know that 10 points will be deducted per day late and after one week the assignment will not be accepted for any credit.

Please be aware that some units will require more effort and time than others. You are working at the graduate level in a condensed course and the expectations are high for your performance. Be sure to complete your readings first. Readings will help you keep the rest of the unit in perspective.

J. Required Readings


K. Suggested Readings

The list of suggested readings can be found in Appendix C

L. Accommodations Statement

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

M. Academic Honesty

Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at http://www.unco.edu/dos/docs/StudentHandbook.pdf. Also see guidance related to plagiarism at http://www.unco.edu/dos/student_plagiarism.html.

N. Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.
APPENDIX A
Professional Standards Met in this Course
9.06 (1) The special education generalist shall be knowledgeable about student literacy, and the development of reading, writing, speaking, viewing, and listening skills, and is able to:

   9.06 (1) (b) use knowledge of typical and atypical language and cognitive development, to guide the choice of instructional strategies, in meeting the learning needs of individual students.

9.06 (4) the special education generalist is knowledgeable about the general academic content of, and basic concepts related to: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education, in order to assist the general classroom teacher with the accommodations necessary for students to learn in those content areas, and is able to:

   (4) (c) (i) identify the unique strengths and needs of students with disabilities, as related to acquisition of content, skills, and knowledge.

   (4) (d) assist other educators in the enrichment and enhancement content knowledge, to extend student learning, by demonstrating the ability to locate, analyze, select, and apply research-based best practices which have been proven to generate effective teaching and learning.

9.06 (5) The special education generalist is knowledgeable about classroom and instructional management and is able to demonstrate such practices as, but not limited to: effective time management, communication, and accurate and timely record-keeping, in support of increased student learning, and is able to:

   (5) (h) communicate effectively with parents and guardians, to involve them as participants and partners in student learning, by providing them with information about resources, and by assisting and encouraging families in their efforts to support the academic progress of the learner from within the home environment, including, but not limited to, addressing cultural, socio-economic, and linguistic diversity issues, and other life-affecting conditions.

   (5) (i) (iii) assist students in their transition from one setting or level to another, in collaboration with family, educators, other professionals, and relevant community representatives, as appropriate.

9.06 (6) the special education generalist is knowledgeable about orientation of instruction toward meeting student need(s); responsive to the needs and experiences students bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities; learning exceptionalities and conditions that affect the rate and extent of student learning; and the adaptation of instruction for all learners; and is able to:
(6) (a) (i) analyze the unique strengths and needs of students with disabilities, in relationship to the learning process and life experience, and plan instruction for appropriate student outcomes.

9.06 (6) (d) follow procedures specified in state, federal and local regulation and policy, and can:

(6) (d) (ii) communicate to a variety of stakeholders, about the applicable history and foundations of federal, state and local policy, and the legal requirements that provide the basis for special education and its practice(s).

(6) (d) (iii) communicate effectively, to a variety of stakeholders, about the procedural safeguards inherent in due process rights, as related to assessment, eligibility, and placement.

(6) (d) (iv) communicate to a variety of stakeholders about the right and responsibilities of parents, students, especially those with disabilities, teachers, other professionals, and schools, as related to special education.

(6) (d) (v) make ethical decisions, with regard to identification, assessment, instructional, and other service delivery, for students in special education.

9.06 (6) (e) develop and implement mandated, and other, individualized education plans related, but not limited to:

(6) (e) (i) student education, behavior, and transition, in collaboration with parents, students, and other education professionals.

9.06 (8) (a) model and articulate democratic ideals to students, and other stakeholders, as related, but not limited to:

(8) (c) (i) federal and state constitutional provisions.

(8) (c) (ii) federal and state executive, legislative, and legal policies.

(8) (c) (iii) the roles of elected officials in policy-making.

(8) (c) (iv) local board of education, school district, and school administration policies, and those of boards of cooperative education services.

(8) (c) (v) the influence of non-traditional and non-public schools, including charter schools, private schools, and home schooling.

(8) (c) (vi) public sector input from business, advocacy groups, and the public.

9.06 (8) (d) promote teaching as a worthy career and describe the wide variety of career paths in education.
Council for Exceptional Children Standards: Common Core

CC1K1 Models, theories, and philosophies that form the basis for special education practice.

CC1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation.

CC1K3 Relationship of special education to the organization and function of educational agencies.

CC1K4 Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

CC1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

CC1K6 Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.

CC1K7 Family systems and the role of families in the educational process.

CC1K8 Historical points of view and contribution of culturally diverse groups.

CC1K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them.

CC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school.

CC1S1 Articulate personal philosophy of special education.

CC2K1 Typical and atypical human growth and development.

CC2K3 Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

CC2K4 Family systems and the role of families in supporting development.

CC2K5 Similarities and differences of individuals with and without exceptional learning needs.

CC2K6 CC2K7 Effects of various medications on individuals with exceptional learning needs.

CC3K1 Effects an exceptional condition(s) can have on an individual’s life.

CC3K2 Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
CC3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family and schooling.

CC3K4 Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.

CC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

CC9K1 Personal cultural biases and differences that affect one’s teaching.

CC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs.

CC9K3 Continuum of lifelong professional development.

CC9K4 Methods to remain current regarding research-validated practice.

CC9S1 Practice within the CEC Code of Ethics and other standards of the profession.

CC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.

CC9S3 Act ethically in advocating for appropriate services.

CC9S4 Conduct professional activities in compliance with applicable laws and policies.

CC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

CC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.

CC9S7 Practice within one’s skill limit and obtain assistance as needed.

CC9S8 Use verbal, nonverbal, and written language effectively.

CC9S9 Conduct self-evaluation of instruction.

CC9S10 Access information on exceptionalities.

CC9S11 Reflect on one’s practice to improve instruction and guide professional growth.

CC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one’s colleagues.

*Colorado Reading Directorate Standards 5.01*

5.01 Standard 1: Knowledge of Literacy - The teacher shall be knowledgeable about student literacy
development in reading, writing, speaking, viewing, and listening.

Understand the cognitive processes employed in skillful reading including phonological, orthographic, semantic and syntactic processing.

Differentiate instruction for the universal, targeted and intensive needs of diverse groups of students, including students with disabilities, students from culturally and linguistically diverse populations, and high-achieving students.

5.01.4 Support reading through oral and written language development including:

a) development of oral English proficiency in students

b) development of sound writing practices in students including: language usage, punctuation, capitalization, sentence structure & spelling

c) relationships among reading, writing, and oral language

d) vocabulary development

e) the structure of standard English

Understand how oral language develops and the relationship between oral language proficiency and reading, spelling and writing proficiency.

Understand the impact of background knowledge, language differences, difficulties, and disorders on literacy acquisition.

TESOL STANDARDS

- 1b. Language Acquisition and Development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.
- 2a. Nature and Role of Culture. Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning.
- 2b. Cultural Groups and Identity. Candidates know, understand and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.
- 5a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.
• 5b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students’ families.

COLORADO CLD STANDARDS/KNOWLEDGE OF LITERACY STANDARDS

Culturally and Linguistically Diverse Education Standards:
• 5.01.1 B. Understand the contributions of both neurobiological and environmental factors to reading and writing success and failure, including genetics, gender, medical history or condition, socio-cultural context, family context, educational and instructional history, and language background.
• 5.01.1 C. Differentiate instruction for the learning needs of diverse groups of students, including students with disabilities, students from culturally and linguistically diverse populations, and high-achieving students.
• 5.01.2 F. Recognize the development of print concepts in young children: print conveys meaning, printed words are composed of letters, print is read from left to right and top to bottom, spoken words match printed words.

• 8.22 (1) (a) linguistics that include orthography, phonology, morphology, vocabulary, syntax, semantics, and pragmatics applied to English language development for linguistically and culturally diverse students
• 8.22(1)(b) Instructional practices that support acquisition of English language as an additional language for CLD students
• 8.22(2)(c) Language and literacy development for CLD students for social and instructional purposes in the school setting, with an emphasis on communication of information, ideas, and concepts necessary for academic success, particularly in Language Arts, Mathematics, Science and Social Studies.
• 8.22(2)(d) The contribution of native language to acquisition of English as an additional language;
• 8.22(2)(e) The distinction between language differences and learning disabilities;
• 8.22(4)(a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education
• 8.22(4)(b) The role of culture in language development and academic success
• 8.22(4)(c) The relation of cultural identity and heritage language to English language learning and academic success
• 8.22(4)(d) The contribution of heritage language maintenance to the development of English language literacy
• 8.22(4)(e) The relationship of culture to family and community involvement in schools in order to communicate, collaborate, and enhance involvement
• 8.22 (5) (d) demonstrate knowledge and ability to communicate and collaborate with other educators, service providers, and student population family members to identify and assist in the implementation of a comprehensive instructional plan that responds to the socio-economic, academic, and linguistic needs of CLD students.
APPENDIX B
Major Project Descriptions
(Subject to change)
Interview Assignment

1. **Interview & Reflective Paper (Assignment #6)** - The teacher candidate will interview a teacher whose students include children who are CLD and children with exceptionalities.

   a. Address the interviewees' knowledge of the legal, cultural, ethical and learning differences issues that exist for students who are CLD or are receiving special education services.
   b. Conduct the interviews with an audio recording.
   c. **Outline the flow of the conversation in substantial detail.** The outline details the interviewee's responses to your questions.
   d. Write a 5-page reflective paper of what the interviewee knows and needs to know about the legal, cultural, ethical, and learning differences in CLD and special education practice.

Detailed Instructions for the Interview Assignment

A. Create and conduct an interview a teacher whose students include children who are CLD and children with exceptionalities.

B. Create a list of interview questions and obtain input on their appropriateness. Address the interviewees' perspectives relative to legal, cultural, and ethical issues and their relation to the special education services they received.

   - As you are developing questions, be sure to think about the issues above.
   - You will want to ask questions related to each issue (legal, cultural, and ethical).

Action steps:

1. You will post your questions in the unit DB.
2. You will review your fellow colleagues’ interview questions.
3. Provide positive and constructive support to your class colleagues to improve interview questions.
4. We will review your questions and give feedback if necessary.

C. Conduct, audio-record, and outline the interview.

   - You will record the interview and then outline it.
   - The outline details the interviewee's responses.
   - The outlined interview is only an appendix to the actual paper.
   - Some students in the past have been confused and just turned in the interview as the reflective paper.
   - The appendix does **not** count toward the 5-page limit. **Your appendix will be a (question by question) detailed outline.**

D. Write a 5-page (maximum) reflective paper, relating pertinent quotes from your interviewee to your reading in the course, addressing legal, cultural, and ethical issues in special education as they relate to special education services that were received.
• Read through your outlined interview and pick out themes that emerged in relation to the issues to be addressed. Themes are ideas, thoughts, or opinions that are repeated throughout the interview.
• If your outline is not detailed enough, you will need to re-listen to your audio recording and add to your outline. The outline details the interviewee's responses.
• Using your own words, you will write about what kinds of experiences the interviewee has had.
• Use your own words to synthesize the interviewee's experiences into a cohesive paper.
• You will then use 4-10 short quotes from the outline within the paper to support your synthesis. In other words, the synthesis should be comprised of primarily your writing with a few quotes from the subject woven into it.

You should also have at least 4 citations from our readings (using at least 2 sources.) Remember, citations do not mean that you have to use direct quotes. If you use an idea from the authors, then you cite it.

**Educational Philosophy Paper Assignment (Assignment #8)**

Using your knowledge of information gained from course lectures, readings, supplemental materials and journal articles, PLUS at least two other sources, develop a 6-8 page paper that identifies your educational philosophy regarding the field of special education within the context of a culturally and linguistically diverse student population. Use feedback from Papers 1 and 2 to improve your writing. Then, incorporate Papers 1 and 2 into your final Educational Philosophy Paper. Be sure to pay close attention to the requirements of items e and f below as you complete your composition.

a. Begin with a summation of the field of special education and CLD education in the United States today. (from Paper 1)
b. Describe how court cases and laws have influenced special education and CLD education. (from Paper 1)
c. Discuss how the field of special education must be sensitive to cultural and learning differences. (from Paper 2)
d. Discuss the recommended ethical practices for special educators. (from Paper 2)
e. Provide a detailed description of your own philosophical and professional beliefs as they relate to the foundations of special education and CLD practices.
f. Describe how you plan to employ these beliefs into your practice as a teacher.
g. Include at least 10 references in your paper and provide a reference page at the end of your paper with your resources.

**Special Needs (CLD & SPED) Advocacy Paper (Assignment 9):**

There are two main options for completing this assignment.

1. The first is research that will prepare you for your future steps in advocacy for SPED & CLD learners. It requires that you research and describe the demographics of your district and school, and then analyze and critique the district’s and school’s current plans to meet the educational needs of SPED & CLD learners, including an evaluation of their adequacy.
2. The second option is to write a summary of what you have learned from the course as a whole regarding these specialized areas of education. Develop a set of recommendations
aimed at the improvement of the environment and programs/practices intended to serve SPED & CLD learners. This second option includes the sub-option of using one of two formats. You can either write an in-depth letter to be shared with your colleagues at your school, as a first step in your career as an advocate for SPED & CLD students, or you can use a more conventional argumentative academic essay format.

3. Include relevant and compelling evidence to support your advocacy, drawing on what you have learned during this course about the: (a) historical context SPED & CLD education; (b) legal basis for it; (c) current state of SPED & CLD education; (d) ethical dimensions of being a CLD & SPED educator; and (e) theoretical basis for practice in the field.

From an instructional perspective, we view this paper not only as a summary of your understanding of the information in this course, but also as a synthesis of it, and a chance to begin to develop your advocacy skills on behalf of SPED & CLD learners. Therefore, although it is possible you will wish to incorporate certain bits of information from what you have include in the earlier essay assignments (Papers 1 & 2), the purpose of this assignment is not simply to synthesize the preceding two papers.

Whichever option and/or sub-option you choose, your writing should be of approximately 10-12 pp. in length, and should utilize APA formatting. Include a minimum of six (6) references.
APPENDIX C
Suggested Readings


APPENDIX D
Course Calendar
(Subject to change)
<table>
<thead>
<tr>
<th>Unit</th>
<th>Dates</th>
<th>Unit Content</th>
<th>Reading Assignments</th>
<th>Graded Assignments</th>
</tr>
</thead>
</table>
| 1    |       | **Welcome & Introduction**  
**CLD**  
- Who are CLD students?  
- School-level program models  
- Implications of SLA for school structure  
**Special Education**  
- Who are students with disabilities?  
- History of special education  
- History of special education law | **Reading Assignments**  
O & C Prologue, 1 – Students  
S & McK 1 & 2- Demographic & Enrollment myths  
**Turnbull: Chapt 3**  
Wrightslaw website | **Graded Assignments**  
- In-class activities |
| 2    |       | **CLD**  
- History of CLD  
- Contemporary politics and policy in CLD  
- Colorado English Language Proficiency (CELP) standards  
**Special Education**  
- Profiles of students with disabilities  
- Federal and state law  
- IDEA and the reauthorizations  
- Case Law | **Reading Assignments**  
O & C 2 - Policy and Programs S & McK 8 & 9 - Programming and Staff/Staff Development myths  
**Turnbull: Chapt 1**  
Colorado Department of Education RtI website | **Graded Assignments**  
- Unit 2 Discussion Board  
- IDEA Regulations – Find and define |
| 3    |       | **CLD**  
- Over- and under-identification issues related to CLD & special education  
- SLA theory as related to literacy development theory  
**Special Education**  
- Identification of students with disabilities  
- Multi-tiered Response Systems (MTSS) and the Response to Intervention (RtI) Model | **Reading Assignments**  
O & C 9 - Bilingual Special Education  
S & McK 5 & 6 - Literacy, Placement myths  
**Turnbull:** Chapt 5; Chapt 2 pgs 42-51 | **Graded Assignments**  
- Paper 1 due  
- Class presentation & discussion related to Paper 1  
- Unit 3 Discussion Board |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Dates</th>
<th>Unit Content</th>
<th>Reading Assignments</th>
<th>Graded Assignments</th>
</tr>
</thead>
</table>
| 4    | CLD   | - Understanding second language acquisition (SLA) theory  
- Language & its relationship to learning  
- Culture & its relationship to learning  
- Factors influencing SLA  
- BICS & CALP  

**Special Education**  
- The Individual Education Program (IEP)  
- Universal design for learning  
- Differentiation  

O & C 4 & 5 - Language, Culture  
Turnbull: Chapt 2 pgs 28-41  
Chapt 6 & 7  

• Unit 4 Discussion Board  
• Interview Assignment due (related to both CLD & SPED)  

• All About - IEP Module |
| 5    | CLD   | - How our learning stories shape and influence our students’ stories  
- Fundamental features of ELL-friendly classrooms  

**Special Education**  
- High incidence disabilities  
- Students with cognitive disabilities  
- Students with social emotional and behavioral disabilities  

O & L 3 - Teaching  
S & McK - 3 & 4 Native language instruction myths; myths about acquiring second language (L2)  
Turnbull: Chapt 5, 6, 7, 9  

• Unit 5 Discussion Board (Essay quiz question activity related to both CLD & SPED) |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Dates</th>
<th>Unit Content</th>
<th>Reading Assignments</th>
<th>Graded Assignments</th>
</tr>
</thead>
</table>
| 6    | CLD   | • What’s the difference between teaching emergent bilinguals and native speakers?  
• Teaching methods in math, science, and social studies  
• The SIOP model  
**Special Education**  
• Low incidence disabilities  
• Bullying | O & C 6 & 7 – Mathematics & Science; Social Studies  
Turnbull: Chapt 10, 11, 14, 15 | • Paper 2 due (related to both CLD & SPED)  
• You be the Judge  
• Unit 6 Discussion Board |
| 7    | CLD   | • Assessment and evaluation of second language proficiency  
**Special Education**  
• Classroom management  
• Students who are Gifted and Talented | O & C 8 – Assessment  
S & McK 7 - Assessment myths  
Turnbull: Chapt 16 | • Educational Philosophy Paper due  
• Unit 7 Discussion Board |
| 8    | CLD   | • Creating communities of learners  
• What is the ideal relationship between school and community?  
• How can this ideal be achieved?  
**Special Education**  
• Teaching methods in reading and language arts  
• Teaching methods in mathematics | O & C 10 - School & Community  
S & McK 10 - Involving Parents and the Community  
Unit readings and media | • Unit 8 Discussion Board  
• Special Needs Advocacy Paper due (for both CLD & SPED) |

Note: In addition to listed assignments, you are required to log onto Blackboard daily to access announcements and the discussion board.