

RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development
Department of Special Education
Special Education 553
CONTENT-BASED ESL INSTRUCTION FOR EXCEPTIONAL STUDENTS

SuI, 2008	Professors:	Lori Beckel (Sophie515@aol.com)
Tue & Thu 4:00-7:00 p.m.	Phone:	456-8789, 456-8024
CL 103	Office Hours:	By Appointment

Course Description: Curriculum and instructional approaches which integrate language, literacy, and content instruction while adapting instruction for students' identified disabilities are analyzed for English Language Learners with disabilities. Instructional collaboration is emphasized. **Prerequisite:** SPED 551; 552

Relationship to the Professional Program:

This is the specialized instructional methods course in the candidate's advanced preparation program. Candidates learn to use relevant assessment data (L1/L2) as the basis for selecting methods and modifying materials. Over the course of the semester, participants practice designing instruction and selecting and adapting curriculum materials to respond to the needs of their students who have been identified as both limited English proficient and as having particular disabilities. Special attention is given to understanding each student's language, literacy, and academic needs and strengths in order to plan a responsive instructional program, extend learning opportunities to the home and community, and use technology to enhance learning. Active collaboration with other school-based professionals and with the students' family members is emphasized. This is a required course for an ESL Endorsement for Subject Content Area Teachers (Curriculum and Methods for Content ESL Instruction).

Course Outcomes

By the end of this course, students will be able to:

1. Design instruction that integrates the teaching of language, literacy, and grade-appropriate content. **CEC2: ICC2K1, ICC2K2, ICC2K3; Practice: Evidence-Based Decision Making; RIPTS 2, 3, 4, 6, 9, TESOL Standard 2.a.; 3**
2. Demonstrate knowledge of specialized approaches for teaching content to English Language Learners (ELLs) with disabilities. **CEC2: ICC2K1, ICC2K2, ICC2K3; CEC 7: ICC7K2, ICC7K3, ICC7S1; Knowledge: domain-Specific Knowledge, Contextual Perspective; RIPTS2, 3, 4, 6,; TESOL Standard1.b. & 3**

3. Demonstrate knowledge of the curriculum frameworks and standards for ESL, English Language Arts and all academic disciplines and how to use these in designing curriculum and instruction for English Language learners with disabilities. **CEC 7: ICC7K2, ICC7K3, ICC7S1; Knowledge: domain-Specific Knowledge, Contextual Perspective; RIPTS2, 3, 4, 6; TESOL Standard 1.b & 3**
4. Provide comprehensible academic instruction and promote language development for learners at different stages of English proficiency; apply primary and second language teaching methodology to content area lessons and units to encourage language and literacy development while developing grade appropriate concepts and skills. **CEC 7: ICC7S6, ICC7S8, ICC7K1, ICC7S8, ICC7S10, GC7S2, GC7S1, ICC7S3; Practice: Evidence-Based Decision Making, Diversity of Practice; RIPTS2, 3, 4, 6; TESOL Standard 3**
5. Prepare and present teaching units and lessons in a variety of curriculum areas using appropriate special education methods for English Language Learners. **CEC 7: ICC7K1, ICC7S8, ICC7S10, GC7S2, GC7S1, ICC7S3; Practice: Evidence-Based Decision Making, Diversity of Practice, Diversity of Practice; Technology Use; RIPTS2, 3, 4, 6; TESOL Standard 2.a., 3**
6. Effectively communicate and collaborate with all professionals who are involved in the education of target students as well as with students' families. **CEC 7: ICC7K1, ICC7S8, ICC7S10, GC7S2, GC7S1, ICC7S3. Practice: Evidence-Based Decision Making; RIPTS: 7; TESOL Standard 5.b & c**
7. Extend learning to the home and community in order to effectively develop language, literacy, and academic concepts. **CEC 7: ICC7K1, ICC7S8, ICC7S10, GC7S2, GC7S1, ICC7S3. Practice: Evidence-Based Decision Making; RIPTS: 7; TESOL Standard 5.b & c**
8. Increase professional skills by accessing specialized print and on-line resources designed to support special educators working with second language learners. **CEC 7: ICC7K1, ICC7S8, ICC7S10, GC7S2, GC7S1, ICC7S3. Practice: Evidence-Based Decision Making, Technology of Use; RIPTS: 7; TESOL Standard 5.b & c**

Required Texts:

Course Assignments

- *Textbook Analysis [Part of Practicum Requirement]:* Select a subject area textbook to analyze in relation to ELLs with disabilities. Analyze the textbook to determine the linguistic demands, the cultural bias, and assumptions made about students' literacy, academic skills and prior knowledge. (Form to be provided).

Due: 5/29

[Course Objectives 2, 3]

- *Teaching/Lesson Analysis*: Using the SIOP, analyze your own or someone else's teaching of ELLs with Disabilities. You must video or audiotape the lesson, select a short segment for analysis and use the SIOP to analyze its effectiveness. You will submit both the audio or videotape with a completed SIOP form. The lesson segment should not exceed 20 minutes. **Due: 6/8**
[All Course Objectives];

- *Interdisciplinary Unit Development (in teams or solo)*: Develop an instructional unit that involves at least 3 of the major academic disciplines, is standards-based, has multilevel activities for students at various stages of English language development (literacy levels), favors a variety of learning styles/multiple intelligences, promotes active learning, and extends learning to the home and community. Your unit must reference specific curriculum resources selected for use due to their appropriateness with ELLs with disabilities.
 - Submit your theme and the disciplines you will include in your interdisciplinary unit; Collect all of the standards required. **Due: 6/3** (5 points)
 - Submit first lesson, naming the academic disciplines involved, the standards targeted, specify your language (linguistic and communicative) objectives, your content objectives, your learning skills/strategies objectives, your behavioral objectives (if required), and your cross-cultural objectives. List representative activities and materials. **Due: 6/15--In-class Conferencing** (10 points)
 - Submit an additional two lessons from your unit. Submit as above, but also demonstrate how your lesson activities 1) meet the needs of ELLs at different stages of development, 2) favors various learning styles, 3) promotes active learning, and 4) extends to the family and community. **Due: 6/22** [All Objectives] (30 points)

Course Evaluation

- Attendance and Class Participation 10 points

- Textbook Analysis 15 points

- Teaching/Lesson Analysis 30 points

- Interdisciplinary Unit 45 points

Course Grading

A	100-94	A-	93-90	B+	89-87
B	86-84	B-	83-80	C+	79-77
C	76-74	C-	73-70	D+	69-67
D	66-64	D-	63-60	F	59

Topics, Required Readings and Assignments by Week

RIC Polices

- For Information Regarding Criminal Background Check Policies of the Feinstein School of Education:
<http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php>
- Academic Dishonesty Policy (Rhode Island College Handbook of Policies, Practices, and Regulations (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):
http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities:
<http://www.ric.edu/disabilityservices/faq.php>

