

Rhode Island College
Feinstein School of Education and Human Development
Department of Special Education
CURRICULUM DESIGN FOR EXCEPTIONAL BILINGUAL STUDENTS

SPED 554
Summer I, 2009,
CL204, Mon. & Wed. 4:00-7:00 p.m.

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Office Hours: Mon & Wed 2:00-3:45pm,
and by appointment

Course Description

Students will study theories of and approaches to curriculum design and development as well as approaches for adapting curriculum and instruction for English Language Learners (ELLs) with special needs. 3 Credit Hours. **Prerequisite:** Certification in special education; research methods course; SPED 551, 552, 553, 651; or consent of department chair. Offered summer.

Relationship to the Professional Program

This course is taken prior to the culminating practicum and is designed to provide experienced teachers with advanced knowledge and skills related to curriculum and instruction appropriate for English Language Learners with disabilities. The course integrates content from the core courses; Dual Language Development and Intervention, Integrated Language and Content Development, Teaching Literacy to ELLs with Special Needs and Assessing English Language Learners with Special Needs; into a meaningful whole and provides students with critical information and skills necessary for a successful culminating practicum experience.

Required Course Texts

Artiles, A. J. & Ortiz, A. A. (2000). *English Language Learners with Special Education Needs: Identification, Assessment and Instruction*. Washington, DC: Center for Applied Linguistics.

Buehl, D.(2008). *Classroom strategies for interactive learning* (3rd ed.). Newark, DE: International Reading Association.

Herrell, A., & Jordan, M. (2008). *Fifty Strategies for Teaching English Language Learners* (3rd ed.). Upper Saddle River, NJ: Pearson/Merrill, Prentice Hall.

Course Outcomes:

Students will be able to:

- 1) appreciate individual differences in English Language Learners (ELLs) (in experiences, cultural backgrounds, learning abilities, needs, interests, learning styles, language variety, etc.). **CEC 3; Knowledge: Contextual Perspective; Practice: Diversity of Practice; RIPTS 3; TESOL Standards 1a, 1b, 2a, 2b**
- 2) assess learners' linguistic, cultural, and learning needs and strengths, as well as background knowledge and experience and interests in order to design responsive curriculum and instruction. **CEC Standard 3 & 7; Practice: Evidence-Based Decision Making; Diversity of Practice; RIPTS 3, 4; TESOL Standards 1a, 1b, 2a, 2b**
- 3) plan instruction and assessment around accepted learning standards and use standards-based practices and strategies with ELLs with disabilities. **CEC Standard 7 & 8; Practice: Evidence-Based Decision Making; RIPTS 2, 3, 4; TESOL Standards 3 a, 3 b, 3c**
- 4) show a willingness to listen and communicate effectively with culturally and linguistically diverse families and share their perceptions and concerns with other service providers who plan curriculum and instruction for English Language Learners with special needs. **CEC Standard 7 & 8; Practice: Evidence-Based Decision Making; RIPTS 7 & 8; TESOL Standard 5b, 5c**
- 5) understand curriculum design principles and scaffolding techniques that support the learning of ELLs with disabilities. **CEC Standard 7; Knowledge: Domain-Specific Knowledge; Diversity of Practice; RIPTS 2, 3, 4; TESOL Standards 3 a, 3 b, 3c**
- 6) explore a variety of curricular approaches (building blocks), including pro-social behavior development, character and peace education, visual learning, multiple intelligence theory, community-based learning, learning style-based teaching/learning approaches and cooperative learning approaches, among others, and apply this knowledge to curriculum and instruction. **CEC Standard 7; Knowledge: Domain-Specific Knowledge Practice: Evidence-Based Decision Making; Diversity of Practice; RIPTS 2, 3, 4; TESOL Standards 3 a, 3 b, 3c**
- 7) understand adaptation principles, methods, and strategies for accommodating students' linguistic, academic, and cultural needs as well as strategies for evaluating the effectiveness of curricular adaptations made. **CEC Standard 3 & 8, Knowledge: Domain-Specific Knowledge; Diversity of Practice; RIPTS 2, 3, 4, 9 TESOL Standards 4b, 4c**
- 8) access, select, and evaluate a variety of curriculum materials and texts for use with individual students, including technology-rich materials. **CEC Standard 3 & 8, Practice: Evidence-Based Decision Making; Diversity of Practice; Technology Use; RIPTS 2, 3, 4, 9 TESOL Standards 4b, 4c**

Course Assignments:

- A. The completion of all assigned readings from the required text and additional required readings to be distributed. [All outcomes]
- B. Attendance at and participation in all class sessions. Compilation of a curriculum design notebook with resources for all of the curricular approaches demonstrated by fellow candidates in class. [All outcomes]
- C. Completion of the following assignments:
1. **Research Project and In-Class Presentation**
Course participants are assigned a particular curricular building block (curricular approach) to research. Each class member plans an in-class presentation in which they provide the rationale, design features, and advantages of the approach for special needs, culturally diverse and English Language Learners (effectiveness). In addition, they review a model lesson in which the approach is employed to demonstrate its implementation. [All Outcomes]
 2. **Evaluation of a Selected Curriculum Material**
Teachers evaluate a curriculum material of their choice, rating it according to its linguistic, cultural, and instructional demands. Form to be provided. [Outcomes 1, 2];
 3. **Curriculum Design Prospectus**
The first part of this project consists of 1) a beliefs statement (about teaching, learning, learners) (Graves, Figure 3.1b *to be distributed*), 2) a context description (Graves, Figure 2.1), and 3) a learner description (Graves, Figure 6.3) to contextualize your selected model of curriculum design.
The second part of this project consists of a description and justification of the major design features (building blocks) you will include as you design curriculum for your specific learners (age, disability, cultural and linguistic backgrounds).
The third part of this project is a model lesson that follows your design principles and is linked to standards and GLE/GSE's.
[All Outcomes]

Grading

Your course grade will be based on:

1. Attendance and Class Participation	10 points
2. Research Project and In-Class Presentation	35 points
3. Curriculum Material Evaluation	20 points
4. Curriculum Design Prospectus	35 points

Additional information concerning these assignments will be given in class.

A = 94-100
A- = 90-93

B+ = 87-89
B = 84-86
B- = 80-83

C+ = 77-79
C = 74-76
C- = 70-73

D+ = 67-69
D = 64-66
D- = 60-63

Topics, Required Readings and Assignments by Week

- 5/18 Introduction and overview of course requirements
I. Foundations of Curriculum and Instructional Design
Key Concepts in Curriculum and Instruction
Defining Curriculum
- 5/20 Curriculum Theories and Ideologies
Constructivist vs. Mandated Curriculum

Handout to be Provided on Curriculum Ideologies
Articles *Chapter 8*
- 5/25 **Memorial Day Holiday: No Class**
- 5/27 *The “Hallmark Curriculum” and Other Pitfalls in Curriculum Design*
Remediation vs. Enrichment; Disempowerment and Empowerment of Teachers and Learners; Articulating Beliefs About Language, Language Teaching, Learning and Learners

Cummins Handout to be Provided
Articles *Chapters 6, 7*
- 6/1 **II. Curriculum Building Blocks: Curricular Approaches for Establishing a Conducive Climate for Learning (Setting the Stage)**
Assertive Discipline
Cooperative Discipline
The Responsive Classroom
Brain Gym
Classroom Design/Room Supports

Herrell *Strategy 1, 4, 11, 12, 16, 18, 34*
- 6/3 *Curricular Approaches for Establishing a Conducive Climate for Learning (Setting the Stage)--Continued*
Character Education
Emotional Intelligence (EQ) Education (Social-Emotional Learning)
Conflict Resolution/Peace Education (Peaceable Classroom and Schools)

Readings will be provided
- 6/8 *Teaching Frameworks and Approaches for Learners with Diverse Needs*

Multiple Intelligence Instruction
4-MAT System (McCarthy, based on Kolb)
Learning Style-Based Instruction (Dunn & Dunn); LSI for Reading (Carbo)
Integrating Technology
Infusing Technology; Assistive Technology Applications for English
Language Learners with Special Needs

Herrell Strategies 3, 5, 14, 20, 22, 40, 44, 50, *Informal Multiple
Intelligences Survey*

6/10 *Teaching Frameworks and Approaches for Learners with Diverse
Needs*

Cooperative Learning (Focus on Team/Class Building)
Flexible Grouping Across the Curriculum
Life Skills (Functional Literacy/Numeracy) and Community-Based
Learning Approaches (Transition Readiness)

Herrell Strategies 4, 10, 15, 16, 18, 19, 24, 26, 30, 38,
Buehl Pages 49, 70, 93, 121, 122, 123, 123, 151, 162,
175

6/15 *Multicultural Curriculum Frameworks*

The Contributions Approach
The Additive Approach
The Transformation Approach
The Social Action Approach

Banks, J.A. (2008). *An Introduction to Multicultural Education* (4th ed.).
Boston: Allyn and Bacon.

Roseberry-McKibbin C. (2002). *Multicultural Students With Special
Language Needs: Practical Strategies for Assessment and Intervention*
(2nd Ed.). Oceanside, CA: ACA.

Herrell Strategy 17, 19, 37

6/17 *Teaching Frameworks and Approaches for Learners with Diverse Needs*

Visual Learning
Arts-Based Instruction (Music, Painting, Drawing)
Movement-Based Instruction (Drama, Role Play, TPR, etc.)
Bibliotherapy

Herrell Strategies 2, 11, 21, 25, 29, 31, 32, 33, 34, 42, 45, 4
Buehl Pages 42, 66, 73, 76, 82, 96, 99, 101, 104, 107, 125, 131, 153,
166, 170, 172, 186

6/22 **III. Concept Map and Curriculum Design**

Curriculum Mapping: Needs, Procedures, Reviewing, Analyzing, Developing, Refining, and Generating Assessment.

Buehl Pages 45, 55, 59, 62, 90, 101, 133, 144
Herrell Strategies 6, 7, 8, 9, 13, 15, 27, 28
Artiles Chapter 5

6/24 **In-Class Activity: Evaluating Curriculum Materials for English Language Learners with Special Education Needs**
Textbook Adaptation; Curriculum Evaluation Tools and Processes

Evaluation Formats/Tools to Be Provided; Handouts to be provided

Turn in Curriculum Design Prospectus and Model Lesson
Final Class: Wrap-Up
Course Evaluation

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>

