



# **Candidate Competencies**

Students enrolled in the course will be required to meet all of the following Standards of Quality and Effectiveness for Education Specialist Credential Programs established by the California Commission on Teacher Credentialing:

## **Category I Core Standards for all Specialist and Services Credentials**

### **Standard 10 Professional, Legal and Ethical Practices**

Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

- Each candidate examines and evaluates his or her own culture and values, including personal biases and differences which may affect the candidate's teaching. Each candidate examines how these factors may affect attitudes towards individuals of different cultural, socio-economic and disability groups.
- Each candidate demonstrates awareness of the importance of the educator as a model for students.
- Each candidate demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities.
- Each candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas.

### **Standard 11 Educational Policy and Perspectives**

Each candidate develops a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education. The program includes instruction in the philosophy and history of education, relevant legal requirements, and the status of special education services within society. For an internship program: The program provides initial instruction in the essential themes, concepts, and skills related to the duties of a special educator before the candidate assumes intern responsibilities.

- Each candidate explores the works of major general and special educational theorists and reviews current research on learning and effective teaching practices and curricula. In addition, each candidate examines the use of those practices among students of differing gender, cultures, languages, abilities, and life experiences.
- Each candidate demonstrates knowledge and understanding of various legal mandates for equity in special education, including but not limited to, the Individuals with Disabilities Education Act (IDEA - Part B and Part H), the Americans with Disabilities Act (ADA), and the Rehabilitation Act of 1973 ("Section 504").

## **Standard 12 Educating Diverse Learners with Disabilities**

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

- Each candidate demonstrates understanding and sensitivity toward cultural heritage, family and community values, and individual and group differences, including culture, ethnicity, gender, age, language, religion, socio-economic status, lifestyle and ability of diverse individuals served.

## **Category II Core Standards for Specialist Teaching Credentials**

### **Standard 19 Knowledge and Skills of Assessment in General Education**

Each candidate demonstrates knowledge and skills necessary to assess general education students in a comprehensive manner. Each candidate understands and uses multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles. Each candidate uses this information to evaluate students' needs and achievements, and for the purpose of making ongoing program improvements.

- Each candidate demonstrates knowledge of basic test and measurement principles and uses that knowledge to analyze and interpret the results of individual assessments.
- Each candidate demonstrates an understanding of and the ability to use a variety of standardized and non-standardized general education assessment techniques appropriate for initial determination of students' learning needs.
- Each candidate demonstrates an understanding of and the ability to apply standardized achievement procedures used in general education.
- Each candidate demonstrates the ability to develop strategies and ongoing evaluation procedures to determine effectiveness of instruction.
- Each candidate demonstrates knowledge and understanding of developmental levels and the development of instructional and classroom management strategies appropriate to the students.

### **Standard 20 Curricular and Instructional Skills in General Education**

Each candidate demonstrates the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to subjects that are commonly taught in the public school curriculum. The

candidate uses instructional strategies that are appropriate for individuals with diverse needs, interests and learning styles in a variety of educational environments.

- Each candidate demonstrates knowledge of curricula for the development of language, motor, cognitive, academic, affective, and functional life skills.
  - Each candidate uses a variety of appropriate pedagogical approaches in the teaching of basic academic skills in a general education setting.
  - Each candidate demonstrates the ability to provide access to the curriculum commonly taught in public schools by adapting and relating curriculum to students' backgrounds, interests, and abilities.
  - Each candidate facilitates the development of students' cognitive skills while considering students' diverse cultural, linguistic, ethnic and socio-economic backgrounds.
  - Each candidate uses ongoing assessment information to select and modify instructional strategies, activities and materials that appeal to and challenge the diverse abilities and interests of students.
- writing, and related language skills, as well as strategies for English language learners

**Program Standard 13:  
Preparation to Teach English Learners**

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

Standard 13: Preparation to Teach English Learners

13(a) The program provides opportunities for candidates to:

Understand the philosophy, design, goals and characteristics of school -based organizational structures designed to meet the needs of English Learners.

Understand programs for English language development.

Understand the relationship of programs for English language development and the state-adopted reading/language arts, student content standards and the framework.

13(b) The program's coursework and field experiences include:

Multiple systematic opportunities for candidates to learn, understand and effectively use materials for English language development that are responsive to students' assessed levels of English proficiency.

Multiple systematic opportunities for candidates to learn, understand and effectively use methods and strategies for English language development that are responsive to students' assessed levels of English proficiency.

Multiple systematic opportunities for candidates to learn, understand and effectively use materials for English language development that lead to the rapid acquisition of listening, speaking, reading, and writing skills in English comparable to those of their grade level peers.

Multiple systematic opportunities for candidates to learn, understand and effectively use methods and strategies for English language development that lead to the rapid acquisition of listening, speaking, reading, and writing skills in English comparable to those of their grade level peers.

13(c) Through planned prerequisite and/or professional preparation candidates learn:  
How the state and federal laws impact student placement and instructional programs  
Provide strategies for student to work in teacher – supported and independent reading contexts.

13(d) The program design provides each candidate opportunities to:  
Acquire knowledge of first and second language acquisition.  
Learn how first language literacy connects to second language development.

13(e) The program's coursework and field experiences include:  
Identify coursework and field experiences that include multiple systematic opportunities understand and use instruction practices promoting English Learners development including management of first and second language, classroom organization and participation by specialists and paraprofessionals.

13(f) The program's coursework and field experiences include:  
Identify coursework and field experiences that include opportunities to acquire, understand and use systematic instructional strategies designed to make grade appropriate or advanced curriculum content comprehensible to English Learners.

13(g) The program's coursework and field experiences include:  
Identify through coursework and field experience how candidate learn and interpret assessment of English Learners. Identify how candidates understand purposes, content and uses of California English Learner standards and English Learner development test. Also, how they use appropriate measures for initial progress monitoring and summative assessment of English Learner content knowledge in core curriculum.

### **Program Standard 19: Teaching English Learners**

In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and

demonstrates the ability to implement the adopted instructional program for English Language Development. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each participating teacher uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

### **218b Program Elements for Standard 19: Teaching English Learners**

19(b) Each participating teacher demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.

19(h) Each participating teacher plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.

## **Required Textbooks**

California Department of Education [2007]. *Reading/ language arts framework for California public schools*. Sacramento, CA: California Department of Education. [available online]

California Department of Education [1999]. *English language development standards for California public schools*. Sacramento, CA: California Department of Education. [available online]

Hoover, John J., Kingner, Janette K., Baca, Leonard M., and Patton, James M. [2008]. *Methods for teaching culturally, and linguistically diverse exceptional learners*. Upper Saddle River, NJ: Merrill Prentice Hall. 0131720236

Markkula Center for Applied Ethics [2007]. *Character Based Literacy sourcebook*. Santa Clara, CA: Santa Clara University.

Snicket, Lemony [1999]. *A series of unfortunate events 1: The bad beginning*. New York, NY: HarperCollins. 006075589X, or

Snicket, Lemony [2000]. *A series of unfortunate events 3: The wide window*. New York, NY: HarperCollins. 0064407683

Various other readings including materials on Home Language Surveys, the California English Language Development Test, and ELA/ELD matrices.

### **demonstration literature**

Carr, John and Lagunoff, Rachel [2006]. *The map of standards for English learners: Grades K-5* [5<sup>th</sup> Ed.]. San Francisco, CA: WestEd. 0-9-4409-24-7

Carr, John and Lagunoff, Rachel [2006]. *The map of standards for English learners: Grades 6-12* [5<sup>th</sup> Ed.]. San Francisco, CA: WestEd. 0-914409-29-8

Coerr, Eleanor [1977]. *Sadako and the thousand paper cranes*. New York, NY: Puffin Books. 0698118022

Jimenez, Francisco [1997]. *The circuit*. Albuquerque, NM: University of New Mexico Press. 0626317979

Namioka, Lensey [1995]. *Yang the third and her impossible family*. New York, NY: Random House Children's Books [Yearling Editions]. 0440412315

Pak, Soyung [1999]. *Dear Juno*. New York, NY: Puffin Books 0142300179

Soto, Gary [2005]. *Accidental love*. Orlando, FL: Harcourt. 0152056636

Soto, Gary [2005]. *Help wanted, Stories*. Orlando, FL: Harcourt. 0152056636

Soto, Gary [2004]. *Jesse*. Orlando, FL: Harcourt. 0152054251

Soto, Gary [2005]. *Mercy on these teenage chimps*. Orlando, FL: Harcourt. 0152056636

Soto, Gary [2005]. *Petty crimes*. Orlando, FL: Harcourt. 0152056636

Yashima, Taro [1955]. *Crow boy*. New York, NY: Puffin Books 014050172X

### **optional reading**

Bialystock, Ellen and Hakuta, Kenji [1995]. *In other words, The science and psychology of second language acquisition*. San Francisco: Harper Collins.

Diaz-Rico, Lynne T. [2008]. *A course for teaching English learners*. New York, NY: Allyn & Bacon. 0205510507

Diaz-Rico, Lynne T. [2008]. *Strategies for teaching English learners [2<sup>nd</sup> edition]*. New York, NY: Allyn & Bacon. 0205566758

Garcia, Gilbert [2005]. *English learners: Reaching the highest levels of English literacy*. Upper Saddle River, NJ: Prentice Hall. 0-13-153681-8

Herrell, Adrienne and Jordan, Michael L. 2004]. *Fifty strategies for teaching English language learners* [2<sup>nd</sup> Ed.]. Upper Saddle River, NJ: Prentice Hall. 0-13-098462-0

## Sequence of Instruction

S1 Monday, July 7, 2008, 4:30 PM

Session 1

### *The Learner*

**The impact of culture and language on learner, teacher and school**

**Literacy and instruction in the language arts**

Reading: Hoover, Klingner, Baca, and Patton, chapters 1-2

*The Circuit*, “Inside Out” “The Circuit”

*Yang the third and her impossible family*, 6

S2 Wednesday, July 9, 2008, 4:30 PM

Session 2

### *Language Acquisition*

**Schooling, first and second language acquisition and disability**

**Philosophy and goals of ELD**

Reading: Hoover, Klingner, Baca, and Patton, chapter 3

English language development standards pp. 1-16, 25-26, 36, 48, 59, 69, 79, 85

Snicket. *A series of unfortunate events 3: The wide window or 1: The bad beginning as assigned*

S3 Monday, July 14, 2008, 4:30 PM

Session 3

### *Assessment*

**Selection, administration, scoring, interpretation and use; formal assessment and levels of English language development: lesson matching strategies to assessed**

**levels of English language proficiency; lesson planning**

Reading: Hoover, Klingner, Baca, and Patton, chapters 4-5

Home Language Survey, CELDT

S4. Wednesday, July 16, 2008, 4:30 PM

Session 4

### *Reading*

**Teaching Reading lessons in PRREE with ELD modifications**

**Midterm Examination [sessions 1-3]**

**Text and media integration and comparison**

Reading: Hoover, Kingner, Baca, and Patton, chapter 7

English Language Arts Framework chapters 1, 2, 6, 7 8, glossary

Assignment: Midterm during middle segment of class

S5. Monday, July 21, 2008, 4:30 PM

Session 5

### *Writing*

**Choosing and using methods for listening, speaking, reading and writing**

**Modifying prompts across the language arts  
ELD instruction across settings and community literacy.**

Reading: Hoover, Kingner, Baca, and Patton, chapter 8

*Help wanted*

Assignment: Lesson plan draft

S6. Wednesday, July 23, 2008, 4:30 PM

Session 6

***Content***

**Choosing and using methods and materials in content areas**

**Building study skills and academic language**

Reading: Hoover, Kingner, Baca, and Patton, chapters 9, 11

Assignment: Lesson plan revision with modifications

S7. Monday, July 28, 2008, 4:30 PM

Session 7

***Intervention***

**Special education and ELD in RtI**

**Supporting ELD through professional collaboration and work relationships**

**Transition and self management skills**

Reading: Hoover, Kingner, Baca, and Patton, chapters 10, 12

Assignment: Lesson plan with complete differentiations for each level of proficiency

S8. Wednesday, July 30, 2008, 4:30 PM

Session 8

***Ecology***

**School experience and language development**

**Behavior, literacy, and student success**

**The Final Exam**

Reading: Hoover, Kingner, Baca, and Patton, chapter 6

Assignment: Lesson plan with complete differentiations for each level of proficiency – final

## **Course Assignments and Requirements**

1. Attendance at all classes from start to finish. University rules allow a student to miss up to 80% of a class and still receive credit, but this is at your own risk. If you plan to pass the class, please be in class. Please note: arriving for a class late, leaving the class early, leaving the class other than at a break time, or coming back from a break late will be considered missing a class.
2. Completion of all readings, including everything handed out. Completion of all reading in the text including knowledge of all technical vocabulary necessary for the field.
3. Active participation in all class activities, including detailed note taking and study of all notes and concepts; detailed study of everything in the textbook.

4. Completion of the Midterm and Final Examination. The examination will consist of short answer, case study, and intervention questions.

5. Completion of a lesson plan for a chapter in a novel using the standards for grade 8 in both ELA and ELD following the procedures that will be discussed in detail in class. The unit plan will require that create a unit of instruction in a content area and in the English language arts appropriate for a special education classroom with English language learners.

## **Lesson Guidelines**

R1. The lesson grade will be based on the degree to which the unit meets the following criteria: The lesson is based on, and meets, the agreed on appropriate California English Language Arts Standards and is grade level specific.

R2. The lesson contains adequate, authentic, multiple and varied assessments to determine whether all of the standards have been met.

R3. The lesson contains adequate activities for instruction in daily 90 minute instruction.

R4. The activities in the unit are engaging, interesting, relevant and hands on providing instruction utilizing all modalities [visual, auditory, kinesthetic and tactile – olfactory, gustatory and others would also be helpful].

R5. All modes of learning [thinking, feeling, watching and doing] are utilized.

R6. Appropriate accommodations and modifications for students with learning disabilities, attention deficits, emotional behavioral disorders and other mild-moderate disabilities are built into the lesson plan, and are reflected in both assessments and instructional activities.

R7. The entire lesson is the student's own original work and has not been taken from the work of other teachers, commercial publishers or the internet, though the student would have consulted these sources for ideas. The activities and assessments may be based on existing strategies and tactics for instruction, but must be developed, adapted and written by the student. The unit will demonstrate that the student can not only find but create quality curricula.

R8. Text, literary, source and other materials are chosen from a variety of places and identified in the lesson. These materials will reflect multiple perspectives and be appropriate for diverse California classrooms, including the language and cultural diversity typical of this area.

## **Course Outcomes**

1. Students make effective use of research in making instructional and assessment decisions, and apply it the design and application of a classroom and selection with appropriate instructional and assessment strategies and materials to develop the highest literacy outcomes for English Language Learners.
2. Students have a current understanding of theories of English Language Development, including both first and second language acquisition.
3. Students can elaborate the constituents and appropriate practices for social and moral development and growth, and can integrate risk and resiliency factors into instructional and assessment decisions, including the affects of culture and language.
4. Students are clear about fundamental special education concepts and definitions of disability, eligible categories and major definitions, and about the interface between English Language Development and disability in assessment, classification and intervention.
5. Students demonstrate a thorough and expert knowledge of human learning and memory, and effective practices for organizing and constructing knowledge; demonstrate effective practices for facilitating higher-level thinking processes; demonstrate a thorough and expert knowledge of motivation, affect, cognitive factors in motivation and attribution theory and are able to apply this knowledge from courses 218A and 218B to English Language Development to facilitate maximal student achievement.
6. Students will demonstrate mastery of the content and skills of Applied Behavior Analysis, positive behavior support and classroom management, and utilize effective strategies from 218A in support of English Language Development.
7. Students will utilize The Map of Standards for English Learners along with CELDT results in developing lesson plans to create plans and structures for effective differentiation of instruction for English Language Development..
8. Students will develop, implement and evaluate unit and lesson plans for teaching reading using a variety of strategies and materials effective for English Language Development..
9. Students will select and implement curriculum and instructional strategies that are effective and appropriate for individuals with a variety of needs, diverse backgrounds and interests, varying learning styles, language and cognitive abilities, and in a variety of settings, and that will result in rapid acquisition of listening, speaking, reading, writing of English.
10. Students will design, administer and interpret curriculum referenced assessments of basic reading skills and content knowledge; this will include non-biased standardized and non-standardized techniques, instruments and processes.

11. Students will understand, implement and effectively teach the California frameworks and curriculum standards and content, particularly in English language arts, with demonstrated skill in teaching reading in general education settings, as well as in major content areas..

12. Students will develop, adapt, implement and evaluate reading curricula, instructional strategies and instructional plans across environments and activities which are responsive to the unique needs of the English Language Learner.

13. Students will develop, implement and evaluate reading curricula, instructional strategies and instructional plans across environments and activities to promote maximum learning and generalization.

14. Students will develop, implement and evaluate clear, effective lesson plans for teaching reading and reading through literature and content areas where concepts, topics and skills are taught and sequenced to maximize English Language Development.

15. Students will develop, implement and evaluate clear, effective lesson plans for teaching reading, and reading through literature and content areas, where the objectives, materials and instructional strategies are coordinated.

16. Students will begin to develop, implement and evaluate a unit of instruction appropriate for general education where the goals, objectives, materials and instructional strategies are coordinated and sequenced through a series of lessons appropriate for English Language Development, and including comprehensible content instruction..

17. Students will develop and demonstrate competent lesson plans in a text based and standards based process. This will include developing lessons using the PRREE Map [Prepare, Read, Respond, Explore and Extend Map] and being able to explain, demonstrate, apply and adapt all strategies on the map, as well as any additional strategies identified in class.

## **Course Grading**

The course grade is based 30% on the midterm, 30% on the final examination, 30% on the lesson, and 10% for quality class participation and deducted for poor participation or absences.

## **Academic Honesty**

Santa Clara University insists on honesty and integrity from all members of its community.

The standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data.

A student who commits any offense against academic honesty and integrity may receive a failing grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University.

In particular, it is each student's responsibility to understand the serious nature of plagiarism and the consequences of such activity. Plagiarism is the practice of claiming, or implying, original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgement. Unlike cases of forgery, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution.

see: <http://www.scu.edu/studentlife/resources/academicintegrity/>

## **Disability Accommodations Procedure**

To request academic accommodations for a disability, students must contact Disabilities Resources located on the second floor of Benson. Phone numbers are (408) 554-4111; TTY (408) 554-5445. Students must register and provide documentation of a disability to Disabilities Resources prior to receiving academic accommodations.