



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Distinguishing Language from Learning Disability

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION:

This course is designed to provide educators with the knowledge and tools to be able to determine eligibility for English Language Learner students in special education. Participants will explore a typical trajectory for language acquisition, common misconceptions about ELLs and second language acquisition, and various approaches to determining special education eligibility for ELLs. Characteristics of second language acquisition that mirror a learning disability will be covered as well as classroom implications and strategies for supporting ELL students.

COURSE PREREQUISITES: None

LEARNING OUTCOMES:

GLOBAL GOALS OF THE COURSE:

1. Critique theories for determining eligibility for English Language Learner students in special education.
2. Synthesize and apply principles of language acquisition.
3. Identify and apply the techniques of various approaches to determining special education eligibility.

INSTRUCTIONAL OBJECTIVES:

1. Synthesize criteria for a special education learning disability eligibility determination.
2. Evaluate the basic and current issues in determining eligibility for English Language Learner students in special education.
3. Be able to implement various approaches of special education eligibility determinations.
4. Evaluate and determine appropriate techniques to support English Language Learner students' learning.
5. Synthesize, identify, and implement various assessment tools to be used for special education eligibility determinations.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED & RECOMMENDED READINGS:

Burr, E., Haas, E., and Ferriere, K. (July 2015). Identifying and supporting English learner students with learning disabilities: Key issues in the literature and state practice, U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory at WestEd.

Garcia, E.E., Jensen, B.T., & Scribner, K.P. (April 2009). The demographic imperative. Educational Leadership - Supporting English Language Learners, (66)7, pp. 8-13.

Upczak-Garcia, A. (June 2012). Cross-discipline teaching for English learners. Educational Leadership - Strong Readers All, 69.

EVALUATION METHODS:

1. **One Page Response Journals:** Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?
2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. **Final Assignment:** For the final assignment, participants will create a one-hour professional development workshop presentation to be used to train educators on techniques for determining eligibility for English Language Learner students in special education. Participants' workshops should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Required Elements:

-Workshop agenda stating workshop goals, topics to be presented, and time segments **(10 points)**

-PowerPoint presentation on techniques for determining eligibility for English Language Learner students in special education to be presented as part of your workshop. The PowerPoint shall be a minimum of 15 slides, not counting the title, closing, and/or reference slides of the presentation. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation. **(30 points)**

-Handout to be used for the presentation (e.g., fact sheet, brochure, FAQ, etc.) The handout should be no more

than one page of print (i.e. one side or two sides of one piece of paper = one page of print) **(20 points)**

-Creation of one workshop audience activity designed to teach a topic of the workshop **(30 points)**

-Inclusion of course content. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation **(10 points)**

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final Assignment

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy*.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Review Syllabus
- Topics Covered:
 - What is the typical trajectory for language acquisition?
 - Common misconceptions about ELLs and second language acquisition

Required Readings

Garcia, E.E., Jensen, B.T., & Scribner, K.P. (April 2009). The demographic imperative. *Educational Leadership - Supporting English Language Learners*, (66)7, pp. 8-13.

Other Assignments

One Page Written Response.

Week Two

- Topics Covered:
 - Characteristics that mirror a learning disability

Required Readings

Burr, E., Haas, E., and Ferriere, K. (July 2015). Identifying and supporting English learner students with learning disabilities: Key issues in the literature and state practice, U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory at WestEd.

Other Assignments

One Page Written Response.

Week Three

- Topics Covered:
 - Hypothesis approach for determining special education eligibility (looking at learning difficulties as primarily external factors)

Other Assignments

Discussion Post.

Week Four

- Topics Covered:
 - Ecological framework for determining special education eligibility

Other Assignments

Discussion Post.

Week Five

- Topics Covered:
 - Oral Retellings for determining special education eligibility

Other Assignments

Discussion Post.

Week Six

- Topics Covered:
 - Classroom implications and strategies

Required Readings

Upczak-Garcia, A. (June 2012). Cross-discipline teaching for English learners. Educational Leadership - Strong Readers All, 69.

Other Assignments

One Page Written Response.

Final Assignment.

* *Syllabus is subject to change.*

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
<p><u>Week One</u></p> <ul style="list-style-type: none">• Review Syllabus• Topics Covered:<ul style="list-style-type: none">◦ What is the typical trajectory for second language acquisition?◦ Common misconceptions about ELLs and second language acquisition <p>Required Readings Garcia, E.E., Jensen, B.T., & Scribner, K.P. (April 2009). The demographic imperative. Educational Leadership - Supporting English Language Learners, (66)7, pp. 8-13.</p> <p>Other Assignments One Page Written Response.</p>	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
<p><u>Week Two</u></p> <ul style="list-style-type: none">• Topics Covered:<ul style="list-style-type: none">◦ Characteristics that mirror a learning disability <p>Required Readings</p>	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

<p>Burr, E., Haas, E., and Ferriere, K. (July 2015). Identifying and supporting English learner students with learning disabilities: Key issues in the literature and state practice, U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory at WestEd.</p> <p>Other Assignments One Page Written Response.</p>		
<p>Week Three</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Hypothesis approach for determining special education eligibility (looking at learning difficulties as primarily external factors) <p>Other Assignments Discussion Post.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Four</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Ecological framework for determining special education eligibility <p>Other Assignments Discussion Post.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Five</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Oral Retellings for determining special education eligibility <p>Other Assignments Discussion Post.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Six</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Classroom implications and strategies <p>Required Readings Upczak-Garcia, A. (June 2012). Cross-discipline teaching for English learners. Educational Leadership - Strong Readers All, 69.</p> <p>Other Assignments One Page Written Response. Final Assignment.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
		<p>Total 135 hours</p>

