

Methods for Emergent Bilinguals with Disabilities

EDSE 224

Fall 2026 Section 01 Hybrid 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/12/2026

Contact Information

Instructor:	Saili S. Kulkarni, Ph.D. (she/her/hers)
Pronunciation:	Pronunciation Guide (https://www.name-coach.com/saili-kulkarni)
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Office Hours:	Book a Virtual Appointment (https://drkulkarni.youcanbook.me/)
In Person Class Dates:	Aug. 26, Sept. 9, Sept. 23, Oct. 7, Oct. 21, Nov. 4 , Nov 18, Dec. 2
In Person Class Location:	Sweeney Hall 230

Course Information

Hybrid Course

This course is a hybrid course. There will be in-person sessions and online modules, and recorded activities (asynchronous). Participants must have regular access to the internet, have mastered the use of CANVAS, and commit to using and checking their SJSU email address regularly for updates. Participants unfamiliar with CANVAS and/or unable to access their SJSU email are asked to seek assistance from tech support through [CANVAS Tutorials \(https://ischool.sjsu.edu/post/sjsu-ischool-canvas-student-tutorials\)](https://ischool.sjsu.edu/post/sjsu-ischool-canvas-student-tutorials). Course materials such as syllabi, handouts, notes, assignments, and instructions can be found on CANVAS. You are responsible for regularly checking with the messaging system through [MySJSU](#). In addition to CANVAS, we will host synchronous sessions using the platform Zoom®. All these technology platforms will be accessible to students for free. Please visit the [MLK Library Technology Training Center \(https://library.sjsu.edu/sttc\)](https://library.sjsu.edu/sttc) for support with applications such as Microsoft Word, PowerPoint, and Excel.

Course Description and Requisites

Examines the unique considerations of working with emergent bilinguals with and without disabilities in schools. Teaching applications and a conceptual understanding of the intersections of race, culture, disability, and language will be included and applied to the development of curriculum and delivery of instruction and assessment.

Prerequisite(s): Department consent.

Letter Graded

* Classroom Protocols

Classroom Community Expectations

1. Make efforts to...
 - a. Attend all in-person classes. If you arrive late to class, please consult with the Late Arrival Ambassador before your instructor. If you miss a session, please do the following “three before me” (1. Check the recording transcript/audio posted on CANVAS 2. Check in with a classmate for notes; 3. Review the resources on CANVAS)
 - b. Turn in assignments on time. I use a 48-hour rule. If you require an extension for an assignment, complete

the [Extension Request Form](https://sjsu.instructure.com/courses/1598358/modules/items/16020272)
(<https://sjsu.instructure.com/courses/1598358/modules/items/16020272>).

- c. Respect your professor and your peers! Differences of opinion and/or perspectives will be a part of our time together.
- d. Practice self-care. Moments of seriousness, laughter, and discomfort will occur during our class. Be mindful of when you must step away, take a breath, and then return. Also, note that we will use a *brave* space rather than a *safe* space approach.
- e. Make the most of our space and time together. Engage in class discussions, complete readings, and most importantly, ASK QUESTIONS.

Caregiving Support

1. Many of you are caregivers to a child or other family member(s) during this time. Children are welcome in our space, where we hold sessions provided:
 - a. You respect the space by providing your child/ren with activities to do during class
 - b. You excuse yourself if you must attend to caregiving to respect noise levels for other students

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PL0 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PL0 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PL0 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PL0 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.

- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\). \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Goals

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual, and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Discuss the impact of policies and legislation that protect the rights of second language learners and special education services and practices. Describe how the socio-political climate and state/federal laws play a role in school policies and ultimately in EL student learning.
2. Examine multiple theories, perspectives, and complexities related to programming models for emergent bilinguals and recognize the multifaceted social, psychological, and cultural dimensions contributing to language acquisition and language attitudes.
3. Discuss research and learning theories related and/or applicable to ELLs with disabilities. Understand major theories of both first and second language acquisition (SLA) and make informed decisions about the implications of these theories for the instruction of emergent bilinguals and students with disabilities.
4. Identify models, methods, curriculum, strategies and teaching behaviors related to EL teaching and learning including English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE).
5. Articulate knowledge of the California State ELD standards for ELD formal
6. Discuss strategies for grouping, organizing, and managing classrooms to enhance the instruction of emergent bilinguals with and without disabilities.
7. Demonstrate competence in selecting evaluation procedures and tools appropriate to access different levels of EL proficiency/competence.
8. Demonstrate planning competence in applying data-based decision-making to instruction by constructing and interpreting a case and developing further recommendations for an IEP, including

appropriate goals and objectives based on the learner's level of linguistic and academic competence and specific dis/ability.

9. Design lesson plans with strategies/approaches that make content area knowledge accessible to ELLs and students with dis/abilities, explicitly promote academic language development among these students, and incorporate California ELD standards. Describe how to collaborate with a fellow teacher in developing and delivering
10. Examine the significant roles of families, teachers, schools, and communities in the process of learning and language acquisition for emergent bilinguals.

Course Materials

Textbooks and Readers (FREE).

1. (M)othering Labeled Children: Bilingualism and Disability in the Lives of Latinx Mothers (PDF provided)
2. Hoover, J. J., & Patton, J. R. (2017). IEPs for ELs: And other diverse learners. Corwin Press. (PDF provided)
3. [California Practitioners Guide for Educating English Learners with Disabilities](https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf) (<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>) (PDF provided)

Other Potential Readings (posted to CANVAS).

Cioè-Peña, M. (2020). Bilingualism for students with disabilities, deficit, or advantage? Perspectives of Latinx mothers. *Bilingual Research Journal*, 1-14.

Echevarria, J., & Graves, A. (2015). Sheltered content instruction: Teaching English learners with diverse abilities (5th ed.).

Echevarria, J., Vogt, M., & Short, D. (2008). Making content comprehensible for English learners: The SIOP model.

Eppolito, A. M., & Schwarz, V. S. (2016). Response to Intervention for Emergent Bilingual Students in a Common Core Era. *Teaching Emergent Bilingual Students: Flexible Approaches in an Era of New Standards*, 40.

Klingner, J., & Eppolito, A.M. (2014). English language learners: Differentiating between language acquisition and learning disabilities.

Kulkarni, S. (2025). *Addressing Racism and Ableism in the Classroom and Teacher Education: Case Studies of Special Education Teachers of Color*. Taylor & Francis.

Ortiz, A. A., Robertson, P. M., Wilkinson, C. Y., Liu, Y. J., McGhee, B. D., & Kushner, M. I. (2011). The role of bilingual education teachers in preventing inappropriate referrals of ELLs to special education: Implications for response to intervention. *Bilingual Research Journal*, 34(3), 316-333.

Trainor, A. A., Newman, L., Garcia, E., Woodley, H. H., Traxler, R. E., & Deschene, D. N. (2019). Postsecondary Education-Focused Transition Planning Experiences of English Learners with Disabilities. *Career Development and Transition for Exceptional Individuals*, 42(1), 43-55.

Other Course Resources

- [Teaching Tolerance](https://www.tolerance.org/) (<https://www.tolerance.org/>).
- [Colorin Colorado](https://www.colorincolorado.org/) (<https://www.colorincolorado.org/>).

 Course Requirements and Assignments

ASSIGNMENTS		
Description	Total Points	TPEs

#1 Reading Reflections

Candidates will complete reading reflections on 1 of the assigned course readings of their choice based that highlights the experiences of disability and language intersections. Reflections must include a summary of the reading and a connection to the reading from your work or personal experiences. You can choose ONE of the following options to submit your reflection:

1. Written paper of 1-2 pages double spaced
 - a. *Note: Grammar and spelling will not count for this assignment.*
2. An audio recorded segment of 8 minutes or less summarizing the reading and then making connections
3. A visual display such as a PowerPoint (2-3 slides) or artwork with captions describing the two parts to the assignment
4. Poetry, music, or other method of showcasing the summary and reflection.

2
reflections
@ 25
points
each= 50
Points
Total

U 1.1
(I/P),
U
6.2(I),
U 6.3
(I)

MM
5.2 (I),
MM
5.5
(I/P/A)

ESN
5.5 (P)

ECSE
1.2 (I),
ECSE
1.4 (I)

#2 Asynchronous Modules & Discussion Questions

Candidates will complete discussion questions and activities on four asynchronous online modules that are required for the course.

Note: Grammar and spelling will not count for these assignments.

- MTSS and RTI Components CLD (Hoover & Patton Chapters 1-2)
- PLAAFP (Hoover & Patton Textbook Chapters 4-5)
- IEPs and Transition Planning (Hoover & Patton Chapter 9; Trainor et al., 2019)
- IEP Meetings (Hoover & Patton Chapter 10)

4 modules
@ 12.5
points
each= 50
Total
Points

U 1.1
(I/P),
U 1.6
(I/P),
U.3.1
(I),
U 3.5
(I/P),
U 4.1
(I),
U 4.4
(I),
U 5.6
(I),
U 5.7
(P, A)

MM
1.7 (I),
MM
4.2 (I)

	ESN 1.4 (I)
	ECSE 1.4 (I), ECSE 5.7 (I), ECSE 6.7 (I)

#3 Written Paper on Distinction Between Language Acquisition and Disability.

Candidates will submit a three-to-five-page, double-spaced paper. The paper will begin with a personal connection to your own language background (native language and any other languages you access to communicate). Then, you will discuss the similarities and differences between students who are emergent bilinguals, students with learning disabilities, and students who are both emergent bilingual learners and students with disabilities using readings from class and/or research. You will end by creating a strategic plan for your approach to educating emergent bilinguals and include at least three specific strategies you hope to incorporate into your classroom or future classroom into your plan. An outline will be provided during class.

Note: This paper is considered a FORMAL paper and grammar and spelling DO COUNT.

100 Total Points

U 1.1
(I/P),
U 2.2
(I/P)

MM
5.5
(I/P/A)

ESN
5.6
(I/P)

ECSE
5.4 (I)

#4 Group Lesson Plans and Presentation

Candidates will work in groups or individually to create a lesson plan in the content area of reading/language arts, math, science, or social studies. Candidates may choose the age level of they wish to work with to plan the lesson. The lesson plan will follow the SIOP framework and will include specific measures to support students who are English learners and students with disabilities with rationales provided for each area of the lesson. Written lesson plans are due in CANVAS. Candidates will do a role play presentation of the main strategies and supports for emergent bilinguals used in the lesson on Zoom during the last session. Students will sign up for the date they want to present in class in advance.

Note: This is considered a FORMAL assignment and grammar and spelling DO COUNT in the lesson plan.

100 Total Points

U 1.1
(I/P),
U 1.6
(I/P),
U 2.2
(I/P),
U 3.4
(I),
U 3.5
(I/P),
U 4.1
(I),
U 4.4
(I),
U 4.7
(I)

ESN
1.4 (I),
ESN
1.8
(I/P),

ESN
5.5 (P)
ESN
5.6
(I/P)

MM
1.7 (I),
MM
1.2 (I),
MM
4.2 (I)

ECSE
1.2
(P),
ECSE
1.9
(P),
ECSE
3.3(I),

		ECSE 3.9 (I), ECSE 4.3 (I), ECSE 4.12 (I), ECSE 5.3 (I)
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<u>#5 In Class Final Examination</u> Candidates will be provided with a lesson plan scenario from the areas of ESN, MM, or ECSE for literacy. Candidates will complete an Analysis of Language Demands Chart for the lesson plan and revise the lesson plan to include specific strategies to support emergent bilingual students with disabilities. Candidates must provide a rationale for the changes they make.	100 Total Points	U 1.1 (I/P), U 1.6 (I/P), U 3.4 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 4.7 (I) U 7.3 (P) U. 7.7 (P) U 7.11 (I/P/A)
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Candidates should note areas where they can utilize students' language backgrounds and translanguaging. The final lesson plan may be completed individually or in a group of 6 students or less. If working in a group, 1 person must submit the final copies on CANVAS with all group member names. Students must complete the assignment during the last day of in-person class. If missing the last class,

MM
1.7
(I),
MM
1.2
(I),
MM
4.2(I),

ECSE
1.9
(P),
ECSE
3.3(I),
ECSE
3.9
(I),
ECSE
4.3
(I),
ECSE
4.12

please arrange with
instructor in advance.

(I),
ECSE
5.3 (I)
ECSE
7.17
(I)
ECSE
7.21
(P)
ECSE
7.25
(A)

ESN
1.4
(I),
ESN
1.8
(I),
ESN
5.5 (P)

		ESN 5.6 (I/P)
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✓ Grading Information

Grading Information

1. This class contains a combination of formal and informal assignments. Informal assignments will be exempt from grammar/spelling point deductions. All formal written assignments, however, must meet academic and professional standards for quality and must be written following APA guidelines: Times New Roman font, size 12 point, double-spaced, one-inch margins, and free of spelling and grammar errors.
2. All assignments are due on the dates assigned and submitted via CANVAS. Email or paper copies will not be accepted. Requests for an extension for any circumstances must be received in writing **48 hours before an assignment due date**, or it will be considered late and lose **3 points per day late**. It is important to communicate with your instructor to get support with your assignments in advance of the due date as much as possible. Please view the [Extension Request Form \(https://sjsu.instructure.com/courses/1598358/pages/requesting-an-extension-on-an-assignment-deadline?module_item_id=16020272\)](https://sjsu.instructure.com/courses/1598358/pages/requesting-an-extension-on-an-assignment-deadline?module_item_id=16020272) instructions for more information.
3. All written work must be turned into CANVAS using **Microsoft Word (no Pages or other programs accepted)**. Microsoft Word is available to all students FOR FREE from the university. Please see [Information Technology \(http://its.sjsu.edu/services/software/microsoft-students/index.html\)](http://its.sjsu.edu/services/software/microsoft-students/index.html) for information on how to download Word for your personal device. Laptops preloaded with Microsoft Word are also available for checkout daily from the Martin Luther King Library with a valid student ID.
4. **Generative Artificial Intelligence (AI) Policy:** If you, as a student, are struggling and feeling too much pressure in this course, please don't resort to chatbots or generative AI tools as a shortcut. I am open to extending due dates or adjusting the assignments to fit your situation and can work with you to support your success in this course! Additionally, AI raises a bunch of ethical concerns related to climate justice, racial justice, and surveillance. As such, we will ONLY be using AI to auto-generate class transcriptions for students who need access to the content. Any other use is prohibited in this class.

Determination of Grades

Assignment	Total Points	Percent of Grade
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Weekly Reading Reflections (2)	50 points	12.5%
Online Module Questions (4)	50 points	12.5%
Written Draft and Final Paper (1)	100 points	25%
Lesson Plan and Presentation (1)	100 points	25%
Final In-Class Exam (1)	100 points	25%
TOTALS	400 points	100%

388-400 points= A+ [97-100%]

372-387 points= A [93-96%]

360-371 points = A- [90-92%]

348-359 points = B+ [87-89%]

332-347 points = B [83-86 %]*

**Candidates interested in pursuing a credential in special education are reminded that they must maintain a GPA of 3.0 and each course should be completed with a grade of B or higher. As seen by the point totals above, I DO ROUND UP.*



University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.



Course Schedule

EDSE 224, Methods in Teaching Second Language Learners in Special Education, Fall 2026

*Note: Syllabus is always subject to
updates and changes; readings +*

assignments due on or before the date

Week	Date	Topics	Assignments/ Readings	PLOs/CLOs/TPEs
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1 Async	Aug 19	- Syllabus - CANVAS	<i>Review the syllabus and CANVAS shell and come to class next week with any questions</i>	PLO # 4 CLO # 1 U 1.1 (I/P) U 1.6 (I/P) U 6.2(I) U 6.3 (I) MM 5.5 (I/P/A) ESN 5.6 (I/P) ECSE 5.4 (I) MM 5.2 (I) MM 5.5 (I/P/A)
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				ESN 5.5 (P) ECSE 1.2 (I) ECSE 1.4 (I)
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2 In Person	Aug 26	Introductions • Setting Course Expectations • Assignments and Syllabus Overview • Reading Reflections & Modules Assignment Overview • Paper Assignment Overview • Who are English Learners and how do we describe them? • ELPAC Assessments • RTI and the MTSS	PLO # 4 CLO # 1 U 1.1 (I/P) U 1.6 (I/P) U 6.2(I) U 6.3 (I) MM 5.5 (I/P/A) ESN 5.6 (I/P) ECSE 5.4 (I) MM 5.2 (I) MM 5.5 (I/P/A)
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				ESN 5.5 (P) ECSE 1.2 (I) ECSE 1.4 (I)
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3 Async ONLINE MODULE I	Sept 2	MTSS and RTI CLD Overview ONLINE MODULE I	Read: Hoover & Patton Chapters 1-2 (textbook) CA Practitioners Guide Chapter 2 (on CANVAS) Cioè-Peña Chapter 1 (textbook) Due: Online Module 1 Activity Questions Due by 11:59PM to CANVAS	PLO # 2-4 CLO # 1-4 U 1.1 (I/P) U 1.6 (I/P) U.3.1 (I), U 3.5 (I/P) U 4.1 (I) U 4.4 (I) U 5.6 (I) U 5.7 (P, A) MM 1.7 (I)
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				MM 4.2 (I)
				ESN 1.4 (I)
				ECSE 1.4 (I)
				ECSE 5.7 (I)
				ECSE 6.7 (I)

4 In Person	Sept 9	Strategies and Distinctions • Reading Reflection Groupwork • RTI & MTSS Overview • Language Acquisition Processes • Distinguishing Between Disability and Language Acquisition • Els and Families	Read: Echevarria & Graves Chapter 1 (on CANVAS) Cioè-Peña (2020) Cioè-Peña Chapter 2 (textbook) Echevarria & Graves Chapter 2-3; & MTSS Section (on CANVAS) Ortiz et al. (2011) (on CANVAS) Due: Reading Reflection #1 by 11:59PM to CANVAS	PLO # 2-4 CLO # 4-10 U 1.1 (I/P) U 6.2(I) U 6.3 (I) MM 5.2 (I) MM 5.5 (I/P/A) ESN 5.5 (P) ECSE 1.2 (I) ECSE 1.4 (I) U 2.2 (I/P)
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				ESN 5.6 (I/P) ECSE 5.4 (I)
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5 Async ONLINE MODULE II	Sept 16	PLAAFP and SMART Annual Goals ONLINE MODULE II	Read: Hoover & Patton Chapter 2-3 (textbook) Cioè-Peña Chapter 5 (textbook) Due: Online Module 2 Activity Questions Due by 11:59PM to CANVAS	PLO # 2-4 CLO # 1-4 U 1.1 (I/P) U 1.6 (I/P) U.3.1 (I) U 3.5 (I/P) U 4.1 (I) U 4.4 (I) U 5.6 (I) U 5.7 (P, A) MM 1.7 (I) MM 4.2 (I)
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				ESN 1.4 (I) ECSE 1.4 (I) ECSE 5.7 (I) ECSE 6.7 (I)
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6 In Person	Sept 23	Lesson Planning Introduction • PLAAFP Review • Specially Designed Academic Instruction in English • Lesson Plan Development • Lesson Plan Strategies • Lesson Objectives and Common Core Standards • SDAIE Strategy Tryout: Concept Sort	Read: Klingner & Eppolito Chapter 8 Cioè-Peña Chapters 3, 4, & 7 (textbook) Hoover & Patton Chapters 4-8 Due: Reading Reflection #2	PLO # 2-4 CLO # 1-10 U 1.1 (I/P) U 2.2 (I/P) U 6.2(I) U 6.3 (I) MM 5.5 (I/P/A) ESN 5.6 (I/P) ESN 5.5 (P) ECSE 5.4 (I) ECSE 1.2 (I) ECSE 1.4 (I)
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7 Async Webinar & Reflection	Sept 30	Supporting EL Learners with Disabilities with Writing (Webinar & Reflection)	Due: Paper Rough Draft (optional)	PLO # 2-4 CLO # 1-10 U 1.1 (I/P) U 2.2 (I/P) U 6.2(I) U 6.3 (I) MM 5.5 (I/P/A) ESN 5.6 (I/P) ESN 5.5 (P) ECSE 5.4 (I) ECSE 1.2 (I) ECSE 1.4 (I)
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8 In Person	Oct 7	Lesson Planning (SIOP) • Introduction to SIOP • Lesson Preparation • Building Background • Comprehensible Input • Strategies • Interaction • Practice/Application • Delivery • Review/Assessment • Video Examples • SDAIE Strategy Try Out: Graphic Organizers	Read:	PLO # 2-4 CLO # 4-10 U 1.1 (I/P) U 1.6 (I/P) U 2.2 (I/P) U 3.4 (I) U 3.5 (I/P) U 4.1 (I) U 4.4 (I) U 4.7 (I) ESN 1.4 (I) ESN 1.8 (I/P)
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			ESN 5.5 (P)
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			ESN 5.6 (I/P)
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			MM 1.7 (I)
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			MM 1.2 (I)
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			MM 4.2 (I)
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			ECSE 1.2 (P)
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			ECSE 1.9 (P)
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			ECSE 3.3(I)
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			ECSE 3.9 (I)
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			ECSE 4.3 (I)
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				ECSE 4.12 (I) ECSE 5.3 (I)
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9 Async ONLINE MODULE III	Oct 14	IEPs and Transition Planning ONLINE MODULE III	Read: Hoover & Patton Chapter 9 (textbook) Trainor et al., 2019 (on CANVAS) Due: Online Module 3 Activity Questions Due by 11:59PM to CANVAS	PLO # 2-4 CLO # 1-4 U 1.1 (I/P) U 1.6 (I/P) U.3.1 (I) U 3.5 (I/P) U 4.1 (I) U 4.4 (I) U 5.6 (I) U 5.7 (P, A) MM 1.7 (I)
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				MM 4.2 (I)
				ESN 1.4 (I)
				ECSE 1.4 (I)
				ECSE 5.7 (I)
				ECSE 6.7 (I)

10 In Person	Oct 21	CLD IEPs • Culturally and Linguistically Responsive Present Levels • IEPs and Development of Measurable Goals • Practice and Application Delivering Appropriate IEP services • Special Considerations and Diversity • IEP Progress Monitoring • Transition Planning and IEPs	Due: Final Paper Assignment	PLO # 2-4 CLO # 4-10 U 1.1 (I/P) U 1.6 (I/P) U 2.2 (I/P) U 3.4 (I), U 3.5 (I/P) U 4.1 (I) U 4.4 (I) U 4.7 (I) ESN 1.4 (I)
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				ESN 1.8 (I/P)
				ESN 5.5 (P)
				ESN 5.6 (I/P)
				MM 1.7 (I)
				MM 1.2 (I)
				MM 4.2 (I)
				ECSE 1.2 (P)
				ECSE 1.9 (P)
				ECSE 3.3(I)
				ECSE 3.9 (I)

				ECSE 4.3 (I) ECSE 4.12 (I) ECSE 5.3 (I)
11 Async Project Progress	Oct 28	• Complete Progress Survey • Zoom Project Check-Ins 4:00-5:30PM		

12 Async ONLINE MODULE IV	Nov 4	IEP Meetings ONLINE MODULE IV	Read: Hoover and Patton Text Chapter 10 (textbook) Cioè-Peña Chapter 10 (textbook) Due: Online Module 4 Activity Questions Due by 11:59PM to CANVAS	PLO # 2-4 CLO # 1-4 U 1.1 (I/P) U 1.6 (I/P) U.3.1 (I), U 3.5 (I/P) U 4.1 (I) U 4.4 (I) U 5.6 (I) U 5.7 (P, A) MM 1.7 (I)
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			MM 4.2 (I) ESN 1.4 (I) ECSE 1.4 (I) ECSE 5.7 (I) ECSE 6.7 (I)
13 NO CLASS	Nov 11	Veteran's Day	

14 In Person	Nov 18	Academic Language • Academic Language and CalTPA • Academic Language Demands • Project work time	Due: <i>Final deadline for any paper resubmissions</i>	PLO # 2-4 CLO # 4-10 U 1.1 (I/P) U 1.6 (I/P) U 2.2 (I/P) U 3.4 (I) U 3.5 (I/P) U 4.1 (I) U 4.4 (I) U 4.7 (I) ESN 1.4 (I) ESN 1.8 (I/P)
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				ESN 5.5 (P)
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				ESN 5.6 (I/P)
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				MM 1.7 (I)
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				MM 1.2 (I)
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				MM 4.2 (I)
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				ECSE 1.2 (P)
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				ECSE 1.9 (P)
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				ECSE 3.3(I)
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				ECSE 3.9 (I)
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				ECSE 4.3 (I)
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				ECSE 4.12 (I) ECSE 5.3 (I)
15 NO CLASS	Nov 25	Thanksgiving		

16 In Person	Dec 2	In Class Presentations In Class Group Final Exam	Due: Group Presentation Materials; Final In- Class Exam	PLO # 2-4 CLO # 4-10 U 1.1 (I/P) U 1.6 (I/P) U 2.2 (I/P) U 3.4 (I) U 3.5 (I/P) U 4.1 (I) U 4.4 (I) U 4.7 (I) ESN 1.4 (I)
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				ESN 1.8 (I/P)
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				ESN 5.5 (P)
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				ESN 5.6 (I/P)
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				MM 1.7 (I)
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				MM 1.2 (I)
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				MM 4.2 (I)
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				ECSE 1.2 (P)
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				ECSE 1.9 (P)
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				ECSE 3.3(I)
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				ECSE 3.9 (I)
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				ECSE 4.3 (I) ECSE 4.12 (I) ECSE 5.3 (I)
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Async FINAL	Dec 9	Final Lesson Plan Written	Due: Final Group Lesson Plans; Disposition Forms	PLO # 2-4 CLO # 4-10 U 1.1 (I/P) U 1.6 (I/P) U 2.2 (I/P) U 3.4 (I) U 3.5 (I/P) U 4.1 (I) U 4.4 (I) U 4.7 (I) ESN 1.4 (I)
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				ESN 1.8 (I/P)
				ESN 5.5 (P)
				ESN 5.6 (I/P)
				MM 1.7 (I)
				MM 1.2 (I)
				MM 4.2 (I)
				ECSE 1.2 (P)
				ECSE 1.9 (P)
				ECSE 3.3(I)
				ECSE 3.9 (I)

				ECSE 4.3 (I) ECSE 4.12 (I) ECSE 5.3 (I)
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