

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

**EDUC 501 Mainstream Instruction for Students with Special Learning Needs
Fully Online WebCT6 format;
On-campus required Orientation Wednesday, September 3, 2008; ACD 203, 4:00-5:00 pm
Fall 2008**

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College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community, October, 1997*).

COURSE DESCRIPTION

Rationale, techniques, strategies for successfully teaching students with special learning characteristics needs in the general education classroom. Issues in learning diversity and inclusion and mainstreaming are covered, as they relate to the classroom teacher's role in teaching *all* students.

This course is designed to explore the rationales, techniques, and strategies for successfully teaching students with special learning characteristics and needs in the general education classroom. The course addresses issues of learning diversity and inclusion as they relate to the classroom teacher's role in teaching all students. The learners discussed in this course may encounter difficulties benefiting from typical instruction in the general education classroom. They may be at risk for success in school because they are gifted, are English learners, or have learning disabilities, attention difficulties, sensory impairments, physical impairments, developmental delays, mental retardation, emotional challenges, or other learning needs.

Additionally, this course will provide information about current legislation, policies, terminology, and trends in **inclusive** education, and will emphasize characteristics of students with special learning needs, implications for stronger instructional strategies, assessment, curriculum differentiation, and structuring the classroom environment to meet the needs of ALL students. Suggestions, recommendations and assignments about effective teaching techniques and teaching strategies will be provided. *This is a practitioner-oriented course and requires approximately 2.5 hours observing a student with special needs in a K-12 public school setting.*

Course Prerequisites Students must hold a current CA teaching credential. This course meets requirements for Ryan and 2042 GE teaching credential.

Course Objectives

We believe it is important for the objectives to be related to both *learning* new information and *using* it effectively. The purpose of this EDMS 501 course is to present a curriculum that:

- expands knowledge and provides experiences with standards-based teaching, general learning theories, and a range of pedagogical practices, including how to participate in an SST meeting;

- guides development of skills, knowledge, attitudes/dispositions necessary to implement effective programs for all students, including objective observation and accurate reporting skills;
- enhances awareness of multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings, including identifying students with special needs;
- provides a safe environment in which students can discuss and experiment with various instructional techniques and methods, addressed through peer partnerships and classroom management assignments ;
- provides an introduction to and preparation for presenting content to K-12 learners using and infusing differentiated education technology through two online group projects and presentations

The goals of this course include the acquisition of a knowledge base *and* skills of practical application regarding the following 13 key concepts and constructs:

1. The Mission of the College of Education, which guides our teaching practices;
2. Inclusion and inclusive schools in a multicultural society ;
3. Laws, policies, guidelines, and issues in serving children with special learning abilities;
4. Characteristics of children with special learning needs;
5. The Student Study Team (SST) process;
6. The Circle of Courage as a theoretical framework for educating all children;
7. Standards-based education
8. Best Practices in curriculum, lesson design, and classroom management;
9. Nondiscriminatory assessment and diagnosis of children with special learning abilities;
10. Special education referral processes: the IEP team and other support staff;
11. Observation of students in inclusive and segregated settings;
12. Family-centered perspectives; and
13. Developing an action plan based on one's educational philosophy.

Unique Course Requirements

This course requires students to complete an observation of a student with special needs. Guidelines for Limitations and Liability are required and to be mailed to the instructor for Study Guide Eleven.

We believe each person is "exceptional" and important to the world. Each person has different physical attributes, learning styles, emotional needs, and cognitive expression. Each person has the right to be respected regardless of those differences. Some differences may be substantial, and require that professional educators, in **partnership** with parents and other specialists intentionally design accommodations and adaptations to the general education curriculum and instruction.

Remember: This course is designed with YOU, a prospective or current teacher, as the focus. You are the *sine qua non* of successful educational programs for students with exceptional needs. Although this is an "overview of special learning needs" rather than an in-depth skills acquisition course, the intent is to empower you to acquire a better understanding of yourself and your relationships with people who have diverse and often challenging needs.

Great Expectations: Students have many capabilities that have not been tapped and we can develop new visions of what is possible.

Positive Contributions: Individuals with disabilities contribute positively to their families, schools, friends, and communities.

Inherent Strengths: Educational programs need to identify, highlight, and build upon students' strengths.

Choices: Promoting self-determination and self-advocacy, educators can support students and families to direct their own lives.

Relationships: Connections--with each other, educators, and friends in the community--are crucial to a high quality of life.

Full Citizenship: Less able does not EVER mean less worthy.

What is the "Big Picture" for this class? Whether you are a parent of a child with disabilities, a sibling, teacher, or friend, we believe that the highest distinction you can make is when you are able to apply the key concepts, constructs, and principles of this course so as to recognize and respond to *all* students effectively and inclusively.

Required Texts

1. Villa, R. A., and Thousand, J. S., Eds. (2005). *Creating an inclusive school* (2nd ed.). Alexandria, VA: ASCD.

In this book, you will learn how students with disabilities, their parents, their teachers, and administrators "walked their talk" about inclusion! Also included are "voices" by parents and practitioners about actual students.

2. Turnbull, R., Turnbull, A., Shank, M., and Smith, M. (2006) *Exceptional lives: Special education in today's schools* (5th ed.) Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

This is a values-based text that focuses on numerous inclusive principles. These are clearly articulated throughout this course, and consequently lead to the creation of a community of learners.

Additional web resources and professional support:

- Bloom's Taxonomy: <http://www.officeport.com/edu/bloomq.htm>
- California Content Standards: <http://www.cde.ca.gov/be/st/ss/>
- CAST Universal Design for Learning: Differentiated Instruction (http://www.cast.org/publications/ncac/ncac_diffinstruc.html)
- Enhancing Learning with Technology: Differentiating Instruction (<http://members.shaw.ca/priscillatheroux/differentiating.html>)
- Technology and Differentiated Instruction Web Resources (<http://k12.albemarle.org/Technology/DI/>)
- OSBI Toolkit 9 Differentiated Instruction Using the Grow Network (<http://sbci.cps.k12.il.us/professional.html>)
- Differentiation of Instruction in the Elementary Grades (<http://www.ericdigests.org/2001-2/elementary.html>)

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (Approved by CCTC in SB 2042 Program Standards, August 02)

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for a Clear Multiple Subject or Single Subject General Education Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:

<http://lynx.csusm.edu/coe/CalTPA/CalTPAdocuments.asp>

College of Education Attendance Policy

“Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. Please call or email the instructor when you are unable to attend class or when you will be late as you would any professional. (Adopted by the COE Governance Community in December, 1997).

The COE attendance policy states that “students are expected to attend all classes and participate actively”. As you set your schedule for time you will devote to your online class, it is advisable to choose one consistent time to “attend” class. This course is **asynchronous**. You are learning on your own time, yet have obligations to the course timeline and to other students within the class. Please see the breakdown of time online expectations. Your participation score is derived from online time log, which is recorded every time you log into class. A full 15 points are connected to the online time to ensure participation.

”Please call or email the instructor when you are unable to attend class or when you will be late”—**for this online class, this applies to your small group meetings with colleagues.** It is the policy of the CSUSM College of Education that any student who does not log into the course for 80% or more of class time may not receive a passing grade for a course. All online time is recorded, including articles and assignments read, conversations on discussion board and chat room, as well as assignment submission time. A rule of thumb is that an online course requires a minimum of 135 hours online in class; roughly equaling 9 hours per session, including reading, homework and discussions with colleagues. For a 15-session class (1 meeting per week for a term of 15 weeks) there is a requirement of 45 hrs of student “seat time” (3 hours per class) with 6 hours of preparation per session. (90 hours). Please do not neglect this and be disappointed with your final grade as a result.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Requirements

1. Print and post a copy of the course schedule near the computer where you will “attend” class.
2. Always use “Person-First” language in *all written and oral assignments and class discussions*. For example, say, “Student with Autism” rather than “Autistic student.” Say, “Juan who lives with cerebral palsy” rather than “My CP student.” – Etc. Refer to this commentary for further details: <http://www.kidstogether.org/pep-1st02.htm>
3. Word-process all written documents. Save/Keep a copy of all work. You need these copies for your records and future use as potential professional portfolio entries.
4. Complete/submit assignments on due dates for full credit—but late is better than not at all.
5. Readings and homework assignments are listed on the dates on which they are due. .
 - a. If you have extraordinary circumstances that impact completion of your assignments, advise the instructor in advance.
 - b. Any time that you have questions or concerns, please contact the instructor immediately, via course mail AND outside email: Imauerma@csusm.edu .
 - c. Assignment due dates are *real*.
 - i. Late assignments will not receive full credit.
 - ii. Unless *prior* instructor approval is secured, assignments will not be accepted three days after the due date.
6. It is expected that students will proofread and edit their assignments prior to submission.
 - a. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented.
 - b. The grade of any assignment will be negatively affected as a result of this oversight.
7. Scoring for this online course will also include a component of “professional dispositions and demeanor.” Students will conduct themselves at all times in ways that are generally expected of those who are in or entering the education field and the teaching profession. This includes but is not limited to:
 - On-time arrival and full attendance to all class sessions; (cyberspace meetings)
 - Advance preparation of readings;
 - Timely submission of assignments;
 - Demonstration of respectful, positive interpersonal communication and participation with classmates, instructors, and school personnel in all settings (e.g., whole group, small group, in/outside of class); see Netiquette module.
 - Carefully considered, culturally aware approaches to solution-finding and lesson design..
8. Select a class “buddy” to ensure you receive information if you miss all/part of a meeting. For online classes, arrange an online check in time with your buddy, for prompting and reminders. Note their contact info here:

Buddy: _____ Telephone: _____
E-mail: _____ Fax: _____
Address: _____

Grading Standards

| | | | |
|----|-----------------|----|----------------|
| A | (95-100 points) | A- | (90-94 points) |
| B+ | (86-89 points) | B | (83-85 points) |
| B- | (80-82 points) | C+ | (79-80 points) |

- A (Excellent): Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.
- B (Good): Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.
- C+ (Satisfactory): Performance at an adequate level, meeting basic objectives and requirements of the course.

NOTE: The minimum acceptable grade for a course in the professional education sequence is "C+." A "B" average must be maintained. (CSUSM General Catalog)

Course Assignments

Assignment details are in the Study Guides in the online WebCT class. Assignments are NOT chronological

| Assignment | Point Value |
|--|-------------|
| Student Study Team Group Presentation (TPE 6d) | 10 |
| Philosophy of Education Action Plan (TPE 10) | 10 |
| Disability Matrix (TPE 8) | 15 |
| Family-Centered Perspectives Group Presentation | 10 |
| Observation Activity and Report | 15 |
| Attendance/Participation/ Online time w/ colleagues | 15 |
| Study Guide Assignments & Discussion Board Contributions | 25 combined |
| Total | 100 points |

Performance Rubric

- 5--**Response is made to all elements of Assignment. Evidence of thorough comprehension of literature; there is application of a variety of sources, including personal experiences; noteworthy
- 4--**Response is made to most elements of Assignment. Evidence of general comprehension of literature and active application of sources. Personal experiences are referenced.
- 3--**Response is made to some elements of Assignment. Evidence of limited comprehension of literature and application of sources. Personal experiences may or may not be referenced.
- 2--**Response to elements of Assignment is cursory. Comprehension of literature appears vague, limited application of sources may only center on personal experiences. Part of the response may be incorrect.
- 1--**Response to elements of Assignment is incomplete as well as comprehension. Many parts of the response may be incorrect. Minimal effort/on time or late; sketchy
- 0--**No credit for work not done/not attempted

Person-first language must be used throughout all written assignments. For more specific details about this convention, refer to IDEA: <http://wrightslaw.com/> or <http://www.ncset.org/publications/related/ideatransition.asp>

Learning Modules or Study Guides

The Study Guides (SG) are the core of this course progression and contain at least one assignment per week for every week of the term. Frequently, there will be a long-term assignment ongoing occurring concurrently with a short term discussion assignment. Close attention must be paid to the course schedule in order to ensure your success.

The study guides are intended to accomplish two major instructional outcomes: The first is to ensure that active learning takes place—even online. The literature and research on cognitive development is clear about the need for actively engaging the cognitive processes. The second is to "model" or demonstrate several *types* of study guides, each designed to actually *accommodate* a specific learning need. For some Study Guides, we have provided choices (another "best practice" which current educational research indicates is related to increased achievement) for modes of task completion.

Time Management is the key to your success in this course! Participation in this online course is critical to your success. A typical 3-credit graduate class meets for 3 hours for each of its 15 class sessions to guarantee you 45 hours of instructor—student contact time. For each one hour of class, students are expected to spend a minimum of 2 additional hours, or a total of at least 90 hours, preparing and studying. The grand total is 135 hours (45+90 = 135). Students will need to distribute 135 hours of learning time thoughtfully and carefully to complete the work.

The Tentative Course Schedule provided below demonstrates the 'reasonability' of completing course assignments within the course time frame. Remember, as stated this course is asynchronous, that is, class does not meet online at a certain time, as a rule. You are learning on your own time, yet there are time limitations within a university semester structure, and you will set up specific appointments with classmates to complete group work online together.

As mentioned, through the online analog, your instructors are able to track dates and times of your course attendance, and the course pages visited. Instructors will use this data to assist in evaluating your course participation. Remember again that one of the keys to success in 'distance learning' is time management. If there are any conflicts, notify the instructor immediately.

Instructor Response Time

Generally, your instructor(s) will provide you with answers to questions submitted via the Course Mail and/or Discussion Board tools on a **weekly** basis. Though instructors are frequently online more often than this, please keep in mind that instructors do not approach this class on an all-day-every-day basis. We encourage and watch for evidence that students demonstrate a consistent approach to the class, utilizing collaborative, positive, professional inquiry and problem-solving approaches. The Study Guides are specifically designed to foster collaboration and to encourage students to help other students on the Main Discussion Board. ALL written entries by students are visible to the instructor.

All University Writing Requirement

CSUSM requires that all students meet the writing criteria of a minimum of 2500 words per course. EDUC 501 WebCT submissions, discussions, reflections and assignments shall serve to meet this important writing requirement: Personal Circle of Courage reflection paper, SST group reports, FCP teaching tips, and the Disabling Characteristics Matrix. All assignments may be found in the online course with performance scoring rubrics.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material shall cite the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the

class as a whole. ALL incidents of Academic Dishonesty must be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University altogether.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized, see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Students are expected to be responsible for and to demonstrate competency in the use of various forms of technology, including, word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations. Specific requirements for course assignments with regard to technology are at the discretion of the instructor, and for online courses, all students are required to read the WebCT Student FAQ page BEFORE entering the course or asking for help with general access. This address is <http://courses.csusm.edu/resources/webct/webct6/faq/>. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online. Details will be given at the required orientation meeting in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages must be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please speak with the author in person in order to correct any confusion. EDUC 501 students will be required to view a Netiquette course.

Tentative Schedule/Course Outline
EDUC 501 Online Fall, 2008 Mauerman

| Weekly Study Guide + Topic | 15-wk Online Schedule Assignments Due and/or Discussion Board Activities | DUE DATES |
|---|---|----------------------------|
| EDUC 501 REQUIRED One-time Course Orientation on Campus Wed 9/3 from 4:00-5:00 pm ACD Hall 203 | The ONE class held face-to-face with instructor in computer lab on CSUSM campus. Students who have not taken an online class through WebCT before must go to Student Help Desk in Kellogg Library, 2 nd Floor for demonstration. | 9/03/08 |
| Read through EACH Study Guide for the course while others register | GTKY (Getting to Know You) , post GTKY to DB section <ul style="list-style-type: none"> - READ texts, all assignments, surf course - Always okay to post assignments in AD early | F 9/05/08 |
| 1. Course Overview; COE Mission Statement I | SG #1: Mission Reflections I (3) Purchase texts; Download syllabus, print/post schedule BEGIN SST group project-groups assigned & available | W 9/10 |
| 2. Inclusion; Law Review, | SG #2: Principles of IDEA (3) <i>Online discussion finished by due date; Leslie gone</i> | W 9/17 |
| 3. Circle of Courage | SG #6: Personal Circles Reflection (3) <i>Note that this is out of numerical order in SG progression</i> | W 9/24 |
| 4. Disability Categories Matrix I | SG #3: Matrix I (only ½--complete due with SG#5) (7) <i>Submit documents, arrange for Observation (SG#11)</i> | W 10/1 |
| 5. Student Study Team Group Project | SG #4: SST Presentation (10) Read and respond to other projects | W 10/8 |
| 6. Disability Categories Matrix II | SG #5: Matrix II (8) (both parts of matrix due today) | W 10/15 |
| 7. Why Inclusion? | SG #7: Rationales for Inclusion (3) Discussion <i>DO your Observation (SG#11) early...</i> | W 10/22 |
| 8. TPEs, Standards, & Code of Ethics | SG #8: Code of Ethics Statements (3) <i>BEGIN FCP group project-groups assigned & available</i> | W 10/29 |
| 9. Peer Partnerships | SG #9: Peer Partners (2) | W 11/05 |
| 10. Classroom Management | SG #10: Classroom Management (2) (SG #9 AND #10 due together today) | |
| 11. Universal Access, Universal Design Lesson Planning | SG #14: Universal Design Lesson Planning (3) <i>Note that this is out of numerical order in SG progression</i> | W 11/12 |
| 12. Observing Students | SG #11: Observation Report (15) <i>(Okay to submit by Friday 11/21, but remember Thanksgiving)</i> | W 11/19 |
| 13. Mission Statement Reflection II | SG #12: Mission Reflections II; Credo for Success (3) | W 11/26 |
| 14. Philosophy Action Plan | SG #15: Personal Philosophy Action Plan (10) | W 12/3 |
| 15. Family Perspectives Group Project | SG #13: Family Centered Perspective Presentation (10) POST in the DB in 'FCP Presentation' line -RESPOND to other projects | W 12/10 |
| Post all remaining assignments. Some credit is better than NO credit! | Last day of classes for CSUSM = 12/5/08 Last day for posting in this class 12/12 Course will close at midnight 12/12; download and save all resources before this time! Fantastic learning journey! | |

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

This is the correct chart

| PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT | PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION | PART 3: CULTURE AND CULTURAL DIVERSITY |
|--|---|---|
| I. Language Structure and Use: Universals and Differences (including the structure of English) | I. Theories and Methods of Bilingual Education | I. The Nature of Culture |
| A. The sound systems of language (phonology) | A. Foundations | A. Definitions of culture |
| B. Word formation (morphology) | B. Organizational models: What works for whom? | B. Perceptions of culture |
| C. Syntax | C. Instructional strategies | C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures) |
| D. Word meaning (semantics) | II. Theories and Methods for Instruction In and Through English | D. Physical geography and its effects on culture |
| E. Language in context | A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction | E. Cultural congruence |
| F. Written discourse | B. Approaches with a focus on English language development | II. Manifestations of Culture: Learning About Students |
| G. Oral discourse | C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English) | A. What teachers should learn about their students |
| H. Nonverbal communication | D. Working with paraprofessionals | B. How teachers can learn about their students |
| I. Language Change | | C. How teachers can use what they learn about their students (culturally responsive pedagogy) |
| II. Theories and Factors in First- and Second-Language Development | III. Language and Content Area Assessment | III. Cultural Contact |
| A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy | A. Purpose | A. Concepts of cultural contact |
| B. Psychological factors affecting first- and second-language development | B. Methods | B. Stages of individual cultural contact |
| C. Socio-cultural factors affecting first- and second-language development | C. State mandates | C. The dynamics of prejudice |
| D. Pedagogical factors affecting first- and second-language development | D. Limitations of assessment | D. Strategies for conflict resolution |
| E. Political factors affecting first- and second-language development | E. Technical concepts | IV. Cultural Diversity in U.S. and CA |
| | | A. Historical perspectives |
| | | B. Demography |
| | | C. Migration and immigration |

:: End ::