GEORGE MASON UNIVERSITY
College of Education and Human Development
Teaching Culturally, Linguistically Diverse & Exceptional Learners Program

EDUC 845: Section DL1
Multilingual Learners with Diverse Educational Needs:
Identification, Assessment, and Instruction
3 Credits Fall 2020
Wednesday 4:30 – 7:10 PM **Synchronous Online –** 08/24/20 - 12/16/20

Faculty
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Prerequisites/Co-requisites – Admission to the PhD program in Education or permission of instructor.

University Catalog Course Description -- Examines issues surrounding identification, assessment, and instruction of multilingual learners with diverse educational needs.

Important Note: For Fall 2020, in-school and/or virtual field experiences with PreK-12 mentor teacher will NOT be required.

Please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus There is also a special document COVID Syllabus Addendum located in the Syllabus tab.

Course Overview

Note: This course is a core course requirement in MME primary specialization

Students will examine issues surrounding identification, assessment, and instruction of multilingual learners with diverse educational needs. Specific topics to be discussed include (1) Disability Critical Race Theory (DisCrit), (2) Identification, assessment, and instruction of dual-identified learners; (3) Providing culturally and linguistically responsive instruction for all learners; (4) Paradigmatic shifts in the culture of schooling; (5) Family engagement & involvement; (6) Examining the cultural competence of educational leadership; (7) Social emotional learning; (8) Social justice post Covid 19; (9) Culturally responsive/sustaining pedagogy; (10) Special needs, learning disability, and giftedness; (11) Digital equity - online learning for students with disabilities (e.g., technology accessibility, content accessibility); and (12) Legislation and litigation – historical overview.

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Course Delivery Method (For Online)

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available 8/10/2020.

Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

This course will be taught online in a synchronous format via BlackBoard Collaborate Ultra. Depending on the sustainability of the heavy use of online platforms, students are asked to become familiar with Zoom and Skype as well. Please refrain from participating in online class sessions using your phone while operating a motor vehicle. Students will engage in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, and student-led micro teaching simulations. Instruction will include guest speakers, videos, and other multimedia resources. Assessments are performance-based, which students are encouraged to complete in relation to their own teaching circumstance. Rubrics are provided for the midterm project, the unit/lesson plan final project, and the preparation and participation grade.

This course is situated around "learning by discovery and learning via conversation." Course delivery is accomplished in a combination of ways in order to meet the needs of participants and their learning styles through a variety of online, cooperative, collaborative, and individualized instructional strategies. In addition to classroom attendance and participation, students are expected internet research, analyses of case studies, and reflections on teaching and learning.

This course will be taught as an online doctoral seminar, with student involvement and presentations constituting a major portion of the coursework. Each student is expected to fully participate in class discussions. Students are expected to have read all assignments before meeting each week and to actively participate in the discussions on the assigned readings. Each student will be assigned a week in which they will be responsible for leading the discussion. Discussion leaders are expected to present thorough and critical perspectives while engaging colleagues in an interactive activity.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
  - https://support.microsoft.com/en-us/help/14209/get-windows-media-player

Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

BlackBoard Discussion Boards – Discussion Boards will be used to encourage critical and creative thinking. You will use the weekly discussion board to post a reflection on the readings for that week AND respond/interact <u>with at least one classmate</u> in each discussion thread.

Instruction includes:

- *Student Presentations* (student directed presentations and discussions);
- *Discussions* (active involvement of students in learning by asking questions that engage doctoral students in deep critical thinking and engaged verbal interaction);
- *Cooperative and Collaborative learning* (small group guided learning interactions emphasizing learning from and with others);
- *Guest lectures;*
- *School/education-based research*
- *BlackBoard* Discussion boards

Learner Outcomes or Objectives:

This course is designed to enable students to:

1. Examine current research focused on culturally, linguistically, and cognitively diverse (CLCD) learners.

2. Examine federal and state legislation and litigation that address diverse educational needs and CLCD learners.

3. Explore Disability Critical Race Theory (DisCrit) and paradigmatic shifts in the culture of schools.

4. Use Photo Voice to conduct a single case study investigating salient issues in the lived experiences of an Educator Collaborator.

5. Research Controversial Current Issues that directly impact/influence any of the 12 themes listed in the Course Overview OR select a topic that is specific to your intended research trajectory ("All roads lead to the dissertation." M. Hall Haley)

Professional Standards:
TESOL Standards – 1.b Language Acquisition and Development; 2.a Nature and role of culture; 2.b Cultural groups and identity; 5.a ESL research and history; 5.b Partnership and advocacy.

This course is also part of the George Mason University College of Education and Human Development. This program complies with the standards for special educators established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover competencies for the CEC standard on Learning Environments and Social Interactions as noted below:

CEC Content Standard 1 – Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principals and theories, relevant law and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

CEC Content Standard 5 – Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

CEC Content Standard 9 – Professional and Ethical Practice
Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with English Language Needs (ELN), their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based practices. Special educators know their own limits of practice and practice within them.

REQUIRED TEXTS:

(1) Paradis, J., Genesee, F., & Crago, M. (2011). Dual language development & disorders. (2nd ed.). Brookes Publishing.

(2) Klingner, J., & Eppolito, A. (2014). English language learners: Differentiating between language acquisition and learning disabilities. Council for Exception Children.

RECOMMENDED TEXTS:

(1) Connor, D., Ferri, B., & Annamma, S. (Eds.). (2016). DisCrit: Disabilities studies and critical race theory in education. New York: NY: Teachers College Press.

(2) Beth, H., & Klinger, J. (2006). *Why are so **many minority students** in special education? Understanding race & disability in schools.* New York, NY: Teachers College Press.

(3) Vaughn, S. R., Bos, C. S., & Schumm, J. S. (2007). Teaching students who are exceptional, diverse, and at risk in the general education classroom. (4th ed.) Boston, MA: Pearson, Allyn, and Bacon. ISBN 0-205-40773-0.

(4) Scruggs, T., Mastropieri, M. (2009). The inclusive classroom: Strategies for effective differentiated instruction. (4th ed.) Upper Saddle River, NJ: Prentice Hall.

(5) Obiakor, F (2007). Multicultural special education: Culturally responsive teaching. New York, NY: Pearson.

(6) Kalyanpur, M., & Harry, B. (2012). *Cultural Reciprocity in Special Education: Building Family–Professional Relationships.* Baltimore, MD: Paul H. Brooks.

(7) Flores, S., & Chu, S. (2011, October). Assessment of English language learners with learning disabilities. *The Clearing House: A Journal of Early Educational Strategies, Issues, and Ideas,*84(6), 244-248.

(8) Geva, E., & Herbert, K. (2012). Assessment and interventions for English language learners with learning disabilities. In B. Wong, & D. Butler (Eds.), *Learning About Learning Disabilities (Fourth Edition)(pp. 271-298). San Diego, CA: Academic Press.*

(9) Ngyuen, H.T. (2012). General Education and Special Education Teachers Collaborate to Support English Language Learners with Disabilities. *Issues in Teacher Education* (Spring), 127-150.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

Assignments and/or Examinations

Assignment Description	Grade %	Due Dates
Task # 1: Legislative Cases	20%	30 September
Task # 2: Photo Voice – Educator Collaborator Case Study	20%	11 November
Task # 3: Controversial Current Issue Position Paper	25%	Last class
Readings Leader	20%	Selected Dates
Attendance, Participation, Readings	15%	

GRADING POLICY AND HONOR CODE

Grading

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for this course; "F" does not meet requirements of the School of Education

See the University Catalog for details: http://catalog.gmu.edu/policies/academic/grading/

Honor Code & Integrity of Work

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (http://oai.gmu.edu/honor-code/). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:
1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should

be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/

4. You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Late Work Policy
At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval
For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Online Participation/Attendance Policy
Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

Incomplete (IN)
This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

PROPOSED CLASS SCHEDULE

Date	Topic/Learning Experiences	Readings and Assignments
Week 1 8/26	Orientation – Introduction to Course	
Week 2 9/2	Legislation and Litigation – historical overview Dual Identified Learners & Legislative Cases **Guest Presenter: Dr. Kristien Zenkov**	View Dr. Haley's Ppt and read http://www.colorincolorado.org/article/chronology-federal-law-and-policy-impacting-language-minority-students
Week 3 9/9	Identification/Assessment and Instruction of DILs/Characteristics/Types of ELLs	Klingner/Eppolito Chpts 1, 2, 3
Week 4 9/16	Determining LD/Misconceptions/Literacy Issues for ELLs –	Klingner/Eppolito Chpts 4, 5, 6
Week 5 9/23	Training Teachers to Create a Praxis of Culturally and Linguistically Diverse Instruction for ALL Learners **Guest Presenter: Dr. Shamaine Bazemore-Bertrand**	Readings and YouTubes in Bb Folder
Week 6 9/30	Disability Critical Race Theory (DisCrit) Paradigmatic Shifts in the Culture of Schools	Readings and YouTubes in Bb Folder Task # 1: Legislative Cases Presented
Week 7 10/7	Assessment, Identification, & Planning **Guest Presenter: Dr. Rachel Grant**	Readings and YouTubes in Bb Folder
Week 8 10/14	Special Needs, Learning Disability, and Gifted Multilingual Learners	Readings and YouTubes in Bb Folder
Week 9 10/21	Examining the Cultural Competence of Educational Leadership	Readings and YouTubes in Bb Folder
Week 10 10/28	Language-Culture Connection Language-Cognition Connection	Paradis/Genesee/Crago Section I: Foundations pp. 3-37
Week 11 11/4	Digital Equity AND Social Justice – Post COVID 19 Schooling in a Second Language	Paradis/Genesee/Crago Chpt 8 AND Readings in Bb Folder
Week 12 11/11	Culturally Responsive/Sustaining Pedagogy: Global Response to Black Lives Matter	Readings and YouTubes in Bb Folder Task # 2: Photo Voice – Educator Case Study
Week 13 11/18	Family Engagement and Involvement **Guest Presenter: Dr. Tiffany Williams**	Readings and YouTubes in Bb Folder
Week 14 11/25	NO CLASS - THANKSGIVING	
Week 15 12/2	Presentation of Final Papers – Controversial Current Issue	Task # 3: Controversial Current Issue Paper

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/undergraduate#profdisp

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/ http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek

assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu .

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

DETAILED ASSIGNMENT INFORMATION

Lead Interactive Discussion on Readings

All articles must be clearly identified in APA (7th edition) style.

1. Each student will sign up to lead the in-class discussion on one set of readings listed in the course syllabus. You will post at least 2 questions on the Discussion Board by Friday the week before you are to lead the interactive discussion. These two questions should be specific to the reading/topic you will be leading. You must further research the topic and locate no fewer than 2 research articles, book chapters, or monographs, etc. on the topic. These must be distributed to the class and professor no later than one week prior to your presentation. This may be done in hard copy, electronic link, or placed on e-reserve through the GMU libraries. For your presentation you are encouraged to use visual aids, such PowerPoint, video, slides, or photos. Be sure to prepare a handout as a reference or guide. Make one copy for each member of the class and professor. You will lead the discussion by preparing an interactive activity to illustrate some of the concepts. You must include the *purpose* of the study and the nature of the research questions or hypotheses. Outline the *method* used so as to determine if the study was qualitative or quantitative in design. Also, as applicable, attend to how each variable was measured. Finally, describe the results of the study and conclusions drawn by the researcher(s).

2. It is expected that students will have read the articles and grappled with the concepts before each presentation. Your handout may include additional resources ("must reads") or a summary of the most salient features.

3. All members of the class will complete the Readings' Leader Peer Assessment found in the syllabus.

EDUC 845 – Multilingual Learners With Special Education Needs: Identification, Assessment, and Instruction

Lead Interactive Discussion on Readings

Name_____ Date_____

Scoring Rubric

Criteria **20 Points Total**	Little or No Evidence 1	Beginning (Limited evidence) 2	Developing (Clear evidence) 3	Accomplished (Clear, convincing, substantial evidence) 4	Score
Lead in-class discussion	Did not complete task	Preparation was limited	Lead discussion with confidence	Lead discussion with expertise	
Locate no fewer than 2 articles, book chapters, or monographs	Located fewer no other resources	Located fewer than two resources	Located the two articles, book chapters or monographs	Located additional resources and expanded resources	
Use visual aids such as PowerPoint, video, slides, or photos	Did not use any visual aides	Used only minimal technology	Used engaging visual aids	Used multimedia sources in creative and interactive ways	
Prepare a handout as a reference or guide	Did not prepare a handout	Minimum effort reflected in handout	Handout was useful with current references	Handout provided a wealth of references	
Prepare an interactive activity to illustrate some of the concepts	Did not prepare an interactive activity	Interactive activity was limited in scope and depth	Interactive activity was meaningful and beneficial	Interactive activity was creative and closely aligned to topic being presented	
Total Number of Points					

Comments:

EDUC 845: Section DL1
Multilingual Learners with Diverse Educational Needs:
Identification, Assessment, and Instruction
READINGS' LEADER PEER ASSESSMENT

1. **Appreciative comment:** I really liked (fill in the blank) about your presentation. A phrase/something that jumped out to me was….

2. **Create a Scene:** I heard something about (fill in the blank) in your presentation, and I'm curious to hear more about that. Is there a specific incident that comes to mind?

3. **Clarification:** It sounds like you're talking about (fill in the blank). Is this right, or did you mean something else?

4. **Support:** Is there anything else you would like us to give you feedback on?

TASK # 1 – LEGISLATIVE CASES: Pair or Individual Project

You will identify an important legal case involving multilingual learners and special education.
Research the case with your partner. You are responsible for:

- Aspects of the case including the plaintiffs, defendants,
- The issue, the results of the case, and how it affects education today.
- Present the information to the class as a pair with a one-page handout of the salient facts as
  well as pedagogical implications.
- Detailed background information
- Relevant research
- Questions to be addressed in the case
- Implications for current and educational practices
- Leading the in-class discussion

You may wish to start with this site: http://www.colorincolorado.org/article/landmark-court-rulings-regarding-english-language-learners

Examples of Prominent Cases

Lau v. Nichols
Castañeda v. Pickard
Horne v. Flores
Serna v. Portales
Meyers v. Nebraska

EDUC 845: Multilingual Learners with Special Education Needs: Identification, Assessment, and Instruction

TASK # 1 – LEGISLATIVE CASE -- Pair or Individual Project

Assignment Rubric

Name: _____Date: _____

20 Points total	No Evidence	Beginning (Limited evidence)	Developing (Clear evidence)	Accomplished (Clear, convincing, substantial evidence)	*SCORE*
	1	2	3	4	
CRITERIA					
Detailed background information	Background information is not addressed.	Background information is limited.	Background information is clearly developed.	Background information is clearly developed through research and legal cases.	
Relevant research	No references or incorrect references regarding relevant research.	Few references or some incorrect references cited.	Uses citations & references to provide the theoretical basis of the case.	Use of citations and references indicate substantial research pertaining to the case.	
Questions to be addressed in the case	No questions were presented in the case.	Questions presented in case were limited and not connected to case.	Questions presented in case were clear and met expectations of assignment.	Questions presented in case were clear, and supported with evidence.	
Outcome of the case	Outcome of the case was not addressed.	Outcome of the case is simplistic.	Outcome of the case is well organized.	Outcome of the case is well developed and supported through relevant research.	
Implications for current and educational practices	Research is unclear and information appears randomly chosen.	Content is loosely connected.	Information relates to a clear review of the literature.	Exceptional use of research resources. Abundance of supported materials.	
Lead in-class discussion	Did not complete task.	Preparation was limited.	Lead discussion with confidence.	Lead discussion with expertise.	

Comments:

TASK # 2 – PHOTO VOICE EDUCATOR COLLABORATOR CASE STUDY

Case Study – You will be assigned to work with an Educator Collaborator OR **you may select** someone, who works with multilingual learners with special needs (dual identified and/or gifted). This professional will be the subject of your Case Study. You are being asked to use Photo Voice as a tool for capturing images that reflect the issue identified by the Educator Collaborator. You will spend time (virtually) with this individual in deep conversations and interviews. Pictures taken either with your iPhone, Android, Tablet, or iPad may capture 3-5 salient features of your shared discourse. If possible and permissible, you may be able to observe online teaching. You will NOT be asked to visit the school F2F. Skype/Zoom/G-chat are options for your communication with the Educator. It's about the teacher and not a student. You will want to explore/examine this Educator Collaborator as the subject. You will also need to identify a critical friend. Either in this class or another doctoral student with whom you have established or would like to establish a relationship. Refer to the document posted on Bb describing Critical Friends.

You will:

1. Work with an Educator Collaborator who has experience with multilingual special needs students in the classroom or community. Ask this individual to identify an area in which they feel they have been successful and/or an area that is/has been a challenge.
2. Ask specific questions about instructional strategies used, instructional planning, , navigating the "system" and decision makers removed from the realities of teaching and learning; assessments/evaluations used with CLCD students; family engagement involvement; and giving voice to historically marginalized communities.
3. Describe in detail how identifications were determined and what special tools/instruments were used in making these determinations.
4. Identify evidence of federal policy and/or legislation that was/is actualized in the classroom/community setting.
5. Plan scheduled interviews with the Educator Collaborator to determine her strategies for lesson planning, communication with teachers/parents, the IEP process, and their experience with co-teaching in the general education classroom as well as any other germane factors.

PHOTO VOICE EDUCATOR COLLABORATOR CASE STUDY PAPER

This paper will be approximately 6-8 pages in length (APA 7th Ed.). In addition to attending to the items listed above your project must include:

Section I: Detailed description of the Educator Collaborator – a brief biographical background
Section II: Describe your relevant goal(s) and short-term objective(s) of project
Section III: Summaries of interviews – dates, duration, questions, emergent themes, etc.
Section IV: Document review – artifacts that were identified and reviewed that are relevant to this project
Section V: Researcher journal entries
Section VI: Rationale statement – why is this important and what will it contribute?
Section VII: Reflective statement of your stance/views, e.g., what did you learn? Has it changed your positionality? If yes, how? If no, why not?
Section VIII: Photos with captions

PHOTO VOICE STEPS

Getting Started
1. Choose your camera. Any type is fine.
2. Create a project timeline.
3. Obtain signed consent to participate from your Educator Collaborator
4. Develop questions you want to answer with this project.
5. During your initial interview with the EC, ask her to identify strengths as well as weaknesses they experience(d) in working with CLCD students. Collaboratively decide on a strength or weakness that will be the focal point of this project. Construct a list of 1-2 questions based on your decision.
6. Reflect on how you might answer these questions using a photo. Write down ideas of pictures. Take some pictures and share with Educator Collaborator for a critical conversation.

Photo Voice Tips
1. No experience is needed.
2. Photo quality is not important
3. Keep a researcher's journal – write down ideas of photos. Keep notes about why you took/found a picture
4. You don't need to take a LOT of pictures – 3-5 are plenty. You may also take pictures of artifacts. Avoid actual faces of ANY individuals. You may photograph the backs of heads, feet, hands, etc. but not faces. Select any artifact that may "tell part of the story" but be sure to omit any identifiers (names/schools/addresses) etc.

Possible Questions for your Educator Collaborator
1. What are your experiences working with CLCD learners?
2. What has been the most rewarding?
3. What has been the most challenging?
4. What are some areas about which you feel most proud and have contributed? Describe in detail.
5. What is an area that continues to be challenge or an area that you would like to improve/enhance your efficacy?

Photo Voice involves the following activities:
1. Think of questions to ask your Educator
2. Let her tell you of an area of education about which they are particularly proud OR find challenging. Decide how that can be photographed.
3. Take pictures or find pictures that help tell this story. Ask the Educator to select/take pictures to share with you.
4. Write captions on these photos.

Artifacts:
Interviews: aka Critical Conversations -
Document Review – select documents that support or refute the area under investigation
Researcher Journal – Use a journal log to capture your activities. This may take the form of field notes or audio recordings you make before, during, and/or after your activities.

TASK # 2: Photo Voice – Educator Case Study

EDUC 845: Multilingual Learners with Special Education Needs:
Identification, Assessment, and Instruction
Pair or Individual Option

Name: _____Date: _____

20 Points total	No Evidence 1	Beginning (Limited evidence) 2	Developing (Clear evidence) 3	Accomplished (Clear, convincing, substantial evidence) 4	*Score*
CRITERIA					
Detailed description of plan	Did not complete task.	Description of plan consisted of limited information relevant to the student's needs.	Description of plan was developed appropriately.	Description of plan clearly documented areas of strength and growth. Well articulated with specific details.	
Relevant Goals and Short-term objectives	Area of Need was not addressed.	Goals and Short-term objectives did not match identified issue.	Goals and short-term objectives matched identified issue.	Goals and short-term objectives matched identified issue and supported project with data sources.	
Background and Description of Educator Collaborator	Did not complete task.	Background and description of Educator Collaborator were not fully developed.	Background and description were adequate and clear.	Background and description were thorough and insightful with meaningful information.	
Document Review (1-2) and Photos (3-5)	Did not complete the task.	Document review and photos were inconsistent.	Document review and photos were supportive of goals of the project.	Document review and photos were clearly aligned and supportive of goals. They provided in depth insight to establishing worthiness.	
Researcher Journal Entries	Did not complete the task.	Journal entries were incomplete.	Journal entries were well written and substantiated.	Journal entries were extremely well written and documented. Strong evidence of connections to objectives.	
Rationale Statement	Rationale statement was not documented.	Rationale statement contained limited information.	Rationale statement contained relevant information.	Rationale statement contained specific documentation provided to address the issue.	
Reflective Statement of Your stance/views	Reflective statement was not included.	Reflective statement was limited in depth and breadth. Limited connections to course topics, discussions, readings.	Reflective statement was insightful. Some connections to course topics, discussions,	Reflective statement was extensive. Connections to course topics, discussions,	

			readings.	readings.	
Summary of Field Notes of Interviews/Meetings with Educator Collaborator	Field notes were not provided.	Field notes were not easily discernible.	Field notes were easily comprehensible.	Field notes were highly reflective.	

TASK # 3 – CONTROVERSIAL CURRENT ISSUE PAPER

Each student is required to write a position paper (no fewer than 10 pages in length) that examines a controversial current issue in special or gifted education for multilingual learners. This paper is to be written *with the aim for publication or a poster session*. I strongly encourage you to explore your own interests and address an issue that you find very important, interesting, or relevant to your respective research trajectory. You should make your topic selection by the fifth week of the semester.

Resources:
Institute of International Education: Research & Publications -- http://www.iie.org/en/Research-and-Publications

Possible Topics Might Include:
- DisCrit and Paradigmatic Shifts in the Culture of Schools
- Early Intervention and Prevention
- Digital Equity/Inequity
- Translanguaging and its Impact
- Educational Leadership: Roles and Responsibilities
- Global Response to Black Lives Matter
- Diagnostic and Assessment Tools

Guidelines for the assignment are as follow:
   a) Select a controversial current issue in special or gifted education for multilingual learners related to the course.
   b) Write an *introduction* to the issue. Explain your rationale and logic for having selected it.
   c) Include a **literature review** that demonstrates a corpus of research.
   d) Write a *discussion* explaining what you learned from reading the research on the topic.
   e) Situate **your own research agenda** and indicate its impact, importance, and relevancy.
   f) Outline **implications** that are germane to this controversial current issue.
   g) What are your **Conclusions?**

EDUC 845 – Multilingual Learners with Special Education Needs: Identification, Assessment, and Instruction
Controversial Current Issue in Special or Gifted Education for Multilingual Learners

Name_____ Date_____

25 Points total Criteria	Little or No Evidence 1	Beginning: Does not adequately meet expectations 2	Developing: Meets expectations adequately 3	Accomplished: Strongly meets expectations 4	Score
Introduction to the Issue	Introduction not included	Introduction not clearly articulated	Introduction is well defined	Introduction is nicely delineated	
Rationale for Issue Selection	Rationale is not included	Rationale is limited in scope	Rationale is purposefully defined	Rationale demonstrates robust intuition	
Literature Review	No references or incorrect references	Few references or some incorrect references	Uses citations & references to provide the theoretical basis of the final paper	Use of citations and references indicate substantial research	
Discussion	Poorly written with numerous spelling, grammatical, and/or punctuation errors. A number of major and minor grammatical mistakes. Significant APA errors, or not in APA format and style. Final paper lacks organization or clarity.	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of regular revision and proofing. Significant APA errors. Lacks organization or clarity.	Reasonably well written; a few minor spelling errors, grammatical or punctuation errors may be present; evidence of revision and proof reading. APA may contain some errors	Well written with few or no errors or error patterns. Clear evidence of regular revision and proofing. Referencing done in correct APA style.	
Situate Your Own Research	Your own research is not situated	Your own research is not well situated	Your own research is situated but lacks clear definitions	Your own research is well situated with clear meaning	
Implications	Implications are not apparent	Implications are loosely connected, transitions lack clarity.	Implications provide a sequence of information which is well organized for the most part.	Implications are clear and provide information that is meaningful and beneficial	
Conclusions	No conclusions provided	Weak conclusions provided	Conclusions were adequate	Conclusions were insightful	

Comments:

EDUC 845 – Multilingual Learners with Special Education Needs: Identification, Assessment, and Instruction

Course Readings, Attendance, Discussion Board Participation

Name_____   Date_____

Scoring Rubric

15 Points Total Criteria	Little or No Evidence 1-2	Beginning: Does not adequately meet expectations 3	Developing: Meets expectations adequately 4	Accomplished: Strongly meets expectations 5	Score
Preparation of Readings	No evidence of reading or preparation for class	Prepared some of the time for thoughtful contribution to class	Prepared most of the time for thoughtful contribution to class	Always prepared for thoughtful contributions to class discussions	
Attendance	Two or more unexcused absences	One unexcused absence	Attends every class session, usually on time, or arranges with the instructor prior to an excused absence or tardy	Attends every class session on time or arranges with the instructor prior to an excused absence or tardy	
Tasks completed	Rarely or never prepared with assignments or group work	Sometimes prepared with assignments or group work	Usually prepared with assignments or group work	Always prepared with assignments and assumes leadership role for group work	
Participation in Bb Discussion Boards, activities, online discussions, projects	Little to no participation in discussions, activities, or projects	Minimal participation in discussions, activities, and projects	Always participates in discussion, activities, and projects	Takes leadership in engaging colleagues in participation in discussions, activities, and projects	
Total Number of Points					

STUDENT BIOGRAPHICAL INFORMATION

Please email me (mhaley@gmu.edu)

Name:_____

E-mail address:_____

Home phone:_____ Work phone:_____

Home
address:_____

_____

GMU Program:_____ Academic Advisor_____
Year admitted:_____ Expected completion year_____

Currently teaching?_____ If yes, where, what, and for how long?
_____

Language(s) you speak/read/write_____
Level(s) of proficiency_____

Travel experience?_____ Where?_____
For how long?_____

Career goals:_____

What you hope to gain from this
class:_____

_____

_____

Favorite leisure/pastime
activities:_____

_____

EDUCATOR COLLABORATOR/PARTICIPANT CONSENT FORM
Photo Voice Educator Collaborator Case Study

Photo Voice is a participatory research method. It involves the participants of a study taking photographs, writing narratives, interviews, and document reviews that represent individual perspectives and lived experiences. These artifacts explain the significance of the pictures.

Participation is voluntary and you may withdraw from the project at any time without any risk to yourself.

Your signature below indicates that you understand the purpose of the project, the objective, and your right to withdraw from participation.

If at any time you have any questions or concerns please feel free to contact: Dr. Marjorie Hall Haley, mhaley@gmu.edu

Name_____

Signature_____

Contact Information_____

Date:_____