What is different or additional when evaluating ELLS suspected of having a disability?

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What is different or additional when evaluating ELLS suspected of having a disability?

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Course Content Standards

The specific content standards (course outcomes) to address the above goals are based on the integration of both CEC (2010, 2012) and TESOL (2012) standards. CEC Standards already acknowledge the linguistic and cultural factors in special education but they do not operationalize them. The TESOL/NCATE Standards (2012) are used to operationalize these core language and cultural factors. The course outcomes are organized by knowledge, skills and dispositions.

KNOWLEDGE: At the end of this course, participants will:
1. Demonstrate understanding of three kinds of state and federal laws that are interrelated to ensure that students with disabilities who are also English language learners receive
   a. A Free and Appropriate Education (2FAPE)
   b. In the Least Restrictive Environment (2LRE)
   c. Legal requirements in assessment for eligibility to Special Education Services + Language Learning Education (Sp Ed in LLE)
2. Demonstrate understanding of what is additional and/or different when assessing ELL Students with disabilities (ELL-SWDs)
   a. Legally (civil rights, special education and Language Learning laws and court cases.
   c. Linguistically (CEC 5.1; TESOL 4. Linguistic) & 4.assessment)
   d. Culturally (CEC 5.11)
3. Demonstrate an understanding of the purposes of assessment as they relate to ELLstudents with and without disabilities and use results appropriately (TESOL4.a.1) and what is different
4. Demonstrate knowledge about and be able to use a variety of assessment procedures for ELLStudents in WIDA language domains: understanding & speaking. (TESOL4.a.2.)
5. Explains Understanding of the appropriate use of norm-referenced assessment with ELLs (TESOL 4.b.2) with and without disabilities (IDEA 2004, Title III)
6. Understand and use criterion-referenced assessments appropriately with ELLs (TESOL4.c.2.) with and without disabilities
7. Demonstrate understanding of Tiered System of Support

SKILLS: At the end of this course, participants will be able to
8. Demonstrates assessment skills in carrying out ELLs' (oral) language and communicative competence using multiple sources of information. (TESOL4.b.3.)
9. Uses multiple methods of assessment and data-sources in making educational decisions. (CEC4.0)
10. Selects and uses technically sound formal and informal assessments that minimize bias. (CEC 4.1)
11. Uses knowledge of measurement principles and culturally and linguistically research based practices to interpret assessment results that guide appropriate educational decisions for individuals with exceptionalities (CEC 5.2) who are English Language Learners
12. Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors (CEC 5.1) when assessing, evaluating, creating FAPE in LRE for ELL-SWDs
13. Uses technologies to support instructional assessment (CEC 5.2)
14. Prepare ELLs to use self- and peer-assessment techniques when (appropriate TESOL4.c.4)
15. Distinguish among ELLs' language difference, and special education needs (TESOL 4.a.5.)

DISPOSITIONS: At the end of this course, participants will be able to
16. Recognize potential linguistic and cultural biases in assessment instruments and procedures including standardized tests.
17. Demonstrate understanding of their own Habits of Mind
18. Recognize why the CEC ethical standards linguistic and cultural factors for positive outcomes when the three kinds of laws that protect the rights of ELL-SWD are appropriately implemented

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Assessment is at the center of all good teaching
 McLoughlin & Lewis (2007)

Figure 1. Overview of structure of the course content in additional and or different

Guiding Questions
1. Why is it important to understand clearly the three interacting kinds of laws that protect the rights of ELL-SWDs?
2. Why do teachers of ELL-SWDs need to understand difference between assessment and evaluation in culturally responsive evaluation required by IDEA2004?
3. Why is it important to collect background data assessment including understanding and speaking proficiency in English as a second/new language and in the student’s first language when assessing ELL-SWDs (before any other assessments)?
4. How important is to have data from native language proficiency and achievement in ESL?
5. Why do Special Education teachers need to understand cultural variables in each ELL student’s evaluation?
6. To what extent are linguistic variables important in ELL-SWDS’ evaluation?
7. Why is it important to write clear and non-discriminatory assessment reports?
8. Why is it important to examine the linguistic complexity demands ds of written or oral text vs. the student’s second/new language developmental level?
9. Why it is important to reexamine the program placement for LRE in LLE?
10. What is appropriate education for ELL-SWD? What is additional and different that must be included in the IEP?

Required Texts & Other Learning Tools

Serpa, Maria de Lourdes B. (2011). An imperative for Change. Bridging special and language learning education to ensure a free and appropriate education in the least restrictive environment for ELLs with disabilities in Massachusetts. Boston, University of Massachusetts: Mauricio Gastón Institute for Latino Community Development and Public Policy.
http://scholarworks.umb.edu/gaston_pubs/152/

Illinois Language Proficiency Assessment Handbook
http://www.isbe.state.il.us/assessment/pdls/lang_pro.pdf
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Selected Assessment Bibliography
(Refer to Moodle for a more extensive bibliography)


Bouchard, M. (2005). *Comprehension strategies for English Language Learners: 30 research-based reading strategies that help students read, understand, and really learn content from their textbooks and other nonfiction materials*. City: Teaching Strategies.


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Selected language tests are available at the Lesley Assessment Lab located in University Hall.

**Course Format/ Methodology**

Course content is addressed during a 15 week-semester equivalent time frame, which includes two one-day sessions face to face sessions and 9 online sessions. This is a field-based course with lots of practice in the field. It uses a combination of active methods and strategies including: case studies, hands on practical practice and application; video-lecture; class discussion; technology vignettes, asynchronous participation. Learning activities include: group work, collaborative peer assessment, role-plays, practice meetings, teaching to learn, readings and class member sharing/ presentations. Every session assignments must meet the established standard and revisions are expected until each standard is met. Refer to course philosophy.

**Course Requirements and Evaluation**

Current assessment evaluation procedures are modeled after the most current assessment practices throughout the course (both on the f2f and online). Formative assessment for each course take place in every session with the successful completion of all the assignments evaluated by course faculty, as well as peer and weekly self assessment where participants are also required to seek clarification for any issue or content addressed in this course. This is a field based course therefore participants are required to practice with selected culturally-linguistically responsive tools with an ELL student with a disability or suspected of having a disability in their school district.

Summative evaluation comes in the form of a standards based grade based on a co-constructed rubric with the course participants’ input and engagement.

1. **CULTURAL & LINGUISTIC FACTORS IN SPED EVALUATION:** Information regarding the student's culture and second/new language must be factored into the processes of pre-referral, referral, and/or evaluation and intervention decisions This is a two part assignment.
a. **Cultural Autobiography.** Self reflect on your cultural story and prepare a paper or power point or a Glogster Poster. See Guidelines

b. **District Based Cultural & Linguistic Differences Inquiry Study.** Study a specific culture and language in your school district in comparison with the majority American culture and English

Use the information learned in your Cultural & Language Differences Inquiry Study to contribute to build capacity in your school district by

**Option 1** Context: You have been asked by your special education director to do a workshop on professional development day for the school psychologists, special education teachers and speech and language therapists on the role of a adapting to new culture and learning a new language in educational evaluation (within a majority culture school context). Specifically you are to provide comprehensive but succinct information about the cultural and linguistic factors listed below by preparing a Power Point presentation. OR

**Option 2** Context: You have been asked to write a guidance document to give to the School Committee in your school district about the linguist and cultural factors about one particular culture and language other than English

Be sure to list the workshop outcomes and include the cultural and linguistic specific implications for educational evaluation of ELL/CLD students with or without (dis)abilities including the following:

**CULTURAL FACTORS**

- Establishing rapport in culturally responsive ways (assessment)
- Succinct key information about country of origin (know thy family!)
- Cultural identity options and acculturation stage continuum of student
- Cultural values distance or proximity with assessor (issues in evaluation)
- Culturally influenced specific student’s behavior in classroom settings and in the playground (assessment and evaluation)
  - thinking, communicating and writing style (linear v. non linear)

**LANGUAGE FACTORS**

- Provide a succinct overview of the student’s native language characteristics.
- List predictable linguistic influences in English (as a second/new language) from the student’s native language in the following areas: phonology, morphology, syntax, semantics, pragmatics
- Interaction and communication with families at home and at school (in team evaluation meetings)
- Include Language Learning Education based Least Restrictive Environment in MA

Make specific recommendations to other educators and specify implications for evaluation of ELL students suspected of having disabilities. Concrete recommendations for change are to be based on “Plus + or Minus - Evaluation Model” developed by Serpa 2010.

2. **RESEARCH FACTORS & LEGAL FACTORS IN EVALUATION- A Practical Approach**

Take case study profile given and respond to the following questions:

a. Are procedures for sped assessment being executed according to the integration of the three kinds of laws?

b. Is evaluation of all data collected carried out in light of all the research in second/dual language learning and cultural development?

c. Is the student evaluated in the native language?

d. Is student receiving FAPE in LRE that is appropriate for students who are in the process of learning a second/new language (evidence based)?

e. In your opinion are evaluators adequately prepared to address the additional and different factors when dealing with this segment of the school population?

10% of grade

3. **REPORT WRITING**

**Nondiscriminatory Assessment Report Rewriting.** Submit an assessment report (with student ID deleted or changed) that was written before participation in the course. Then during the course each participant is expected to rewrite it by integrating the assessment content standards learned in this course.

4. **Case Study Assessment Portfolio: Integration of Linguistic and Cultural Factors In Special Education Evaluation**

Assessment portfolios are currently being used in education to research, document and inform learning in both general and special education for native English speakers and Speakers of Other languages. A Portfolio is a formal way of organizing assessment data both formal and alternative and or informal including technology.

**Context:** Select a K-8 ELL student with a disability or suspected of having a disability and develop a comprehensive assessment case study for submission to your principal at the team evaluation meeting. It will include...
the use of oral language proficiency in listening, speaking for English as a new language and the primary language and

Content: participants are expected to practice with culturally responsive Interview Based Assessment, Observation Based Assessment, Curriculum Based Assessment and Performance Based assessment with an ELL student with disabilities or suspected of having a disability on a weekly basis. PLEASE REFER TO the (1) checklist and (2) case study template report

Video Clip: participants are expected to videotape an oral language sample (in English and in the language other than English) of the case study student. A 2 minute edited video clip is to be included in the case study portfolio and it presented to the class and/or online.

Note: Specific guidelines and a template are provided

50% of grade

5. Test Review
The technical quality of published tests is essential information for any educational assessor of students with disabilities who are English Language Learners. Participants are expected to be informed consumer of published tests that are appropriate for ELLs school age population. Participants will review a test as a test tool used with ESOL students. Each test review will be posted online. See Guidelines

6. Course Resource Alternative Assessment Tool Kit
Each course participant will contribute at least one resource to this Tool kit that will be made available to all course participants


Note: More detailed instruction for each assignment will be given to participants and is included in Bb.

8. Other Class Assignments or alternative assignments
Additional readings and other assignments will be provided as needed by individual participants

Individual online conferences and or telephone or SKYPE appointments
You are expected to set up at least one individual online conference using SKYPE or the telephone.

COURSE PHILOSOPHY

This is a hands-on field based success oriented hybrid course with two sessions face to face and nine sessions on line. It is grounded on culturally and linguistically relevant case studies and constructivist learning theories with learning by doing, reflecting, collaborating, and contributing. The course faculty takes the active role of a facilitator and s/he guides and supports course participants in meeting standard for each assignment and in reaching each of the course outcomes based on their own evolving understandings. Ongoing personalized feed-forward are an integral part of the process and therefore revisions are needed from time to time until performance standard is achieved.

RESPONSIBILITIES AND EXPECTATIONS

Participation

Attendance is required in the face-to-face sessions for the entire period. Participation is defined as consistent, engaged, informed interaction in all activities, including individual, small groups as well as whole-group learning activities. It is crucial that each of you continuously articulate to the course leaders your suggestions and clarifying questions as they come up throughout the course.

Each course outcome must be reached for a final grade to be given. The questioning/reflecting process is essential to your own learning and professional growth. Each member of this learning community is expected to work with others or individually until s/he shows evidence of having learned the pertinent content and performance standards required in this course. You are expected to have an active role and to voice your questions as they arise and to make recommendations as the course unfolds.
Submission of Assignments
The purpose of the weekly assignments is to ensure that you have the opportunity to experience graduate-level work in culturally and linguistically responsive assessment for ELL-SWDs at different levels of English proficiency and with a variety of special needs. Assignments are due on either Wednesday or Sunday by 11:59PM.

Each course participant is responsible for taking an active role in his/her learning and by handing in assignments that reflect his/her current best work and understandings of the course content (individual accountability). Weekly Revisions of assignments are expected in this learning experience and they will not affect your grade provided that your revisions are made carefully and submitted in a timely fashion.

All written assignments must be typed, double-spaced, pages numbered, in a 12 point font, with a typed title page, and with one inch margins on all sides. Use only the Publication Manual of the American Psychological Association (APA) guidelines for citations and references (ISBN: 1-55798-791-2). A shorter version is available at the Sheryl Library website.

Videos are to be uploaded to Vimeo.com with a pass word to be posted in the course wiki Audio files are to be saved as mp3s and uploaded to Wiki

GRADING CRITERIA
There is no traditional weekly grading. There is, however, weekly personalized feed-forward that lets you know if you have met the given assignment standard or still need to do more work until you reach it. (More work means revising with guidance provided). When you need to revise to meet the given assignment standard you will receive (a) an incomplete smile or (b) approaching standard. You need to be able to understand and apply all standards in this course. This is why you will revise assignments until you have met the standard receive a(a) complete SMILE😊 and/or (b) Meets Standard. Please refer to Grading Rubric.

Assignments must be submitted on time. If an extension is need please let the course faculty know

Assignments are reviewed to meet a given standard and you are expected to revise it until it meets the standard 😊

NY= O
AST=approaches standard 😊
MS=meets standard 😊

The final grade is based on self-assessment, post assessment and other evidence related to achieving each course content standards. All course content standards must be met before a grade is given.
THEMATIC COURSE CONTENT OVERVIEW: ELL-SWDS 2014

PLEASE REVIEW THE COURSE CONTENT. THANK YOU FOR YOUR INPUT

INTRODUCTION

- Course overview and requirements.
- Self-Assessment (Pre-test and post-test)
- Issues and concerns in nondiscriminatory assessment from a diversity of perspectives
- The legal dimension of Special Education Assessment IDEA 2004 and Title III-NCLB.
- What is different and additional for students with disabilities that are English Language Learners? (ELL-SWDs)
  - Linguistic
  - Cultural
  - Legal/Policy
  - Research
- Assessment for eligibility: Issues, concerns & ethics for ALL students in schools
- Framing what we know and what we need to upgrade: knowledge of the content of assessment (e.g. reading, oral language writing, etc.) - what is being assessed and the skills of assessment (e.g. rubrics, interview based assessment, curriculum based assessment, etc.)
- Instructional Assessment – (did student meet the objective or learning target, what do I need to reteach in a different way?)
- Purpose of assessment
  - Eligibility
  - Language Proficiency Placement
  - Monitor Progress
  - Other
- Content Of Assessment: What is assessed? Refer to knowledge from first and second language, culturally influenced ways of thinking and doing, reading is first v. second language, etc.
- Skills of the Assessor: What assessment skills do you already have such as: Standardized Testing, Reading tests: IRI, reading inventories, running records, cloze tests. What assessment skills do I need to upgrade?
- Modes of assessment: self-assessment, peer assessment, teacher assessment and wide scale Assessment
- ELL-SWDs: Merging of two kinds of teacher education standards: CEC Standards (including the ethical standards and TESOL standards
- Individual Learning Plan

LEGAL/ETHICAL FOUNDATIONS ASSESSMENT FOR ELL-SWDs

- Laws and regulations in education
- Civil Rights Laws and Selected Court Cases
  - Lau v. Nichols
  - Section 504
  - Civil Rights Act
- Special Education Laws & Selected Court Cases
  - IDEA 2004
  - MGL Chapter 71B
  - Legal requirements in Special Education Assessment applied to ELLs
- Language Learning Laws and Selected Court Cases
  - Legal program options in MA from most restrictive to least restrictive
  - NCLB -Title III
  - Legal requirements of assessment in Language Learning education
- 2FAPE for ELL-SWDs
- 2LRE For ELL-SWDs
- Review of CEC Ethical Standards

LINGUISTIC FOUNDATIONS FACTORS – RESEARCH BASED (CEC+ TESOL Standards)

What is “normal” in second language learning performance?
  - Learning a Second Language – own bio
Definition of language components in L1 & L2 (Phonology, morphology, syntax, semantics & pragmatics)
Stages of first and second language learning/acquisition
Levels of English Proficiency or English Language Development Level WIDA W-APT
Language Dominance and Language Loss
Kinds of language proficiency: BICS (fluency) & CALP (academic language)
Linguistic Influences in English from the student's native language:
  - Phonology, morphology, syntax, semantics & pragmatics
  - Reading, math & writing, spelling and grammar
Research based relationship between first and second language: CUP (common underlying proficiency) or SUP (Separate underlying proficiency)?
Theories of language learning (optional)
Methods of teaching second language (optional)

CULTURAL FACTORS – RESEARCH-BASED  (CEC+ TESOL Standards)
- Definition of culture in assessment & evaluation
- Dimensions of culture
- Culture(s) and the brain
- Culturally specific characteristics study that inform assessment and evaluation
- Cultural differences and establishing rapport for individual assessment
- Cultural Values in USA v. other countries
- Cultural distance and misevaluation
- Cultural identification styles (Ventriglia)
- Cultural difference inquiry-Cultural ways of knowing perceiving and doing. Study one of the five cultures in the LDLD project website
- Practice interviewing a family from a culture that is different from your own
- Cultural responsive communication with families
- Understanding cultural differences in Writing and Behaving
- Stages of cultural adaptation (www.ldldproject)
Understanding cultural adaptation stages and ADHD behaviors

CULTURALLY & LINGUISTICALLY RESPONSIVE SPECIAL EDUCATION EVALUATION
(SKILL DEVELOPMENT)
Case study based practice in culturally and linguistically responsive evaluation
- Report writing evaluation and rewriting to meet course standards
- Distinguishing Learning Disabilities Vs Linguistic And Cultural Differences: The LDLD Model (Serpa, 2005)
- ELL-SWDs Evaluation: the Plus or Minus Model of Evaluation
- Reporting assessment/evaluation results in culturally and linguistically responsive ways

AREAS OF EDUCATIONAL ASSESSMENT FOR PRACTICE
- Language Proficiency (L1& L2)
- Writing Proficiency and Cultural Differences  (L1 & L2)
  - See Cultural Section
- Second Language Proficiency
  - Stages of Second Language
  - Levels of English proficiency (WIDA) See Linguistic Section

TESTING
ESSENTIAL TESTING CONCEPTS REVIEW  [LINGUISTIC, CULTURAL & LEGAL PERSPECTIVES]
- Assessment, testing and evaluation
- Evaluation Revisited for Cultural, linguistic, Research and Policy Perspectives
- Assessment for learning and assessment of learning
- Types of tests (NRT&CRT) and their validity for use with ELL-SWDs
- Rapport writing test results - culturally responsive process- SEE cultural section
  - Bell Curve and its limitations
- Test Scores: Percentile Ranks, Stanines, Standard Scores, z-scores, & NCEs
- Grade Scores and Age Scores and why they should not be used (NRT)
- Test Validity Types in light of cultural, linguistic and research factors
- Test Reliability Methods: test retest, split half & alternate form (optional)

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SELECTED TESTS REVIEW FOR VALIDITY WITH ELL-SWDS
- UNDERSTANDING THE CONTENTS OF the Test Manuals
- ACCESS for Special Ed (WIDA)
- B-VAT
- Batería III Woodcock-Muñoz
- Boehm of Basic Concepts -3 (multilingual)
- Diagnostic Assessment of Reading
- DIBELS
- IDEA Oral Language Proficiency Test (IPT II)
- Key Math3
- Language Assessment Scales R
- Peabody Picture Vocabulary Test III
- SpellMaster
- TOWL-4
- WIAT
- WIDA W-APT
- Wide Range Achievement Test 4 (WRAT4)
- Woodcock Johnson Psycho-Educational Batteries-III: Achievement
- Others tests by request and availability _ Which tests are less biased towards ELLs and why

ASSESSMENT
SELECTED AUTHENTIC /ALTERNATIVE ASSESSMENT PROCEDURES
- Culturally Responsive Interview Based Assessment
  - Establishing Rapport
  - Structured or open interviews
- Culturally Responsive Observation Based Assessment in Language Learning
  - Anecdotal
  - Checklist
  - Rating
- Performance Based Assessment
  - Rubrics & Checklists
- Linguistically Responsive Curriculum Based Assessment
  - Language & Writing (reading is not covered in this course)

EVALUATION
TEXT COMPLEXITY & STAGES OF SECOND LANGUAGE
- Evaluation of oral and written text for meaning accessibility
- Nondiscriminatory evaluation mini-case studies in class practice

Case Studies
- Video
- Written
- Audio
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<th>Class</th>
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<td>1 Session</td>
<td><strong>Introduction and orientation</strong> Critical Issues in Sped assessment of ELL-SWDs Definition of Essential Terms in ELL+SPED What is different and additional: legal, cultural, linguistic and research</td>
<td>Read: <em>Imperative for Change</em> Serpa (2011) PP1 Case study analysis with checklist for - LLE - Special Ed Classroom Observation 1 Pre-Assessment on course content</td>
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<td>1 Session</td>
<td><strong>Legal/Ethical Factors (ELL-SWDs)</strong> <em>Three kinds of laws that protect the learning rights of ELL-SWDs:</em> - Civil Rights Laws - Special Education Laws - Language Learning Laws &amp; Court Cases Requirements in the assessment process from Pre-referral to IEP meeting Do’s and don’ts of report writing FAPE &amp; LRE For ELL-SWDS Review of CEC Ethical Standards and ELL-SWDS Self Assessment</td>
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<td>Session 4</td>
<td><strong>Cultural Factors (ELL-SWDs) I</strong> Definition Cultural Values in USA v. other countries and its implications in assessment, evaluation and establishing rapport with the student from a given culture Stages of cultural adaptation (<a href="http://www.ldldproject">www.ldldproject</a>)</td>
<td>Read: Values Americans live by (Khols) View video clip - Cultural difference inquiry study -Cultural ways of knowing perceiving and doing - Cultural distance and misevaluation Practice interviewing a family from a culture that is different from your own Case Study Part 1 Observation 2</td>
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<td>Session 4</td>
<td><strong>Cultural Factors (ELL-SWDs) II</strong> Understanding cultural differences in Writing and Behaving Cultural responsive communication with families at IEP meetings Understanding cultural adaptation stages and ADHD behaviors</td>
<td>View Video Clip Sharing Culture Inquiry Study –PP or Prezi Case study section on culture Rubric</td>
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<td><strong>Linguistic Factors (ELL-SWDs) I</strong> What is normal in second language learning performance?</td>
<td>Reading: <em>What teachers need to know about language</em></td>
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<td><strong>Linguistic Factors</strong> (ELL-SWDs) II</td>
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<td>Linguistic Influences in English from the student’s native language:</td>
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<td>- Phonology, morphology, syntax, semantics &amp; pragmatics</td>
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<td>Self Assessment</td>
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<td>Overview of L1 characteristics and predictable influences into English as a new language. (Language selected must be represented in the given school MA school district to be included in the appendix of case study portfolio)</td>
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<td>Practice with case study</td>
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<td>Session 13</td>
<td>Case Study analysis</td>
</tr>
<tr>
<td>Session 14</td>
<td>Role play Team evaluation meeting</td>
</tr>
<tr>
<td>Session 15</td>
<td>Sharing of case studies portfolios</td>
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</tbody>
</table>

**THEMATIC COURSE CONTENT**
### Meeting Course Outcomes: Major Assignments

**Knowledge: Participants will**

<table>
<thead>
<tr>
<th>Course Outcome Standard (based on CEC &amp; TESOL)</th>
<th>Major Assignment</th>
</tr>
</thead>
</table>
| 1. Demonstrate understanding of three kinds of state and federal laws that are interrelated to ensure that students with disabilities who are also English language learners receive  
  a. A Free and Appropriate Education (FAPE-ELL)  
  b. In the Least Restrictive Environment (LRE-ELL)  
  c. A Nondiscriminatory assessment and evaluation | Analysis of five case studies |
| 2. Demonstrate understanding of what is additional and different when assessing ELLs with disabilities  
  a. Legally (civil rights, special education and Language Learning laws and court cases.  
  c. Linguistically (CEC 5.1; TESOL 2. (Linguistic) & assessment)  
  d. Culturally (CEC 5.1 2; TESOL1. (Culture), & assessment) | Analysis of at least five case study reports |
| 3. Demonstrates an understanding of the purposes of assessment as they relate to ELLs [with and without disabilities] and use results appropriately. (TESOL4.a.1) | Language Proficiency Case Study Portfolio |
| 4. Demonstrate knowledgeable about and able to use a variety of assessment procedures for ELLs understanding & speaking. (TESOL4.a.2.) | Performance Quiz |
| 5. Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs. 4.a.3. with and without disabilities | Test Review |
| 6. Explains Understanding of the appropriate use of norm-referenced assessment with ELLs (TESOL 4.b.2) with and without disabilities (IDEA 2004, Title III) | Assessment exercises comparing NRT with CRT-Glogster Poster |
| 7. Understand and use criterion-referenced assessments appropriately with ELLs (TESOL4.c.2.) with and without disabilities | Assessment exercises  
  Assessment exercises comparing NRT with CRT – Glogster poster |

**SKILLS: Participants will**

| 8. Demonstrates assessment skills in carrying out ELLs’ (oral) language skills and communicative competence using multiple sources of information. (TESOL4.b.3.) | Case study |
| 9. Uses multiple methods of assessment and data-sources in making educational decisions. (CEC4.0) | Case studies review with rubric |
| 10. Selects and uses technically sound formal and informal assessments that minimize bias. CEC (4.1) | Given referral questions selects appropriate tools exercises |
| 11. Uses knowledge of measurement principles and culturally and linguistically research based practices to interpret assessment results that guide appropriate educational decisions for individuals with exceptionalities (CEC4.2) who are English Language Learners | KEY ASSIGNMENT: Case study Preparation |
| 12. Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors (CEC 5.1) when assessing, evaluating, creating FAPE in LRE for ELL-SWDs | Recommendations section of case study |
| 13. Uses technologies to support instructional assessment (CEC 5.2) | Video, ecove, apps, audio, computers |
| 14. Prepare ELLs to use self- and peer-assessment techniques when (appropriate TESOL4.c.4) | Practices every session |

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2 Considers an individual’s abilities, interests, learning environments, and cultural (TESOL Domain2) and linguistic (TESOL Domain 1) factors (CEC 5.1)

*What is different or additional when evaluating ELLS suspected of having a disability?*

© Professor Maria de Lourdes B. Serpa (2013, 2014)
What is different or additional when evaluating ELLs suspected of having a disability?

Learners with disabilities who are English Language Learners are entitled to a free and appropriate education (FAPE) in the least restrictive environment (LRE).

What is “appropriate education” for ELL-SWDs?
<table>
<thead>
<tr>
<th>Course outcome standard</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate understanding of three kinds of state and federal laws that are</td>
<td>Session 1, 2, 4 &amp; 8</td>
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<tr>
<td>interrelated to ensure that students with disabilities who are also English language</td>
<td></td>
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<tr>
<td>learners receive</td>
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<tr>
<td>d. A Free and Appropriate Education (2FAPE)</td>
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<tr>
<td>e. In the Least Restrictive Environment (2LRE)</td>
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<tr>
<td>f. A Nondiscriminatory assessment and evaluation</td>
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<tr>
<td>2. Demonstrate understanding of what is additional and different when assessing ELLs</td>
<td>Session 1, 2, 6</td>
</tr>
<tr>
<td>with disabilities</td>
<td></td>
</tr>
<tr>
<td>a. Legally (civil rights, special education and Language Learning laws and court</td>
<td></td>
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<tr>
<td>cases.</td>
<td></td>
</tr>
<tr>
<td>c. Linguistically (CEC 5.1; TESOL 2. (Linguistic) &amp; 4.assessment)</td>
<td></td>
</tr>
<tr>
<td>d. Culturally (CEC 5.1; TESOL 1. (Culture) &amp; 4.assessment)</td>
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<tr>
<td>3. Demonstrates an understanding of the purposes of assessment as they relate to ELLs</td>
<td>Session 1 &amp; 12</td>
</tr>
<tr>
<td>([with and without disabilities]) and use results appropriately. (TESOL4.a.1)</td>
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<tr>
<td>4. Demonstrate knowledgeable about and able to use a variety of assessment procedures</td>
<td>Session 14</td>
</tr>
<tr>
<td>for ELLs understanding &amp; speaking. (TESOL4.a.2.)</td>
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<tr>
<td>5. Demonstrate understanding of the advantages and limitations of assessments, including</td>
<td>Session 10</td>
</tr>
<tr>
<td>accommodations for ELLs. 4.a.3. with and without disabilities</td>
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<tr>
<td>6. Explains understanding of the appropriate use of norm-referenced assessment with</td>
<td>Session 4-15</td>
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<tr>
<td>ELLs (TESOL 4.b.2) with and without disabilities (IDEA 2004, Title III)</td>
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<tr>
<td>7. Understand and use criterion-referenced assessments appropriately with ELLs</td>
<td>Session 4-15</td>
</tr>
<tr>
<td>(TESOL4.c.2.) with and without disabilities</td>
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</tbody>
</table>

**Skills**

|                                                                                           |                  |
| 8. Demonstrates assessment skills in carrying out ELLs’ (oral) language skills and       | Session 3-15     |
| communicative competence using multiple sources of information. (TESOL4.b.3.)            |                  |
| (CEC4.0)                                                                                |                  |
| 10. Selects and uses technically sound formal and informal assessments that minimize bias.| Sessions 7-15    |
| CEC (4.1)                                                                               |                  |
| 11. Uses knowledge of measurement principles and culturally and linguistically research  | Session 1-15     |
| based practices to interpret assessment results that guide appropriate educational       |                  |
| decisions for individuals with exceptionalities (CEC4.2) who are English Language       |                  |
| Learners                                                                               |                  |
| 12. Consider an individual’s abilities, interests, learning environments, and cultural   | Session 10-15    |
| and linguistic factors (CEC 5.1) when assessing, evaluating, creating FAPE in LRE for    |                  |
| ELL-SWDs                                                                                |                  |
| 13. Uses technologies to support instructional assessment (CEC 5.2)                       | Session 10       |
| 14. Prepare ELLs to use self- and peer-assessment techniques when (appropriate TESOL4.c.4)| Session 1-14     |
| 15. Distinguish among ELLs’ language difference, and special education needs (TESOL     | Session 12-15    |
| 4.a.5.)                                                                                 |                  |

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3 Considers an individual’s abilities, interests, learning environments, and cultural (TESOL Domain 2) and linguistic (TESOL Domain 1) factors (CEC 5.1)

What is different or additional when evaluating ELLs suspected of having a disability?

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### Dispositions

<p>| | | |</p>
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<tbody>
<tr>
<td><strong>16.</strong> Recognize potential linguistic and cultural biases in assessment instruments and procedures including standardized tests. (NMF.3)</td>
<td></td>
<td>Session 5</td>
</tr>
<tr>
<td><strong>17.</strong> Demonstrate understanding of Habits of Mind</td>
<td></td>
<td>Pre session 1 and session 15</td>
</tr>
<tr>
<td><strong>18.</strong> Recognizes why the CEC ethical standards represent a potential for positive outcomes when the three kinds of laws that protect the rights of ELL-SWD are appropriately implemented</td>
<td></td>
<td>Session 14</td>
</tr>
</tbody>
</table>
LESLEY UNIVERSITY POLICY STATEMENTS

Academic Integrity Policy

Academic honesty and integrity are essential to the existence and growth of an academic community. Each member of the Lesley community is charged with honoring and upholding the University’s policy. Students are full members of the academic community and, as such, are obligated to uphold the University’s standards for academic integrity. Students should take an active role in encouraging others to respect these standards, and should become familiar with Lesley’s policy. The policy details students' roles and responsibilities, and provides examples of violations (including information about failing to document sources, plagiarism, cheating, fabrication or falsification of data, multiple submissions of work, abuse of academic materials, complicity/unauthorized assistance, lying/tampering/theft, etc.). The complete policy can be found on the Lesley University Web page. http://www.lesley.edu/policies/

Portfolio Development

Graduate School of Education Master’s degree and licensure candidates* are required to develop a program portfolio, comprised of the key assignment from each course in their programs. Through these identified key assignments, students will demonstrate acquisition of both knowledge and skills and will demonstrate professional growth over time. The portfolios will be used for institutional and teacher self-evaluation as well as for review by accrediting agencies. They will also provide evidence that students are meeting required state and professional standards, and will confirm that Lesley’s programs are meeting their stated outcomes.

Students will build their portfolios in one of two ways, depending on their program start dates.

If you began your off-campus or online program after October 25, 2010, or your on-campus program after January 1, 2011:

You will be required to use MAP (My Assessment Portfolio) and must register for a mandatory, online MAP orientation course that features a tutorial for how to set up a MAP portfolio. Issues related to registration for the orientation course and technical issues related to the use of MAP can be directed to map@lesley.edu

You must upload the key assignment for each of your courses into your MAP program portfolio as part of the course requirements. Your faculty member will use the rubric that is posted in MAP to assess how effectively you completed the key assignment.

If you began your off-campus or online program before October 25, 2010 or your on-campus program before January 1, 2011:

You, too, must complete a key assignment for each course, but you will submit your assessment electronically directly to the faculty member teaching the course, and not via the MAP system. Your faculty member will give you directions regarding the electronic submission. Like students using MAP, your submitted work will be assessed using the rubric for the key assignment.

*Students enrolled in the Science Online Master’s or the Out Of School Time Master’s Programs are exempt from the portfolio requirement at this time.
Disability Services for Students

Lesley University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), and provide documentation of the disability. Eligibility for reasonable accommodations will be based on the documentation provided. If you are a student with a documented disability, or feel that you may have a disability, please contact: notation provided. If you are a student with a documented disability, or feel that you may have a disability, please contact:

For on-campus students with learning disabilities or attention disorders:

Maureen Riley, Director of Academic LD/ADD Services
Doble Hall, 2nd Floor
617.349.8464 (voice) 617.349.8324 (fax)
mkriley@lesley.edu

For on-campus students with physical, sensory, or psychiatric disabilities, and off-campus students with learning disabilities, attention disorders, or physical, sensory, or psychiatric disabilities:

Laura J. Patey, Director of Access Services
11 Mellen Street
617.349.8194 (voice) 617.349.8544 (TTY)
617.349.8558 (fax)
lpatey@lesley.edu

Attendance Policy

The academic integrity of our programs depends on students attending all scheduled class meetings. Students should discuss with faculty, in advance, any portion of a class meeting they cannot attend. Absence from class may be reflected in the student’s grade. The complete attendance policy may be found here.

Official Format for Student Work

All School of Education students must use APA format for student papers, citations and bibliographies. The complete SOE policy may be found on the School of Education web page.

http://www.lesley.edu/soe/soe-policies.html#format
APPENDIX A

ASSESSMENT BIBLIOGRAPHY

The bibliography is found in a separate document due to the size of the document.
APPENDIX B. Special Education Professional Ethical Principles From the Council For Exceptional Children [CEC STANDARD 6.0 (2010)] Applied to ELL-SWDs (version 8.0)

Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. THIS INCLUDES STUDENTS WITH DISABILITIES WHO ARE ENGLISH LANGUAGE LEARNERS

NOTE: Text in blue font highlights

They are committed to upholding and advancing the principles listed:

<table>
<thead>
<tr>
<th>CEC* Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining <strong>challenging expectations</strong> for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.</td>
</tr>
<tr>
<td>Maintaining a <strong>high level of professional competence</strong> and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.</td>
</tr>
<tr>
<td>Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.</td>
</tr>
<tr>
<td>Practicing collegially with others who are providing services to individuals with exceptionalities.</td>
</tr>
<tr>
<td>Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.</td>
</tr>
<tr>
<td>Using evidence, instructional data, research, and professional knowledge to inform practice.</td>
</tr>
<tr>
<td>Protecting and supporting the physical and psychological safety of individuals with exceptionalities.</td>
</tr>
<tr>
<td>Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.</td>
</tr>
<tr>
<td>Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.</td>
</tr>
<tr>
<td>10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.</td>
</tr>
<tr>
<td>11. Engaging in the improvement of the profession through active participation in professional organizations.</td>
</tr>
<tr>
<td>12. Participating in the growth and dissemination of professional knowledge and skills.</td>
</tr>
</tbody>
</table>

Source: www.CEC.org

Prepared by Serpa with Orozco, Roaf, Lira & McCabe (2013)
APPENDIX C: Legal Definition of Disabilities

*Disability* shall mean one or more of the following impairments and includes students who are language learners.

**Autism** - A developmental disability significantly affecting verbal and nonverbal communication and social interaction. The term shall have the meaning given it in federal law at 34 CFR §300.8(c)(1).

**Developmental Delay** - The learning capacity of a young child (3–9 years old) is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: receptive and/or expressive language; cognitive abilities; physical functioning; social, emotional, or adaptive functioning; and/or self-help skills.

**Intellectual Impairment** - The permanent capacity for performing cognitive tasks, functions, or problem solving is significantly limited or impaired and is exhibited by more than one of the following: a slower rate of learning; disorganized patterns of learning; difficulty with adaptive behavior; and/or difficulty understanding abstract concepts. Such term shall include students with mental retardation.

**Sensory Impairment** - The term shall include the following:
- **Hearing Impairment or Deaf** - The capacity to hear, with amplification, is limited, impaired, or absent and results in one or more of the following: reduced performance in hearing acuity tasks; difficulty with oral communication; and/or difficulty in understanding auditorily-presented information in the education environment. The term includes students who are deaf and students who are hard-of-hearing.
- **Vision Impairment or Blind** - The capacity to see, after correction, is limited, impaired, or absent and results in one or more of the following: reduced performance in visual acuity tasks; difficulty with written communication; and/or difficulty with understanding information presented visually in the education environment. The term includes students who are blind and students with limited vision.
- **Deaf-blind** - Concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs.

**Neurological Impairment** - The capacity of the nervous system is limited or impaired with difficulties exhibited in one or more of the following areas: the use of memory, the control and use of cognitive functioning, sensory and motor skills, speech, language, organizational skills, information processing, affect, social skills, or basic life functions. The term includes students who have received a traumatic brain injury.

**Emotional Impairment** - As defined under federal law at 34 CFR §300.8(c)(4), the student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The determination of disability shall not be made solely because the student's behavior violates the school's discipline code, because the student is involved with a state court or social service agency, or because the student is socially maladjusted, unless the Team determines that the student has a serious emotional disturbance.

**Communication Impairment** - The capacity to use expressive and/or receptive language is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: speech, such as articulation and/or voice; conveying, understanding, or using spoken, written, or symbolic language. The term may include a student with impaired articulation, stuttering, language impairment, or voice impairment if such impairment adversely affects the student's educational performance.

**Physical Impairment** - The physical capacity to move, coordinate actions, or perform physical activities is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: physical and motor tasks; independent movement; performing basic life functions. The term shall include severe orthopedic impairments or impairments caused by congenital anomaly, cerebral palsy, amputations, and fractures, if such impairment adversely affects a student's educational performance.

**Health Impairment** - A chronic or acute health problem such that the physiological capacity to function is significantly limited or impaired and results in one or more of the following: limited strength, vitality, or alertness including a heightened alertness to environmental stimuli resulting in limited alertness with respect to the educational environment. The term shall include health impairments due to asthma, attention deficit disorder or attention deficit with hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia, if such health impairment adversely affects a student's educational performance.

What is different or additional when evaluating ELLS suspected of having a disability?

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**Specific Learning Disability** - The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Use of the term shall meet all federal requirements given in federal law at 34 CFR §§300.8(c)(10) and 300.309.