

Lewis and Clark College-Summer Semester 2019  
SPSY 536

**WORKING WITH CULTURALLY AND LINGUISTICALLY  
DIVERSE STUDENTS**



**Instructor:** Cynthia Velásquez - Bilingual School Psychologist

**Email:** [Cynthia@lclark.edu](mailto:Cynthia@lclark.edu)

**Meeting Place and Time:** York room #115 5:30- 8:30 pm

**Dates:** 6/3/19- 7/1/2019

**\*Texts:** Geva, Esther & Wiener, Judith (2015) Psychological Assessment of Culturally and Linguistically Diverse Children and Adolescents- A Practitioner's Guide Springer Publishing Co.

\* Text available at Watzek Library as an [eBook](#)

## **Catalogue Description**

Understanding the relevance of cultural and linguistic diversity within school settings and communities is essential as school psychologists and practitioners. Beyond the creation of a knowledge base, school psychologists must examine ways in which factors of culture and language are considered when examining student abilities and how the relevance of school factors can impact overall perspectives.

## **Course Objectives**

The purpose of this course is to explore, understand, and learn factors of language acquisition and resources available in schools. Models of educational supports for English Language Learners, instruction and the impact of culture and language when considering psychological assessment will be examined and applied to everyday situations. Students are expected to consider social justice and advocacy in their work as practitioners.

According to the National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology are based on domains that must be addressed in the course context and structure as follows:

Domain 1: Data- Based Decision Making and Accountability

Domain 2: Consultation and Collaboration

Domain 3: Interventions and Instructional Support to Develop Academic Skills

Domain 7: Family–School Collaboration Services

## **Course Expectations**

Students are expected to submit assignments on due dates, unless there is an emergency or illness. Any absence needs to be reported prior to class time and make up work may be assigned and will be dependent on lecture in the classroom. If you are absent, please identify a colleague in the class who will take notes and share information with you. If you are in need of any modification or accommodation due to individual learning needs, please find time to speak with me.

## **Students with Special Needs**

*If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.*

## **Participation**

*What does that look like in this class?*

*I am expect active engagement with discussion topics and questions via asking questions and/ or making a comment. I will provide paths to engagement via technology and in smaller group, but I expect your individual participation to be key to your success in this class.*

**Late assignments will not be accepted, unless there is a major illness or emergency.**

**Plagiarism**

You must document all of your source material. If you take any text from somebody else, you must make it clear the text is being quoted and where the text comes from. You must also cite any sources from which you obtain numbers, ideas, or other material. If you have any questions about what does or does not constitute plagiarism, please ask. Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid and if you are the least bit careful about giving credit where credit is due you should not run into any problems.

**Assignments**

There will be a total of (2) assignments as part of the course and will likely be utilized in the future. The purpose of the assignments is to create tools that you will disseminate among your colleagues and will build on your knowledge. The assignments may seem simple to complete, but they are actually complex in their nature.

**Overview of Course Assignments & Course Grading**

	<b>Assignments</b>	<b>Due</b>	<b>Point Value</b>
<b>1</b>	Visual to Explain Language Acquisition	<b>6/10 In Class</b>	<b>20</b>
<b>2</b>	Classroom Observation Tool	<b>6/24</b>	<b>30</b>
<b>3</b>	Student language interview	<b>7/1</b>	<b>30</b>
	Participation		<b>20</b>
	Total		<b>100</b>

TOTAL 100

Grade Calculation:

97-100 points =A

93-96 points =A-

89-92 points =B

85-88 points =B-

81-84 points =C

### Expectations for Work Submitted

Your colleagues work very hard in classes to do their best because they know that now is the time to develop their skills as school psychologists. Please plan ahead if you know an assignment will take you time to complete or will present with challenges. Your work ethic and standards are being observed and believe it or not, your formation as a professional begins now. Procrastination is not your inspirational friend. I expect the best from you and nothing less. Always. Always. Do better.

### Proposed Schedule of Classes

This schedule is provided as a guide and may be subject to change.

Week	Date	Topic	Assignment
1	6/3	<p>Language learning &amp; acquisition In class: Catherine Collier Checklists</p> <p><b>Social Justice:</b> “Facundo the Great”- Respecting Names</p>	<p>*Review of syllabus * Chp (3) (Text)</p>
2	6/10	<p>ESL programs/ Scaffolding/ Classroom Observations- The What, Why and How In class: Brainstorming- Classroom Observation</p> <p><b>Social Justice:</b> ESL –Know Your Right ! Lau v. Nichols (1974)</p>	<p>Reading: Scaffolding Instruction for English Language Learners: A Conceptual Framework</p> <p>Examples of scaffolds and classroom observations</p> <p>Inspiration: Watch in Class <a href="#">“Caine’s Arcade”</a></p> <p><b>Assignment #1 IN CLASS</b> <b>Kit Check-out:</b></p>

			<p><b>Rachel Greben</b>  <a href="mailto:gradloaner@lclark.edu">gradloaner@lclark.edu</a></p> <p>* <b>Large Paper &amp; Markers</b></p>
3	6/17	<p><b>CLD Assessment Factors &amp; Considerations</b>  In class:  Case study &amp; discussion</p> <p><b>Social Justice:</b>  Impact of Assessment- Know Your Rights!  Larry. P v Riles (1979)</p>	<p>Reading: (Text)  Chp. 6  Assessment of Intelligence</p> <p><b>Bring Test Kits</b>  <b>Assignment #2 Due</b></p>
4	6/24	<p><b>C-LIM (Cultural Linguistic Interpretive Matrix)</b></p> <ul style="list-style-type: none"> <li>· Understanding implications of culture &amp; language</li> <li>· Culture/ Language and Eligibilities</li> <li>· Brainstorming Session: CLD Template</li> </ul> <p><b>Social Justice:</b>  Assessment in Native Language- Know Your Rights!  Diana v. State Board of Education (1970)  Film “ I Learn America” (90 minutes) (2013)</p>	<p>Reading:  Collaboration with Culturally and Linguistically Diverse Families</p> <p><b>40 min</b>  <b>Brainstorming</b></p>

5	7/1	<p><b>Sharing Information with our Families</b></p> <ul style="list-style-type: none"> <li>● <b>Creating Accessibility</b></li> <li>● <b>Justice/ Advocacy</b></li> <li>● <b>Using visuals during eligibility meetings</b></li> </ul> <p><b>Social Justice:</b>  <b>Providing Families Report Information in their Native Language</b></p>	<p><b>Assignment #3 Due Jeopardy!</b></p>
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### Assignments

<p><b>Assignment 1. Creating a Visual</b></p>
<p><b>Purpose:</b>  The purpose of this assignment is to create a visual to explain Second Language Acquisition. To communicate to other educators the process of language acquisition</p>
<p><b>Requirements &amp; what you will get:</b></p> <ul style="list-style-type: none"> <li>● We will review key concepts of second language acquisition in class</li> <li>● You will develop a visual in class or Cummins' theory</li> <li>● The visual can be hand drawn or done via google docs or <a href="#">lucidchart</a></li> <li>● We will have a gallery walk of our visuals at the end of class</li> <li>● I will give you an opportunity to start in class</li> </ul>

<p><b>Assignment 2. Classroom ELL/ CLD Observation Form and/ or Checklist (Brainstorming &amp; Small Group Collaboration)</b></p>
<p><b>Purpose:</b> To develop a classroom observation form specific to ELL/ CLD students that can be used to observe specific instruction and aide in discussing possible ecological needs.</p>
<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>● You will be required to develop an observation form within a small group.</li> <li>● Documents will need to be developed via Google docs and shared among your group.</li> <li>● Examples of classroom observation forms will be provided as examples.</li> <li>● During collaboration you will need to consider the following:</li> </ul>

- 1.) Various aspects of ELL needs within instruction and delivery
  - 2.) Language proficiency
  - 3.) Classroom peers
  - 4.) Consider what an ELL student will need for supports
- The form should be a document that can be used as part of an informal or formal assessment or to gather data.
  - It cannot be solely a checklist. It can be a hybrid of a checklist and grid style observation form.
  - The finalized document will be shared among your colleagues
  - Please be ready to discuss a part of the form that interested you.

### **Assignment 3. Student Interview (Brainstorming & Individual work)**

#### **Purpose:**

The purpose of this assignment is to create a CLD student interview that can be used when to gather information about a student's linguistic and cultural background

#### **Requirements & what you will get:**

- You will be provided with examples, classroom discussion and brainstorming will be organized to provide ideas
- The form should be easy to use and questions should be accessible to students from a variety of ages
- The questions should focus on the following:
  - Language usage in the school and home setting
  - Usage among peer groups & within the community
  - Understanding how student accesses instruction
  - Sense of belonging to the school community
- The form can be any length, but be simple to use and keeping in mind that it might be used with an interpreter.
- The final document will be shared

An expert is a person who has made all the mistakes that can be made in a very narrow field.

Niels Bohr. Danish physicist (1885 - 1962)

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