

Lewis & Clark College-Summer Semester 2022
SPSY 538

**WORKING WITH CULTURALLY AND LINGUISTICALLY
DIVERSE STUDENTS**



Instructor: Cynthia Velásquez - Bilingual School Psychologist

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Meeting Place and Time: 5- 8pm York # 107

Dates: 5/18 - 6/29 (Additional Meeting Saturday 6/18/22)

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

Office Hours: By Appointment

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

Catalog 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. Educational models of best practice 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.

SPSY Departmental Attendance Policy: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit). In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Disability Services Statement

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.

Graduate School Policies

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

Participation

What does that look like in this class?

I 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 within a smaller group, but I expect your individual participation to be key to your success in this class.

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 (4) 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.

Overview of Course Assignments & Course Grading

| | Assignments | Due | Point Value |
|---|-----------------------------|---------|-------------|
| 1 | Classroom Teacher Interview | 6/8/22 | 30 |
| 2 | Classroom Observation | 6/23/22 | 30 |
| 3 | Special Education Visual | 7/6/22 | 30 |
| 4 | Discussion Leader(s) | TBD | 10 |
| | Total | | 100 |

TOTAL 100

Grade Calculation:

97-100 points =A

93-96 points =A-

89-92 points =B

85-88 points =B-

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 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 | 5/18 | <p style="text-align: center;">Language Acquisition</p> <ol style="list-style-type: none"> 1.) Introduction 2.) Language learning & Acquisition 3.) Chuj Boys of Summer (Short Film, 2020) 4.) Acquisition Models 5.) Code Switching | <p>Learning Target: Understand and describe Second Language Acquisition</p> <p>Assignment: Read this article Review this module & this slide and (3) Leaders</p> |
| 2 | 5/25 | <p style="text-align: center;">Bilingual/ Multilingualism &</p> <ol style="list-style-type: none"> 1.) Immersion (Short Film, 2009) 2.) Discussion Leaders 3.) Bilingualism 4.) Language Loss 5.) Iris Center BICS/ CALP Example 6.) Linguistic Justice - Title VI 7.) Activity - Case Study <p>Social Justice: Title VI- Civil Rights Act</p> | <p>Learning Target: Learn basic principles of Bilingualism/ Multilingualism, ELPA21 and</p> <p>Assignment : Read Scaffolding Instruction for English Language Learners: A Conceptual Framework (3) Leaders</p> |
| 3 | 6/1 | <p style="text-align: center;">English Language Development</p> <ol style="list-style-type: none"> 1.) Intro 2.) Discussion Leaders 3.) ELPA21 4.) ESL programs 5.) Aida Walqui <p>Activity: Case Study & Teacher Questions Continued</p> | <p>Learning Target: Understanding the purpose of ESL programs & Scaffolding</p> <p>Assignment: Read this module Watch this video (3) Leaders</p> |

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| 4 | 6/8 | <p>Instructional Supports for Bilingual/ Multilingual Students</p> <ol style="list-style-type: none"> 1.) SLIFE/ SIFE 2.) ZPD 3.) UDL - Graphic Novels 4.) Discussion Leaders 5.) Activity- Review UDL Chart 6.) Classroom Observations- The What, Why and How 7.) Activity: Review Classroom Observations <p>Social Justice: ESL –Know Your Rights ! Lau v. Nichols (1974)</p> | <p>Learning Target: Learn different strategies and instructional modalities</p> <p>Assignment: Read Collaboration with Culturally and Linguistically Diverse Families- Beth Harry</p> <p>Watch Dr. Beth Harry Video</p> <p>Teacher Interview Due June 9th</p> <p>(4) Leaders</p> |
| 5 | 6/15 | <p>CLD Assessment Factors & Considerations</p> <ol style="list-style-type: none"> 1.) Discussion Leaders 2.) Special Education Referral 3.) Exclusionary Factors 4.) Engaging with Families 5.) Activity: Review Classroom Observations | <p>Learning Target: Understand factors related to ELL students and referral to Student Intervention Teams:</p> |
| 6 | | <p>This class has been combined for 6/18/22</p> | <p>Assignment: Read Assessment of Intelligence Chp. 6 (Geva & Wiener, 2015)</p> <p>Listen: Radio Lab G: Unfit (2021)</p> <p>(4) Leaders</p> |

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| 7/8 | 6/18 | <p>Assessment of Bilinguals/ Multilinguals Saturday June 18th (9am- 3pm) SUPER FUN FUN FUN !</p> <ol style="list-style-type: none"> 1.) Gathering Information 2.) Formative Assessments 3.) Progress Monitoring 4.) Discussion Leaders 5.) Assessment of Diverse Students 6.) Social Justice: 7.) Impact of Assessment- Know Your Rights!: Larry. P v Riles (1979) 8.) Black Students & Special Education 9.) Review of Assessments 10.) Classroom Observation Forms | <p>Learning Target Learn about assessment of bilingual students & factors. Learn about collecting data related to formative and progress monitoring</p> <p>Assignment: Watch Dr. Samuel Ortiz in this Podcast/ Youtube</p> <p>(3) Leaders</p> |
| 9 | 6/22 | <p>Implications & Factors</p> <ol style="list-style-type: none"> 1.) Understanding implications of culture & language 2.) Culture/ Language and Eligibilities 3.) Discussion Leaders 4.) SIFE/ SLIFE Students 5.) C-LIM (Cultural Linguistic Interpretive Matrix) <p>Social Justice: Assessment in Native Language- Know Your Rights! Diana v. State Board of Education (1970)</p> | <p>Learning Target: Understand the impact of Culture & language on Cognitive Assessment</p> <p>Assignment: Watch I Learn America</p> <p>(3) Leaders</p> <p>Classroom Observation Due Monday 6/23/22</p> |
| 10 | 6/29 | <p>Sharing Information with our Families</p> <ol style="list-style-type: none"> 1.) Creating Accessibility SLIFE/SIFE 2.) Justice/ Advocacy 3.) Using visuals during eligibility meetings 5.) Discussion Leaders 6.) Working on Visuals <p>Social Justice: Access to Information in the Native Language</p> | <p>Learning Target: Understand the importance of language access for students and families who speak a language other than English</p> |

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| | 7/6 | Free Day to Work on Final Assignment | Assignment Due: Special Education Visual DUE July 6th |

Assignments

Assignment 1. Teacher Interview (CLD)

Purpose:

The purpose of this interview is to obtain information about a teacher's perspective within the classroom setting. The information can help a school team understand what instructional supports the teacher has provided and strengths the student brings.

Requirements & what you will get:

- 1.) You will develop and create an interview format document that will enable you to gather information.
- 2.) Examples will be provided in the classroom with time to speak to peers and get ideas.
- 3.) We will start with a case study that will be a launching pad for ideas
- 4.) Guidance and a rubric will be provided

Assignment 2. Classroom CLD Observation Form and/ or Checklist (Brainstorming & Small Group Collaboration)

Purpose: To develop a classroom observation form specific to CLD students that can be used to observe specific instruction and aid in discussing possible ecological needs.

Requirements & what you will get:

- 1.) You will be required to develop an observation form within a small group.
- 2.) Documents will need to be developed via Google docs
- 3.) During collaboration you will need to consider the following:
- 4.) Various aspects of Bilingual/ Multilingual needs within instruction and delivery
 - Language proficiency
 - Classroom peers
 - Consider what an Emergent Bilingual 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.
 - Examples and Rubric will be provided

Assignment .3 Creating a Visual

Purpose:

The purpose of this assignment is to create a visual in order to communicate to families about the special education process or specific area related to special education by using Oregon Administrative Regulations & IDEA

Requirements & what you will get:

- 1.) You will need to create a one page visual providing an overview of the special education process
- 2.) The visual can be created using different platforms i.e. Canva, Lucid or Slidesgo, Prezi or Google Slides.
- 3.) You will be provided with examples, opportunities to meet with peers and sharing of resources

Assignment .4 Discussion Leaders

Purpose: The purpose of leading a discussion is to help peers consider questions related to the reading and support a “deep dive” into a topic.

Requirements & what you will get:

- 1.) You will read the article, provide a verbal summary and present (1) question provided to the instructor prior to class to present.

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)