

Lewis and Clark College-Summer Semester 2018  
SPSY 590

WORKING WITH CULTURALLY AND LINGUISTICALLY  
DIVERSE STUDENTS



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

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**Meeting Place and Time:** York 107

**Dates:** 6/11/18- 7/9/2018

**\*Texts:** Geva, Esther & Wiener, Judith (2014) 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.

***Participation in class activities and discussion within the course is paramount.***

***Late assignments will not be accepted, unless there is a major illness or family 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>	Classroom Observation Tool		<b>30</b>
<b>2</b>	Report Template		<b>40</b>
<b>3</b>	Weekly Summary		<b>15</b>
	Participation		<b>15</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. Districts consult with me about hiring the students in our program and if you have not put forth your best efforts this will be noted. Procrastination is not your inspirational friend. I expect the best from you and nothing less.

Always. Always. Do better.

**This schedule is provided as a guide and may be subject to change.**  
**Proposed Schedule of Classes**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
<b>1</b>	6/11	Language learning & acquisition <b>In class:</b> Catherine Collier Checklists <b>Social Justice:</b> “Facundo the Great”- Respecting Names	-Review of syllabus - Chp (4) (Text) Gaining Understanding of the Individual Family Context
<b>2</b>	6/18	ESL programs/ Scaffolding/ Classroom Observations- The What, Why and How <b>In class:</b> Brainstorming- Classroom Checklist <b>Social Justice:</b> ESL –Know Your Right ! Lau v. Nichols (1974)	<b>Reading:</b> Scaffolding Instruction for English Language Learners: A Conceptual Framework  Examples of scaffolds and classroom observations  Inspiration: “Caine’s Arcade”  * Large Paper & Markers
<b>3</b>	6/25	CLD Assessment Factors & Considerations <b>In class:</b> Case study & discussion  <b>Social Justice:</b> Impact of Assessment- Know Your Rights! Larry. P v Riles (1979)	<b>Reading:</b> (Text) Chp. 6 Assessment of Intelligence  <b>Assignment #1 Due</b>
<b>4</b>	7/2	C-LIM (Cultural Linguistic Interpretative Matrix) <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> <b>Social Justice:</b> Assessment in Native Language- Know Your Rights! Diana v. State Board of Education (1970) <b>Film</b> “ I Learn America” (90 minutes) (2013)	<b>Reading:</b> The Influences of Linguistic Demand and Cultural Loading on Cognitive Test Scores  Examples of C-LIM in reports & how to present in a meeting
<b>5</b>	7/9	CLD Report Writing <ul style="list-style-type: none"> <li>Including information/ language proficiency information</li> <li>CLD report template development</li> <li>Using visuals during eligibility meetings</li> </ul> <b>Social Justice:</b> Providing Families Report Information in their Native Language	<b>Reading:</b> Culturally and Linguistically Responsive Practices in Psychoeducational Reports for ELLs  <b>Assignment #2 Due</b>

## Assignments

### **Assignment 1. Classroom ELL/ CLD Observation Form and/ or Checklist (Brainstorming & Small Group Collaboration)**

**Purpose:** 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.

**Requirements:**

- You will be required to develop an observation form within a small group.
- Documents will need to be developed via Google docs and shared among your group.
- Examples of classroom observational forms will be provided as examples.
- During collaboration you will need to consider the following:
  - various aspects of ELL needs within instruction and delivery
  - language proficiency
  - classroom peers
  - 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 and will be presented to the class.
- Please be ready to discuss a part of the form that interested you.

### **Assignment 2. Report Template (Brainstorming & Individual work)**

**Purpose:**

The purpose of this assignment is to create an ELL/ CLD report template that you can use in the future as part of your internship or during your career. It will be a document that will evolve.

**Requirements:**

- You will be provided examples and a journal article that will provide guidance
- Classroom discussion and brainstorming will be organized to provide ideas
- The template needs to include specific information that would need to be gathered when understanding the needs of ELL/ CLD students background, culture/ language and developmental history etc.
- Each section of the template should include some guidance notes for the assessor on what type of detailed information should be included in each section.

<b>Weekly Summary: Discussion of Weekly Assigned text</b>
<b>Purpose:</b> To develop more depth in understanding specific topics
<b>Requirements:</b> <ul style="list-style-type: none"> <li>• Read assigned text for weeks 2-4</li> <li>• Select a quote</li> <li>• Write a 1-2 paragraphs</li> <li>• Submit to Google Classroom</li> </ul>

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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