

**INTENSIVE TEACHER INSTITUTE IN BILINGUAL SPECIAL EDUCATION (ITI-BSE)
2007-2008**

**SPECIAL EDUCATION TEACHERS:
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) (15 credits)**

	COURSE TITLES	COURSE DESCRIPTIONS
I	Foundations, Theory and Practice of Bilingual General and Special Education (3 credits)	Foundations, theory and practice of bilingual general and special education, and multicultural perspectives in education, including an overview of linguistics and English grammar.
II	Curriculum, Assessment and Methods of Teaching English as a Second Language in General and Special Education (3 credits)	Methods, materials and assessment criteria used to teach English as a second language to limited English proficient students, including those with disabilities, at the elementary and secondary levels to meet the English as a Second Language Learning Standards (listening, speaking, reading and writing) and assessment requirements in the state of New York
III	Curriculum, Instruction and Assessment in English as a Second Language in General and Special Education (3 credits)	In-depth study of the curriculum, instruction and assessment in English as a Second Language (ESL) instruction of limited English proficient (LEP) students, including those with disabilities, to meet the ESL Learning Standards (listening, speaking, reading and writing) and assessment requirements in the state of New York.
IV	Methods of Teaching English as a Second Language in Core Subject Areas (3 credits)	Methods, materials and assessment criteria used to teach core subject areas in English to limited English proficient students, including those with disabilities. Focus should be given to meet the language arts modalities (listening, speaking, reading and writing) for English as a Second Language (ESL) instruction in the content areas of Mathematics, Science, and Social Studies, as indicated in the NYS Learning Standards for grades K-12.
V	Assessment Strategies for Limited English Proficient Students in Special Education (3 credits)	Develop competencies in appropriate multidisciplinary assessment techniques for limited English proficient (LEP) students with disabilities. Course performance outcomes will include formal and informal assessment strategies, as well as the development of instructional planning for Individualized Education Program (IEP) objectives and Present Level of Educational Performance (PLEP) statements.