

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

**SPECIAL EDUCATION TEACHERS:
BILINGUAL EDUCATION EXTENSION (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, Assessment and Methods of Teaching Native Language Arts in General and Special Education (3 credits)	Methods, materials and assessment criteria used to teach native language arts to limited English proficient students, including those with disabilities, at the elementary and secondary levels to meet the Native Language Arts Learning Standards (listening, speaking, reading and writing) and assessment requirements in the state of New York.
IV	Methods of Teaching Core Subject Areas in the Native Language and English (3 credits)	Methods, materials and assessment criteria used to teach core subject areas in the native language and 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 Native Language (NL) and 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 in Bilingual Special Education (3 credits)	Develop competencies in appropriate multidisciplinary assessment techniques for limited English proficient (LEP) children 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.