

Special Education and Bilingual Learners

January 27th, 2021 Note Catcher

Sources

Topic	Link
Colorado Context 2018-19 & Districts with the Highest Numbers of Emerging Bilinguals (EBs)	https://www.cde.state.co.us/fedprograms/2017-state-report-card-english-learners-chapter
Children with Disabilities by English Learner Status	https://www.cde.state.co.us/cdesped/sped_data
EBs enrolled in K-12	https://ncela.ed.gov/sites/default/files/fast_facts/DEL4.4_ELProfile_508_1.4.2021_OELA.pdf https://nces.ed.gov/programs/digest/d19/tables/dt19_204.27.asp
Students Ages 6 to 21 Served Under IDEA Part B, by Disability Category and English Learner Status: School Year 2018-2019	https://ncela.ed.gov/files/fast_facts/20201216-Del4.4-ELsDisabilities-508-OELA.pdf

Related Articles

- [Overcoming Common Misunderstandings About Students With Disabilities Who Are English Language Learners \(Cheatham & Hart Barnett\)](#)
- [Perspectives on Culturally and Linguistically Responsive RtI Pedagogics Through a Cultural and Linguistic Lens \(Montalvo, Combes, Kea\)](#)
- [Preparing Educators for Developing Culturally and Linguistically Responsive IEPs \(Tran, Patton, Brohammer\)](#)
- [Sustaining a Multitiered System of Supports for English Learners in Rural Community Elementary Schools \(Hoover, Soltero-Gonzalez, Wang, Herron\)](#)
- [Systemic Issues in the Implementation of Response to Intervention in Culturally and Linguistically Diverse Schools \(Klingner et al.\)](#)

Notes



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Planning Considerations

- Explore the context of your teaching setting. Investigate the demographics of your school. How many EBs are there? How many have IEPs? Do you know how to access your students' IEPs? Have you read them?
- Think of an upcoming lesson or activity that you will do with your students. Make a differentiated plan with specific students in mind for implementation at Tiers 1, 2 and 3.
 - What will you do to make sure the task is culturally and linguistically sustaining for your students.
 - Be as specific as possible about the modifications you'll make and include all relevant materials and objectives.
- Consider what it means to provide culturally and linguistically responsive practices to EBs in RTI.
 - Examine the texts you have currently selected for your upcoming activities. Are they examples of critical fictions? How is bilingualism represented? Are they culturally and linguistically responsive to your students?
 - Look at your curriculum and lesson plans and select texts and materials that are culturally and linguistically sustaining. You can use this time to explore texts that you might use with your students.

CO-CABE Links

Register for the February 24th-25th CO-CABE Conference	https://cocabe.org/conference
Visit our Website to watch previous webinars	https://www.cocabe.org/sisepuede
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Contact Information

Valeria Praga-Rodríguez CO-CABE Board Member	valeria.praga@cocabe.org
Dr. Vanessa Santiago Schwarz University of Colorado Boulder	vanessa.schwarz@colorado.edu
Elizabeth Silva Diaz University of Colorado Boulder	elizabeth.silva@colorado.edu



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