**Campbellsville University**

**ED 704-01/02**

**Nature and Needs of Diverse Learners**

**Professor:** Dr. Priscilla Brame

**Email:**  pbrame@campbellsville.edu

**Class day/time:** Tuesdays- 6:30 - 7:45/ 8:00 – 9:15

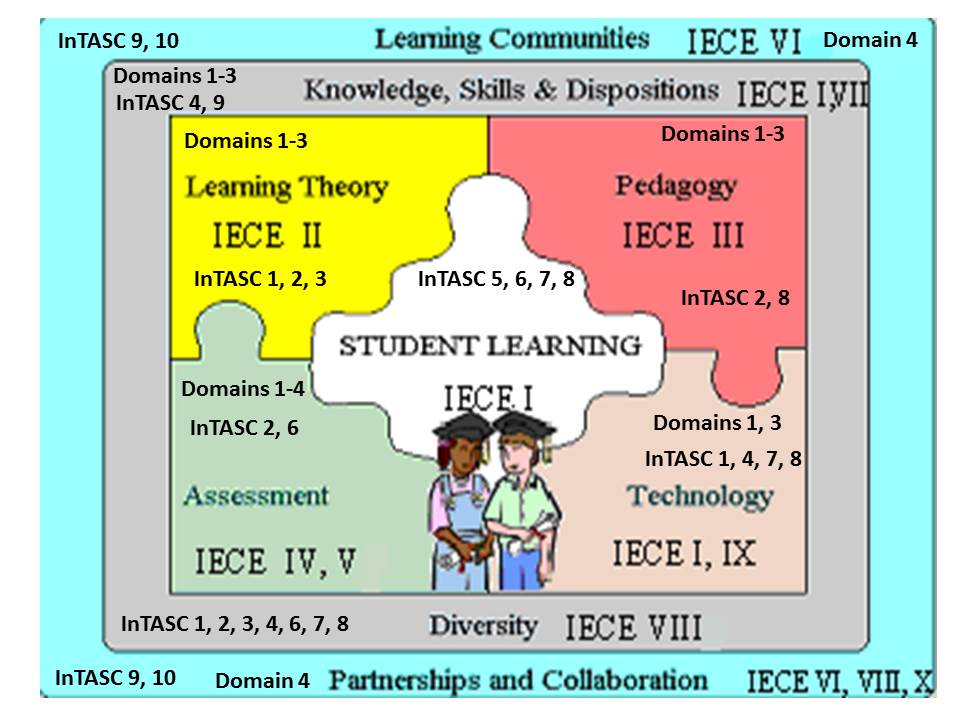
**Location:** Online

**Office hours:** Virtual hours

Grad Term 1: July 6 – August 27, 2016

**School of Education Conceptual Framework**

#### Theme: Empowerment for Learning

**Model of Conceptual Framework**

**Course Description:**

This course concerns effective administrative practices and leadership skills that are necessary in working with teachers and students of differing gender or ethnicity or with disabilities so as to promote equitable learning opportunities. It includes study of diverse cultural patterns among students and appropriate ways to differentiate instruction. Further, it is an overview of special education including characteristics, programming, and supporting research and the examination of the four major types of learners: special education, multicultural, gifted/talented, and students at risk. This course explores how those groups of learners can be best served using effective instructional and behavior management strategies.

Credit: 3 hours

**Texts:**

Rothstein-Fisch, C. & Trumbull, E. (2008). *Managing diverse classrooms: How to build on students’ cultural strengths.* Alexandria, VA: Association for Supervision and Curriculum Development.

978-1-4166-0624-6

Vaughn, S. B., Schumm, Bos, C. S., Schumm, J.S. (2014). *Teaching students who are exceptional, diverse, and at-risk in the general education classroom,* (6th Edition), Boston: Pearson.

978-0-13-283673-9

### School of Education Mission Statement

In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by

* preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
* honoring, understanding, and respecting diverse voices and communities in society,
* establishing partnerships and collaborating with the professional community,
* supporting and enhancing Christian characteristics of servant leadership.

**Methods of Instruction**

The instructional methods will include:

* online learning lessons
* individual consultation with instructor
* online discussion groups
* teamwork
* cooperative learning activities
* site visitation and classroom observation

**Association of Middle Level Education (AMLE)**

Principle A The Learner and Learning

Standard 1: Young Adolescent Development

Principle B Middle Level Curriculum

Standard 2: Middle Level Curriculum

Standard 3: Middle Level Philosophy and School Organization

Principle C Middle Level Instructional Practice

Standard 4: Middle Level Instruction and Assessment

Principle D Professional Responsibilities

Standard 5 Middle Level Professional Roles

**Kentucky Teacher Standards**

* 1.3 Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.
* 1.4 Regularly guides students to understand content from appropriate diverse, multicultural or global perspectives.
* 2.2 Plans and designs instruction that is based on significant contextual and pre-assessment data.
* 2.4 Plans a learning sequence using instructional strategies and activities that build on students’ prior knowledge and address learning objectives.
* 3.2 Maintains a fair, respectful and productive classroom environment conducive to learning.
* 4.1 Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.
* 5.4 Consistently describes, analyzes and evaluates students performance data to determine students progress, identify differences among student groups, and inform instructional practice.
* 6.2 Designs and implements research-based, technology-infused instructional strategies to support learning of all students.
* 6.3 Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.
* 7.1 Uses formative and summative performance data to determine the learning needs of all students.
* 10.1 Identifies leadership opportunities within the school, community or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization and professional judgment.

**Diversity Proficiencies**

1.2 Connects content to life experiences of student.

2.2 Uses contextual data to design instruction relevant to students.

2.4 Plans instructional strategies and activities that address learning objectives for all students.

3.3 Values and supports student diversity and addresses individual needs.

5.4 Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.

**Kentucky Academic Standards**

Students will use the Kentucky Academic Standards in designing learning goals/objectives and assessments.

**Alignment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Assignments** | **ILA Literacy Standards** | **KY**  **Teacher Standards** | **CAEP &**  **InTASC**  **Standards** | **EPSB**  **Themes** | **Conceptual Framework: Theme Model\*** | **AMLE** |
| Participation | 1-6 | 1,2,4,5,6 | CAEP 1  InTASC 3, | Diversity  Assessment  Literacy  Closing the achievement gap | **Theme**: Content  Process  Self-Efficacy  **Model: 1, 2, 3,**  **6, 8** | 1, 2, 3, 4, 5 |
| Annotated Bibliography | 1-6 | 1, 2, 6, 7 | CAEP 1  InTASC 1, 2, 3 | Diversity  Assessment  Literacy  Closing the achievement gap | **Theme**: Content  Process  Self- Efficacy  **Model: 1-8** | 4 |
| Field Based Project-Part One & Part Two | 2, 4, 5, 6, | 1 -10 | CAEP 1  InTASC 1-8 | Diversity  Assessment  Literacy  Closing the achievement gap | **Theme**: Content  Process  Self- Efficacy  **Model: 1-8** | 1, 2, 3, 4, 5 |
| Mini Assignments | 1-6 | 1, 2, 6, 7 | CAEP 1  InTASC 1-5 | Diversity  Assessment  Literacy  Closing the achievement gap | **Theme**: Content  Process  Self- Efficacy  **Model: 1-8** | 1, 2, 3, 4, 5 |
| Quizzes | 1, 2, 3, 5, 8 | 5, 7 | CAEP 1  InTASC 3, | Diversity  Assessment  Literacy  Closing the achievement gap | **Theme**: Content  Process  Self- Efficacy  **Model: 3, 4, 5** | 1, 2, 3, 4, 5 |
| **ILA Standards:** 1-Foundational Knowledge; 2-Curriculum & Instruction; 3-Assessment & Evaluation 4-Diversity; 5-Literate Environment; 6-Professional Learning and Leadership  **Model**:  **1**-Student Learning; **2**-Learning Theory; **3**-Pedagogy; **4**-Technology; **5**-Assessment; **6**-Diversity; **7**-Partnerships/Learning Community; **8**-Knowledge, Skills, Dispositions | | | | | |  |

**Course Objectives:** Upon completion of this course, the students will be able to:

1. Define/demonstrate deeper understanding of terminology such as inclusion, Individuals with Disabilities Education Act, (IDEA), Least Restricted Environment (LRE), Free Appropriate Public Education (FAPE), and Individual Education Plan (IEP), Gifted Student Service Plan (GSSP) and Program Services Plan (PSP) for Limited English Proficiency Students.
2. Demonstrate understanding of the No Child Left Behind Act and how to close achievement gaps.
3. Identify categories of exceptionality, cultural & linguistic diversity and at risk.
4. Identify major leadership characteristics for differentiating instruction for students who are exceptional, cultural & linguistic diverse and at-risk.
5. Discuss how to enhance family collaboration.
6. Identify the major provisions of federal and state legislation concerning the education of students who are exceptional, cultural & linguistic diverse and at risk.
7. Describe the student placement and planning process for students who are exceptional, culturally & linguistically diverse and at risk.
8. Describe the purpose and membership of teams serving students who are exceptional, culturally & linguistically diverse and at risk.
9. Describe instructional practices and specific accommodations for students who are exceptional, culturally and linguistically diverse and/or at risk.
10. Describe curriculum adaptations in reading, writing, mathematics, and the content areas.

**Course Topics:**

1. advantages and disadvantages of mainstreaming and other practices for types of diversity.
2. laws and regulations affecting exceptional, diverse and at risk students.
3. process of the individualized educational planning team and student study team, including the process of referral, assessment and placement of exceptional students.
4. adapting instruction and modifying the classroom-learning environment to address the special needs of exceptional students.
5. behavior management techniques that have application for exceptional pupils.
6. strategies that are useful for managing and coordinating the classroom learning environment.
7. required assessment tools for determining students’ eligible for special education , gifted education and LEP programs.
8. strategies to promote social acceptance of exceptional, culturally & linguistic and gifted students.
9. computers and other technology that can impact achievement of exceptional, culturally/linguistic diverse and gifted students.
10. strategies for communication and other types of technology that can impact various disciplines, therapists, consultants, and students with exceptional needs, who are gifted or culturally & linguistically diverse.
11. ethical practices used in communicating to others about individual pupils.
12. current issues and trends that impact education programs for students with exceptional needs, who are gifted or culturally & linguistically diverse.
13. major local, state, and national resources available to teacher of students with exceptional needs, who are gifted or culturally & linguistically diverse pupils.
14. exceptionalities of students: Learning disabled, mentally retarded, behavior disorder, communicatively handicapped, physically handicapped and sensory handicapped, gifted and talented, students who are culturally & linguistically diverse
15. current educational responses to meeting the needs of exceptional students such as exceptional student education, mainstreaming, and full inclusion, as well as the characteristics of students with learning disabilities.
16. consultation and collaboration resources that are available for meeting the needs of students with exceptional needs, who are gifted or culturally & linguistically diverse.
17. strategies, such as the use of assistive technologies, curriculum compacting, and enrichment available to the classroom teacher in making adjustment for the needs of students with exceptional needs, who are gifted or culturally & linguistically diverse.
18. factors that have been identified as placing students at risk and to facilitate understanding of how these factors affect teaching and learning.
19. prevention, and intervention programs that schools have developed to mitigate the impact of risk factors for students at risk.
20. children’s academic strengths and weakness, perceptual characteristics, and preferred learning modalities (i.e.: auditory, visual, kinesthetic) through formal and informal assessment procedures appropriate for classroom teacher to administer.
21. differences and similarities of exceptional and non-exceptional pupils.
22. non-discriminatory assessment including sensitivity to cultural and linguistic factors.
23. current legislation dealing with special education, including the concept of at least restrictive environment, and due process for parents and teachers
24. admission, review, and dismissal processes of special education, gifted and LEP legislation.

**Attendance**

Attendance will be measured by completion of assignments and discussion forums. Students must post a response to a discussion forum prompt and reply to two peers’ posts by the due date. After one week without contact, students will be issued an official warning. After the second week without contact, the student will fail the course and a WA will be recorded.

**Course Assignments/ Assessments**

*Note: All assignments are the same for the traditional candidates and the Option 6 candidates except field hour assignments.*

* Annotated Bibliography: (Draft- 30 points; Final- 125 points)

Students will research an approved topic related to effective instructional strategies for diverse learners (e.g., culturally, linguistically, exceptional). Sources (e.g., journal articles) for this assignment should be obtained from a credible database such as ERIC.

Three (3) annotations are required for the draft bibliography, and an additional seven for a total of ten (10) for the final. Each annotation should include 100 – 150 words. These assignments should include a cover page and be formatted according to the guidelines described in “*Creating APA Annotated Bibliographies, 6th Ed.*”. (This document can be found on our course page.)

* Field Based Project: Six (6) hours in public schools to complete:

1. Field Based Project Part One (100 Points): Write a two to three page report after reviewing three of the following four plans: IEP, GSSP, 504, or a plan for a student identified as ELL/LEP. (a) The report should include a description of the accommodations, modifications, services, etc. included in the plans; commonalities and differences of the plans; and an explanation of how these findings can be used to plan instruction for a class that includes diverse learners. (b) Develop profiles for three diverse learners based on the findings identified in the different plans. (c) Develop three lesson plans that include differentiated instruction, assessment, strategies, and/or activities for a class that includes the three diverse learners for which you developed the profiles.  Include reading, writing, and math in the lessons, and develop an assessment for each lesson that can be used to determine whether students meet lesson objectives. Traditional MAT and Options 6 candidates are expected to complete this assignment. Traditional MAT students may use twelve (12) hours of field.

Traditional MAT candidates **ONLY**: Interview the three classroom teachers of the students with the three plans that are identified as having disabilities, identified as gifted/talented, identified as ELL/LEP learners, and a students’ having a 504 plan. The interview should relate to how lessons are planned differentiating instruction strategies, assessments, and activities. Ten (10) hours of field may be used

* + - **Option 6** candidates will use information on students in their own classrooms (different exceptionalities i.e., IEP, GSSP, 504 Plan, ELL/LEP) to complete this assignment.
  + Field Based Project Part Two (25 Points): Interview a District Special Education Director or school administrator to discuss how the needs of students with exceptionalities are met within the district and/or school(s). This discussion should also include the budget as it relates to this population of students. Write a two to three page reflection using the questions on page 2 of the field hours form as a guide. Submit your reflections and the signed Field Hours Summary Form documenting the six hours while completing Field Based Projects One and Two. Traditional and Options 6 candidates must complete this assignment. Eight (8) of field may be used to draft interview questions and the interviews.

Submit your reflections and the signed \*Field Hours Summary Form documenting the thirty hours while completing Field Based Projects One and Two.

* Mini-Assignments: (80 pts.)
  + Students will submit responses to short-answer questions that address topics discussed in assigned readings and weekly lectures. To receive full credit, the student must answer all parts of the question and use the course resources to support information included in the response.
* Participation:
  + Virtual Class (80 points): Students are expected to be present for all classes and to participate actively in the discussions, responding to all questions.
  + Discussion Forums (64 points): Students are expected to respond to weekly forum question-items and post comments to at least two other classmates’ responses.
* Weekly Quizzes: (90 pts.)
  + Students are expected to complete eight 10 - 20-point objective-type quizzes that cover material from assigned readings and class discussions. The quizzes are timed and students may have two (2) attempts at each quiz; the highest grade will be recorded.

\*A minimum of 30 field hours required for MAT -Traditional candidates.

Field hours tied to specific assignments, key assessments, and School of Education Field Experience Forms are required of both the traditional and Option 6 candidates. Field Experience Forms must be submitted to the course professor and the School of Education. Candidates in the traditional program will log field hours into their individual KFETS account.

**Grading System**

A=93-100 %

B=86-92%

C=79-85%

D=72-78%

F=Below 72%

**Assignments Points**

Annotated Bibliography

Draft 30

Final 125

Field Based Project Part One 100

Field Based Project Part Two 25

Mini-Assignments 80

Participation

Virtual Class 80

Discussion Forums 64

Start Here & Introductions 10

Weekly Quizzes 90

**Total Points 604**

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2007-09 Bulletin Catalog, p. 35.)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Dispositions**

At any time during the candidate’s experience in the Campbellsville University teacher preparation program, disposition assessment may be evaluated and questioned. Any candidate who: (a) is consistently evaluated *1 or 2* on the *Disposition Recommendation Forms*; (b) receives an unfavorable recommendation at CAP 2 from their major area or from teachers/administrators in field experience placements; or, (c) receives a referral through the Disposition Incident Report will be asked to meet with the appropriate university professor and/or Program Chair. One of several outcomes will result from this meeting: (a) warning about the candidate’s behavior; (b) deferral from being admitted to, or continuing in, the education program; or, (c) removal from the program.

If a warning is issued, the student will work collaboratively with the Program Chair and appropriate faculty to develop, or revise, a Disposition Improvement Plan (a part of the PPGP). The student will be required to meet with the Program Chair, over time, for monitoring of the plan and to determine improvements made. If addressed behaviors of concern continue to occur, or a candidate consistently receives 1 or 2 ratings over time while in the teacher preparation program, he/she may be removed from the education program.

If a deferral is recommended, the Program Chair will then take the information about the candidate(s) to the Disposition Committee for further review and discussion. The Disposition Committee will include the following: Program Chair, education faculty member and a major area representative. The committee will determine the following:

a. Full admission or continuation in the School of Education based on information/evidence received;

b. Deferred admission/program continuation; development of a Disposition Improvement Plan (embedded in PPGP), prescribed by the committee;

c. Removal from the teacher preparation program.

The candidate may appeal any decision brought forth by the Disposition Committee to the Dean of the School of Education. The Dean’s decision for deferred admission or continuation is final. Only the decision for removal from the program may be appealed to the University’s Academic Council. Any candidate deferred for admission to the teacher preparation program may reapply during the next semester or at a later date. Once candidates are admitted they will be continuously assessed on dispositions in their respective courses, field placements and interactions with students, teachers, parents and community members.

Each student has access to his/her disposition evaluation data. All faculty have access to the data for review as needed.

**Technical Support and Assistance**

Students are required to have a computer, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet. Review the Online Etiquette and The Core Rules of Netiquette sites concerning guidelines and rules for online courses. The following links provide further information about topics discussed in this module:

* **Online Etiquette**  
  [http://www.alamo.edu/sac/history/keller/accdit/SSOetq.htm](http://www.alamo.edu/sac/history/keller/accdit/SSOetq.htm#_blank)  
  *This site provides guidelines for etiquette for students taking online courses.*
* **The Core Rules of Netiquette**[http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html#_blank)   
  *This site displays a set of rules for communicating in an online class.*

**Disability Statement**: Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Campus Security Telephone Numbers:** 270 789-5055**;** 270 403-3611 (Cell)

**Bibliography**

Banks, J.A., & Banks, C. A. (2005) *Multicultural education: Issues and perspectives, 5th Ed*. NJ: John Wiley & Sons, Inc.

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Bransford, J.D., Brown, A.L., & Cocking, R.R. (Eds.). (2000). *How people learn: Brain, mind, experience and school.* Washington, D.C.: National Academy Press.

Delpit, L. 1995). *Other people’s children.* NY: The New Press.

Freibert, H.J. (Ed.) (1999). *Beyond behaviorism: Changing the classroom management paradigm*. Boston: Allyn & Bacon.

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Johnson, D.W., Johnson, R.T. (1994). *Learning together and alone: Cooperative, competitive, and individualistic learning* (4th ed.). Boston: Allyn & Bacon.

Jones, V.F. & Jones, L.S. (2007). *Comprehensive classroom management: Creating communities of support and solving problems* (8th ed.). Boston: Allyn & Bacon.

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Thernstorm, A. & Thernstorm, S. (2003). *No excuses, Closing the racial gap in learning*. New York: Simon & Schuster.

Trumbull, E. & Pacheco, M. (2005). *The teacher’s guide to diversity: Building a knowledge base*. Providence, RI: Education Alliance at Brown University.

Vaughn, S. B., Schumm, Bos, C. S., Schumm, J.S. (2014). *Teaching students who are exceptional, diverse, and at-risk in the general education classroom,* (6th Edition), Boston: Pearson.

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*(updated 6/3/15: pbb)*