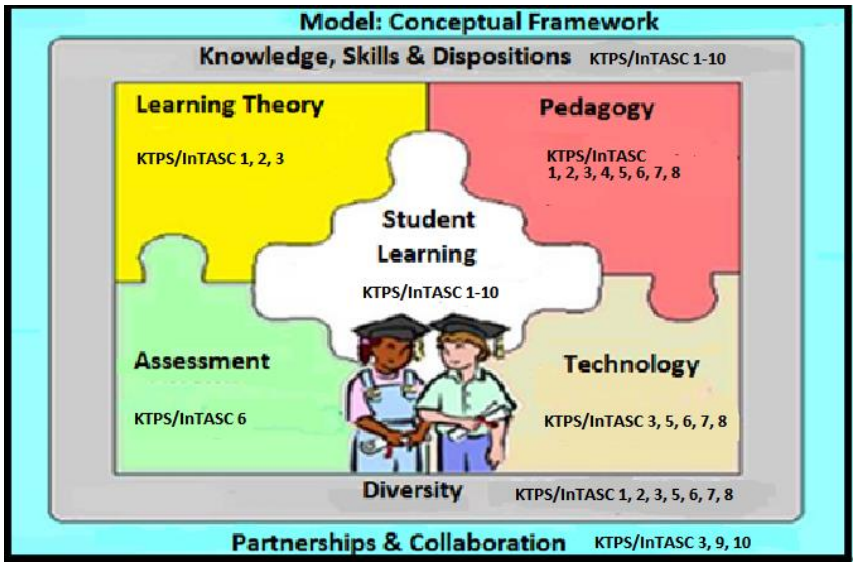
*Campbellsville University*
**School Of Education**
**Spring 2019**
**ED325-01 - Teaching Diverse Learners, Updated**

Ms. Elisha Lawrence
Office: EB108
Office Phone: (270) 789-5174
Office Hours: Posted on Office Door
Email: eblawrence@campbellsville.edu
**Class Meets Tuesdays & Thursdays 9:30-10:45**
**Room: EB121**

*Campus Security numbers: Office* ***(270) 789-5555,*** *Cell* ***(270) 403-3611***

**"Empowerment for Learning"**




**Textbook:**
Vaughn, S., Bos, C., and Schumm, J. (2018) *Teaching Students Who Are Exceptional, Diverse, and at Risk in the General Education Classroom* (7th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

**Pre-requisites**: ED 220 and ED 300 are pre/co-requisites for the course.

**Course Description:**
This course is devoted to the study of the exceptional child who is developmentally exceptional in physical, cognitive, emotional, or social areas.

**SPECIFIC OBJECTIVES:**
Upon completion of this course, you will have gained an understanding of:

1. Candidates will demonstrate positive dispositions: caring, fairness, honesty, responsibility, and social justice. For example, they believe that all students can learn. (Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional development.)
2. Candidates will gain knowledge of the federal laws for special education and response to intervention (RTI).
3. Candidates will study the major categories of exceptionality and review instructional techniques and modifications to be used for students identified with special needs, students identified as English Language Learners, and students identified as gifted.
4. Candidates will describe the implementation of technology and understand the concept of assistive technology.
5. Candidates will identify determinants of handicapping and disabling conditions.

**Early Childhood candidates have additional objectives, standards and some modified assignments. Please notify the professor if you are an IECE candidate.**

| Objective | PGES | CAEP | ILA | KTPS/InTASC | CEC | CU Diversity Indicators |
|---|---|---|---|---|---|---|
| 1<br>Task 1, 2, 6, 7 | 1,4 | 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 3.1,3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.4, 5.5 | 6.2 | 1b, 1d,1k, 2m, 2n, 2o, 3b, 3c, 3f, 3n, 3o, 3r, 4r,5r, 5s, 7e,7m, 7o, 9b, 9c, 9e, 9m, 9n,10a, 10b, 10d, 10e, 10f, 10h, 10i, 10j, 10m, 10r, 10s, 10t | 1, 4, 5 | 1b, 2n, 10q |
| 2<br>Task 1, 3, 4, 5, 6 | 1 | 1.3, 3.6 | 2.2<br>2.3<br>3.1<br>4.1<br>5.2 | 1b, 2a,2k, 4i, 4j 5k, 9j,9n,9o,10 | 2, 3 | 3f, 7b |
| 3<br>Task 1, 2, 3, 4, 5, 6, 7 | 1, 4 | 4.1, 5.1, 5.2, 5.3, | 2.2<br>2.3<br>3.1<br>4.1<br>5.2 | 1e, 1g, 1h, 1j, 2a, 2b, 2c,2d,2e,2h,3i,3j,3k, 3l, 4f, 4h, 4k, 4m 4q, 5d, 5e,5g, 5k, 5p, 5q,5r, 6b, 6h,6j,6k, 6n,6r, 6u, 6v, 7a,7b, 7c, 7d, 7j, 7k,7n, 7q, 8a, 8d, 8i, 8k, 8m, 8p, 8s, 9a, 9g, 9h, 9l, 10o, | 2, 3, 4 | 1g, 3f, 4m, 6g, 9h |
| 4<br>Task 1, 2, 4, 5, 6 | 1, 2, 3, 4 | 1.5, 2.3, 5.4 | 2.2<br>2.3<br>3.1<br>4.1<br>5.2 | 1g,2e,2f,2g,2k,3d,3e,3l, 4g, 6i, 8r, 10g | 1, 3, 5 | 7b |
| 5<br>Task 1, 5, 6 | 1, 2, 3, 4 | 1.2, 1.3, 2.3 | 2.2<br>2.3<br>3.1<br>4.1<br>5.2 | 1e,2d,2g,2m,7j, 10l | 1, 3, 5 | 2h, 7b |

**PROFESSIONAL STANDARDS addressed in this course:**

**CU Diversity Proficiencies (from KTPS/InTASC)**

**1B** The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
**1G** The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.
**2H** The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
**2N** The teacher makes learners feel valued and helps them to learn to value each other.
**3F** The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
**4M** The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
**6G** The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
**7B** The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.
**9H** The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
**10Q** The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

**Teacher Professional Growth and Effectiveness Standards (*TPGES*)**

Domain 1 Planning and Preparation
Domain 2 Classroom Environment
Domain 3 Instruction
Domain 4 Professional Responsibilities

**Kentucky Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium (KTPS/*InTASC*)**

InTASC 1 Learner Development
InTASC 2 Learner Differences
InTASC 3 Learning Environments
InTASC 4 Content Knowledge
InTASC 5 Application of Content
InTASC 6 Assessment
InTASC 7 Planning for Instruction
InTASC 8 Instructional Strategies
InTASC 9 Professional Learning and Ethical Practice
InTASC 10 Leadership and Collaboration

**International Literacy Standards (*ILS*) Selected indicators only.**

Standard 1 Foundational Knowledge
Standard 2 Curriculum and Instruction
Standard 3 Assessment and Evaluation
Standard 4 Diversity
Standard 5 Literate Environment
Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*)**

Standard 1 Content and Pedagogical Knowledge
Standard 2 Clinical Partnerships and Practice
Standard 3 Candidate Quality, Recruitment, and Selectivity
Standard 5 Provider Quality Assurance and Continuous Improvement

**Council for Exceptional Children Standards (CEC)**

Standard 1: Learner Development and Individual Learning Differences Standard 2: Learning

Environments
Standard 3: Curricular Content Knowledge
Standard 4: Assessment
Standard 5: Instructional Planning and Strategies
Standard 6: Professional Learning and Ethical Practice
Standard 7: Collaboration

**COURSE TASKS/Requirements:**

**Task 1 Participation**
**Candidates are responsible for their own education.** Each pre-service teacher is valuable to the success of this course. To be engaged, you need to participate. To participate you must attend in-class and on-line sessions. It will be through group interaction that the depth of the course is enhanced. The CU SOE attendance policy will be strictly enforced. **Teacher dispositions are important!** *A disposition assessment will be completed on all students by the professor.*

**Please refrain from using cell phones in class unless the utilization is relevant to course materials.**

**Task 2 Clinical/Field Experiences (15 hours for P-5 students, 20 for all others)**
P-5 majors are required to complete 15 hours of clinical/field experience; all other pre-service teachers are required to complete 20 hours of field experiences.

Candidates will serve **6-8 hours** shadowing or assisting an ESL Teacher (2 hrs.), a Special Education Teacher (2 hrs.), and a Gifted and Talented Teacher (2 hrs.). (To complete 8 hours, the candidate may select which of these teacher options to complete the additional two hours.)

Candidates will serve **6-9 hours** in a regular classroom which includes students with special needs, students identified as ESL, and students identified as gifted (2-3 hours each at the elementary, middle, and high school levels).*

Candidates will serve **3 hours** in an extended school setting, FRC Parent Activity, Migrant parent class, or family night in which diverse populations are present.

**Task 3 Pre-Professional Development Experiences**
Candidates are required to attend at least 2 PPDs each semester and to record their involvement on their Professional Involvement Sheet. **This log will be checked by candidate's Advisor each semester**. Watch for PPD schedule to be posted on the bulletin board of the School of Education or on the SOE website (www.casmpbellsville.edu/school-of-education). Submit PPD form and reflection to obtain credit.

**Task 4 Diversity Unit**
Candidates will create an instructional unit including a minimum of three lessons utilizing SOE lesson plan and unit documents. The lessons are developed for students with disabilities, English as a Second Language students, or gifted students in a collaborative classroom setting, so exceptional students' social, cultural, and physical characteristics are considered for differentiation. If possible, the assistive and adaptive technology devices should be used to enhance the learning of students with special needs. Lesson plan and unit rubrics should be utilized in creation of the unit.

**Task 5 English as a Second Language (ESL) Project**
Candidates will partner with a CU ESL student to create/edit a power point presentation on the ESL students' home country. Partners will also co-create a hands-on activity that may be shared with local elementary students. More information will be provided.

**Task 6 Chapter Readings**
Chapter reading questions will be answered in Discussion Forums.

**Task 7 Exams**
Candidates will be assessed periodically throughout the course on your understanding and application of course content as it relates to your work as a professional educator.

**EVALUATION Process and expectations:**

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| Exams (4) | 280 |
| Diversity Unit | 100 |
| Field Reflection (20 pgs.@10/each) | 200 |
| ESL Project | 70 |
| Reading Guides | 140 |
| Introduction Activity | 10 |
| Pre-tests (4) | 40 |
| **TOTAL** | **840 pts.** |

**GRADING SCALE:**

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| **93 -100%** | **A** |
| **83 – 92 %** | **B** |
| **73 - 82%** | **C** |
| **65 – 72 %** | **D** |
| **64% or below** | **F** |

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning 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.

**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." (2015-17 Bulletin Catalog). 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.

**School of Education Attendance Policy**

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and no more than four (4) absences for Tuesday / Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time Due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full

day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student's responsibility to notify the professor in advance of the excused absence.* **It is also the student's responsibility to ensure that all assignments are submitted on Due dates, regardless of date(s) of absences. Also, if the university officially cancels class, check Moodle for assignments Due the next class period.**

### Late Assignments

All assignments are **Due by Due dates in the course calendar**. **Reading Guides will not be accepted after the Due date.** For other assignments, deductions of 5 points will occur for each day late. Assignments more than seven days late will receive a 0 and cannot be made up, except in extenuating circumstances.

### Incomplete Statement

A grade of "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I"; grade must be completed within 12 months from the time awarded. It is the student's responsibility to complete requirements within the 12 month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

### Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.
Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – twvanmeter@campbellsville.edu
Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

### Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

### Communication Requirement

Students are expected to activate and regularly use the university provided email domain (studentname@stu.campbellsville.edu) for all email communication for this class.

### References


Beamus, A. (2018). *Hands on STEAM Explorations for Young Learners*. Waco, TX: Prufrock Press.

Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium. *2012 amplification of the English Language Development standards, kindergarten–grade 12.* Retrieved from https://www.wida.us/standards/eld.aspx

Christenson, T. A. (2002). *Supporting struggling writers in the elementary classroom.* Newark, DE: IRA.

Duckworth, A. (2016). *Grit: The Power of Passion and Perseverance.* New York, NY: Scribner.

Dweck, C. (2016). *Mindset: The New Psychology of Success.* New York City, NY: Random House *(*Updated Edition)*

Herrell, A.L. & Jordan, M. L. (2016). *50 strategies for teaching English language learners* (5th ed.). New York City, NY: Pearson.

Roberts, J., Inman, T., & Robbins, J. (2017). *Introduction to Gifted Education.* Waco, TX: Prufrock Press.

Salend, S. J. (2016). *Creating inclusive classrooms: Effective, differentiated and reflective practices (*8th ed.). New York City, NY: Pearson.

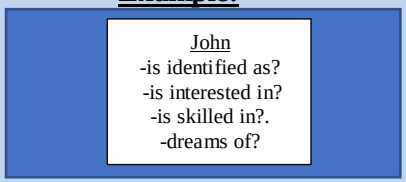
**Websites**

www.cec.sped.org The Council for Exceptional Children

Additional research materials will be distributed for discussion.

*** Professor reserves the right to modify course syllabus as needed.**

**ED325 Schedule of Class Meetings, Required Readings, & Assignments**

| Date | Class Topics Emphasized | Required Reading | Assignments Due |
|---|---|---|---|
| **Week One 1/7-1/11** | Introduction to course<br>Overview of syllabus<br>Clinical Field Experiences/PPD | | |
| | Classmate Introductions<br><br>Pre-Test 1 | Chapter One: Special Education and Inclusive Schooling | **Due Thursday, January 10th**<br>**Introduction Activity: Prepare a Graffiti Wall to share important information about yourself with your classmates**<br>**ex. https://www.facinghistory.org/resource-library/teaching-strategies/graffiti-boards**<br><br>**http://www.readwritethink.org/classroom-resources/student-interactives/literary-graffiti-30023.html#lessons**<br><br>***This is a literacy Strategy we are adapting to fulfill a different purpose.**<br>**Example:**<br>  <br><br>Construct the middle of your paper as shown above with your name at the top and the questions in the middle.<br>Write words or statements around the outside of a paper or you may construct a digital graffiti poster to share in class. Be creative in what you share ☺ |

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| **Week 2**<br>January 14-18 | History of Special Education | Chapter Two: Response to Intervention and Multi-tiered Systems of Support | Chapter One Reading Guide 1/15 |
| | RTI | Chapter Three: Communicating and Collaborating with Other Professionals and Families | Chapter Two Reading Guide due 1/17 |
| **Week 3**<br>January 21-25 | Collaboration & Partnering with Parents | Chapter Five: Promoting Social Acceptance and Managing Student Behavior | Chapter 3 Reading Guide due 1/22 |
| | Positive Behavior Instructional Support (PBIS) & Kagan Cooperative Learning | | Chapter 5 Reading Guide due 1/24 |

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| **Week 4**<br>January 28-Feb 1 | Exam 1<br>& Pre-Test 2 on<br>January 29th | Chapter Sixteen: Helping All Students Succeed in Mathematics | |
| | STEM, STEAM, & Innovation | | Chapter 16 Reading Guide Due 1/31 |
| **Week 5**<br>February 4-8 | Brain Research &<br>Whole Brain Teaching<br><br>Diversity Unit | Chapter Eleven: Teaching Students with Lower Incidence Disabilities | |
| | Intellectual and Developmental Disabilities | | Chapter Eleven Reading Guide due 2/7 |
| **Week Six**<br>February 11-15 | Accommodations & Modifications<br><br>Learning Disabilities<br>504 Plan | Chapter 6: Teaching Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder | |

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| | Attention Deficit Hyperactivity Disorder | Chapter Seven: Teaching Students with Communication Disorders | Chapter 6 Reading Guide due 2/14 |
| **Week Seven** February 18-22 | Communication Disorders | Chapter Eight: Teaching Students with Emotional and Behavioral Disorders | Chapter Seven Reading Guide due 2/19 |
| | Emotional Behavior Disorders | Chapter Nine: Teaching Students with Autism Spectrum Disorders/Pervasive Developmental Disorders | Chapter Eight Reading Guide due 2/21 |
| **Week Eight** February 25-Mar 1 | Autism Spectrum Disorders | | Chapter 9 Reading Guide due 2/26 |
| | Exam Two on 2/28 & Pre-test 3 | Chapter Four: Teaching Culturally and Linguistically Diverse Students | ½ Field Hours & Reflections Due 2/28 |

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| **Spring Break – March 4-8** | | | |
| Week Nine<br>March 11-15 | New Perspective: Combatting the myths of ELLs | | Chapter Four Reading Guide due 3/12 |
| | English Language Learners | | Special Education Diversity Unit due 3/14 |
| **Week Ten**<br>March 18-22 | Meeting with ELLs for the first time in class to prepare for Green County Intermediate Day | | |
| | English Language Learners | | |

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| **Week Eleven**<br>March 25-29 | Green County International Day - Collaborate with CU ELLs on final preparations for International Day in class | | |
| | **March 28th 8 a.m. EST to 12:45 EST Green County International Day-ESL Project at Green County Intermediate Elementary School** | Chapter Ten: Teaching Students with Intellectual and Developmental Disabilities | *Observations will be done on-site at Green County Intermediate School so be prepared for presentations |
| **Week Twelve**<br>4/1-4/5 | Lower Incidence Disabilities<br>Dyslexia & Dysgraphia | Chapter Twelve: Differentiating Instruction and Assessment for All Learners | Chapter 10 Reading Guide due 4/2 |
| | Exam Three & Pre-test 4 on 4/4 | Chapter Thirteen: Promoting Content Learning through the Teaching and Learning Connection | Chapter Twelve Reading Guide due 4/4 |
| **Week Thirteen**<br>4/8-12 | Gifted and Talented | | ESL Diversity Unit Due 4/9<br><br>Chapter 13 Reading Guide due 4/9 |

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| | Excellence Gap | Chapter Fourteen: Facilitating Reading | Chapter 14 Reading Guide due 4/11 |
| **Week Fourteen**<br>4/15-19 | Twice Exceptional Learners | Chapter Fifteen: Facilitating Writing | |
| | **Chapter 13, 14, 15**<br>**Hitting the High Points** | | Chapter 15 Reading Guide due 4/18 |
| **Week Fifteen**<br>4/22-4/26 | Semester Wrap Up | | Gifted and Talented Unit Due 4/23 |
| | Final Q & A | | Remaining Clinical/Field Hours & Reflections Due 4/25 |
| **<u>Week Sixteen 4/29-5/3</u>**<br>*****Final Exam Week: Exam 4*****<br>**(CU Spring 2019 Finals Schedule Available on Tigernet)** | | | |