EDUC 5310 DIVERSE POPULATIONS IN TODAY'S SCHOOLS
Spring 2019

Instructor: Mary Curtis
Office Number: Hammond Hall 414
Office Telephone Number: 817-272-0370
Email Address: mary.curtis@uta.edu
Faculty Profile: https://mentis.uta.edu/explore/profile/mary-curtis
Office Hours: By appointment

Section Information: 5310.001; 5310.002
Class Meeting Time: Online
Place of Class Meetings: Online

Description of Course Content: An overview of the diverse populations in today's schools and effective instruction, assessment, and management strategies for working in diverse educational settings. Urban, suburban, and rural school communities and populations will be addressed with special attention to issues of human growth and development, culture, ethnicity, exceptionality, gender, language, religion and socioeconomic status. This course application of lecture/theory which will require students to spend a minimum of 20 hours in a K-12 classroom during normal school hours. (*NOTE: There is no longer a field component for this course*)

Student Learning Outcomes: The learner will:

- *study the research on race, ethnicity, culture, socioeconomic status, gender, language, religion, exceptionality, age, individual difference/ability and analyze related instructional connections*
- *demonstrate knowledge of the diversity present in the community, school, and nation, noting demographic shifts*
- *profile and analyze local school and classroom demographics noting issues related to race, ethnicity, culture, socioeconomic status, gender, language, religion, exceptionality, age, individual difference/ability*
- *identify terms and concepts related to diversity in educational settings*
- *demonstrate knowledge of issues and trends in curriculum and instruction related to the accommodation and modification of environment and instruction for diverse populations*
- *demonstrate knowledge of legal issues and school responsibilities in relation to differing ability levels and exceptional populations (gifted and talented, learning disabled, speech/vision/hearing impaired, physical/emotional disability), inclusion, language diversity (bilingual education and English as a Second Language), gender issues (i.e., Title IX), religion in the schools (school prayer, tuition tax credits, censorship), and instructional responsibility in relation to special language needs of students*
- *identify verbal and nonverbal communication behaviors that might vary across different language/cultural groups and discuss how these can lead to communication difficulties in the classroom;*
- *demonstrate the ability to modify and accommodate instruction, assessment, and curricular materials to meet the needs of diverse populations in classrooms*
- *increase awareness and appreciation of the diversity in society with a particular emphasis on diversity of students, classrooms, and school environments*
- *research and discuss diversity from the perspective of a classroom teacher through immersion into a school environment and work with diverse student populations*

Required Textbooks and Other Course Materials:
Gollnick, D. M., & Chinn, P. C. (2002). *Multicultural education in a pluralistic society.* (10th Ed.). Upper Saddle River, N.J: Merrill (eText with Loose-Leaf Version/Access Card Package) ISBN-13: 978-0134054674
ISBN-10: 0134054679

Course Readings Include the Following and More:
(1) Rogers, S. E. (2016). Bridging the 21st century digital divide. Retrieved from https://slideheaven.com/bridging-the-21st-century-digital-divide.html
(2) Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice, 34*(3), 159-165. https://nationalequityproject.files.wordpress.com/2012/03/ladson-billings_1995.pdf
(3) Scieszka, J. (1995). *The true story of the three little pigs.* New York, NY: Viking Press. https://www.youtube.com/watch?v=m75aEhm-BYw
(4) McIntosh, P. (1989), White privilege: unpacking the invisible knapsack. *Peace and Freedom, 49*, 10-12. http://www.racialequitytools.org/resourcefiles/mcintosh.pdf
(5) Aksu, B. (2005, April). Barbie against Superman, Retrieved from https://www.researchgate.net/publication/228362485_Barbie_Against_Superman_Gender_Stereotypes_and_Gender_Equity_in_the_Classroom
(6) Pollock, M. (2006). Everyday Antiracism in Education, Retrieved from http://www.understandingrace.org/resources/pdf/rethinking/pollock.pdf

Videos include the following and more:
(1) "The Danger of The Single Story" TED Talk by Chimamanda Ngozi Adichie https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
(2) TEDxConejo - Erin Gruwell - The Freedom Writers https://www.youtube.com/watch?v=nDq9o9j3-CU
(3) MLK Speech- https://www.youtube.com/watch?v=3vDWWy4CMhE
(4) It's Elementary: Talking About Gay Issues in School https://www.youtube.com/watch?v=-uMU9BCVO5w&list=PL26179B5217BD52B9&index=2 (parts 2-5)
(5) Gender gaps in STEM Education Section 1-- http://www.youtube.com/watch?v=fW49eH9yg7E and Section 2 --http://www.youtube.com/watch?v=KHBffQCUMSk
(6) Skin Color Experiment: http://www.youtube.com/watch?v=JcAuO0PNnrs
(7) "Race: The Power of Illusion" Clip 1: https://www.youtube.com/watch?v=Y8MS6zubIaQ Clip 2: https://www.youtube.com/watch?v=GyuKJAG11Cw
(8) How Racist Are You? Jane Elliot's Blue Eyes/Brown Eyes Exercise: original experiment in 1960s-- https://www.youtube.com/watch?v=KHxFuO2Nk-0&t=69s; adults experiment, later https://www.youtube.com/watch?v=Nqv9k3jbtYU
(9) SIOP Introductory Videos: https://study.com/academy/lesson/siop-model-definition-components-process.html https://study.com/academy/lesson/history-of-esl-education-in-the-us.html https://study.com/academy/lesson/differentiated-instruction-for-ell-students.html https://ellsd68.weebly.com/siop.html

Grading: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

Breakdown of grading for the course:
90-100=A
80-89 =B
70-79 =C
60-69 =D
59 and below =F

Course Assignments:

Percent of Total	Assignment	Type of Assessment
25%	**Discussion Board**	**Formative**
25%	**Differentiation Instruction Assignment**	**Summative**
20%	**Respect Diversity Video & Reflection**	**Summative**
10%	**Mid-Term**	**Formative**
20%	**Reading Quizzes**	**Formative**

Make-up Exams: At the discretion of the instructor.

Discussion Board: In each module (once every 2 weeks) you will be given a discussion board assignment that will refer to the readings. At a minimum, it is expected that you will post your response by the due date, comment on 3 other students, and respond to all you comment to your original post.

Differentiated Instruction Assignment (details during semester): For this assignment, you will create a differentiated lesson plan changes in a lesson that demonstrates your knowledge for differentiating instruction to improve student learning, including making accommodations and modifications for students with exceptionalities (i.e., learning disabilities, English Learners, and other). Instructions will be provided in class.

Respect Diversity Video & Reflection: At the end of the course, you will create a video and write an essay reflection to share what you have learned during the semester and how you will apply it to teaching. The instructions will be provided during the semester.

Mid-Term: A mid-term will be given to assess what you have learned during the first half of the semester.

Reading Quizzes: It is expected that you will keep up with the readings, which include chapters from the book as well as articles, videos, etc.

Tk20: You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd. We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. Tk20 is a purchase that you will use throughout your program, but you purchase it once. The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
- Tk20 also serves as the centralized location for submitting program forms and field placement documents.
- Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
- For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
- It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
- You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
- On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: https://www.uta.edu/coed/academics/tk20/index.php .

Professional Dispositions: Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as "unacceptable" in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education. https://www.uta.edu/coed/_downloads/Policy_and_Guidelines_for_Professional_Dispositions_Approved_2-7-2017.pdf

The College of Education Conceptual Framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: http://www.uta.edu/coed/about/conceptual-framework.php

TEA PPR and InTASC Standards: See Appendix A & B, respectively.

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, [insert your attendance policy and/or expectations, e.g. "I will take attendance sporadically" or "I have established the following attendance policy: …"] However, while UTA does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UTA instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. Every school or college must create his/her/its own grade grievance policy. For undergraduate courses, see http://catalog.uta.edu/academicregulations/grades/#undergraduatetext; for graduate courses, see http://catalog.uta.edu/academicregulations/grades/#graduatetext. For student complaints, see http://www.uta.edu/deanofstudents/student-complaints/index.php.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations: UTA is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UTA are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a

need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UTA courses are expected to adhere to the UTA Honor Code:

> *I pledge, on my honor, to uphold UTA's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
>
> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UTA faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

Electronic Communication: UTA has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UTA's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results

are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: *This course is online; therefore, no emergency route was noted.*
Evacuation plans may be found at http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php.

Please subscribe to the MavAlert system at https://mavalert.uta.edu/ or https://mavalert.uta.edu/register.php

Student Support Services: UTA provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one tutoring sessions, Start Strong Freshman tutoring program, and Supplemental Instruction. Office hours are Monday-Friday 8:00am-5:00pm. For more information visit www.uta.edu/utsi or call 817-272-2617.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UTA. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

Emergency Phone Numbers: In case of an on-campus emergency, call the UTA Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

LIBRARY library.uta.edu

RESOURCES FOR STUDENTS

Research or General Library Help
Academic Plaza Consultation Services library.uta.edu/academic-plaza
Ask Us ask.uta.edu/

Library Tutorials library.uta.edu/how-to
Subject and Course Research Guides libguides.uta.edu
Librarians by Subject library.uta.edu/subject-librarians
Research Coaches http://libguides.uta.edu/researchcoach

Resources
A to Z List of Library Databases libguides.uta.edu/az.php
Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do
FabLab fablab.uta.edu/
Scholarly Communications (info about digital humanities, data management, data visualization, copyright, open educational resources, open access publishing, and more) http://library.uta.edu/scholcomm
Special Collections library.uta.edu/special-collections
Study Room Reservations openroom.uta.edu/

Teaching & Learning Services for Faculty
Copyright Consultation library-sc@listserv.uta.edu
Course Research Guide Development, Andy Herzog amherzog@uta.edu or your subject librarian
Data Visualization Instruction, Peace Ossom-Williamson peace@uta.edu
Digital Humanities Instruction, Rafia Mirza rafia@uta.edu
Graduate Student Research Skills Instruction, Andy Herzog amherzog@uta.edu or your subject librarian
Project or Problem-Based Instruction, Gretchen Trkay gtrkay@uta.edu
Undergraduate Research Skills Instruction, Gretchen Trkay gtrkay@uta.edu or your subject librarian.

OTHER RESOURCES
Environmental Health & Safety (http://www.uta.edu/ehsafety)

Tentative Schedule for Spring 2019-2020

	Week	Readings	Assignment Due
Module 1	Week 1 (1/14-1/19) Introduction	Video: The Danger of the Single Story (TED Talk) by Chimamanda Ngozi Adichie, complete reflection https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en#t-1110057	Discussion Board (DB) Post: 1/18 Comment: 1/18-19 Respond: 1/20
Module 2	Week 2 -3 (1/20-1/26) Foundations of Multicultural Education Race and Ethnicity	Ch. 1 Foundations of Multicultural Education Ch. 2 Race and Ethnicity Watch: Freedom Writers video, complete reflection	DB Quiz Post: 1/27 Comment: 1/27-29 Respond: 1/30
Module 3	Week 3-4 (1/27-2/9) Race/Ethnicity Cultural Responsiveness Understanding Cultural Background Class & Socioeconomic Status	Ch. 11 Education That is Multicultural Readings: Cultural Responsiveness pp. 269- 274 Video: MLK Speech, respond to discussion board Write your cultural background before class; post Chapter 3: Class and Socioeconomic Status Article: Bridging the 21st century Digital Divide https://slideheaven.com/bridging-the-21st-century-digital-divide.html	DB Quiz Post: 2/3 Comment: 2/3-2/5 Respond:2/6
Module 4	Week 5-6 (2/10-2/23) Gender & Sexual Orientation	Chapter 4: Gender Chapter 5: Sexual Orientation Chapter 9: Geography Video: It's Elementary: Talking About Gay Issues in School https://www.youtube.com/watch?v=-uMU9BCVO5w&list=PL26179B5217BD52B9&index=2 (parts 2-5) Gender gaps in STEM Education Section 1-- http://www.youtube.com/watch?v=fW49eH9yg7E and Section 2 -- http://www.youtube.com/watch?v=KHBffQCUMSk	DB Quiz Post: 2/17 Comment: 2/17-19 Respond: 2/20
Module 5	Week 7-8 (2/24-3/9) Religion & Language Geography & The Youth Culture Apply What you Know	Chapter 7: Language Chapter 8: Religion Chapter 10: The Youth Culture Chapter 11: Education That is Multicultural Resource: https://www.tolerance.org/ Aceves, T. C. & Orosco, M. J. (2014). Culturally Responsive Teaching Retrieved from https://ceedar.education.ufl.edu/wp-content/uploads/2014/08/culturally-responsive.pdf *MIDTERM: Applying what we learned	DB Quiz MidTerm Post: 3/3 Comment: 3/3-3/5 Respond: 3/6

	Week	Readings	Assignment Due
Module 6	Week 9-11 (3/10-3/30) ***Spring Break during this module*** Exceptionality Data Driven Decisions Assistive technology and other tools for exceptionalities Differentiation Special Education Laws 504 v. IEP Tiered Instruction Response to Intervention (RTI)	**Chapter 6: Exceptionality** Exceptionalities: https://www.teachervision.com/students-exceptionalities IRIS: Exceptionalities: https://iris.peabody.vanderbilt.edu/module/div/cresource/q2/p05/ https://www.teachingchannel.org/videos/differentiating-instruction https://www.edweek.org/tm/articles/2013/04/08/fp_armstrong.html Understanding Assistive Technology: https://www.edutopia.org/blog/film-festival-assistive-technology (Click on links of articles about exceptional need children) https://www.ctdinstitute.org/library/2017-10-05/intro-assistive-technology-video Example of Assistive Technology (story): https://www.edutopia.org/video/assistive-technology-makes-difference-lukas-bratcher Introducing: Differentiation, Tiered instruction **Readings; 504 v. IEP; Laws for special education** The Difference Between IEPS and 504 Plans", originally from the National Center for Learning Disabilities https://www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans?gclid=EAIaIQobChMI6cajqpzS2AIVRbXACh20ZgZxEAAYASAAEgKu-PD_BwE **Tiered Instruction**: Edutopia, Tiered Instruction--select one to watch: https://www.edutopia.org/practice/reaching-all-high-school-students-multi-tiered-approach (high school) and https://www.youtube.com/watch?v=khzkNRjsPBE (elementary) **Differentiating Instruction**: Differentiation: http://www.readingrockets.org/article/what-differentiated-instruction videos: "Two misconceptions about DI https://www.youtube.com/watch?v=HRA8MUUNP8E Multiple Intelligences: https://www.edutopia.org/multiple-intelligences-research*(Note: There is a link for assessing your own multiple intelligences, for fun!)* **Choose 1 of the videos below:** Differentiation & Instruction: https://www.youtube.com/watch?v=mVRYSC8YyYA New Teacher Survival Guide: Differentiating Instruction: https://www.teachingchannel.org/videos/differentiating-instruction	DB Quiz Differentiated Lesson Plan (LP) Part 1 Post: 3/24 Comment: 3/24-27 Respond: 3/27
Module 7	Week 12-13 (3/31-4/13) Learning Disabilities and Dyslexia Inclusion English as Second Language (ESL)	Access http://iris.peabody.vanderbilt.edu/. (Click on the "Resources" and then IRIS Resource Locator. Select the "Disability" topic. Click on "Information Briefs" for 2 readings--1. " IDEA 2004 Close-Up Evaluation and Eligibility for Specific Learning Disabilities" and 2. "Dyslexia Basics" or another disability of your choosing. **Learning Disabilities: (video)** PBS: Engaging Students with Disabilities early on. http://www.pbs.org/video/2213494486/ The National Center for Learning Disabilities: https://www.youtube.com/watch?v=yG_xSBsFMPQ **Dyslexia**: TED Ed Talk: Video: inside the Dyslexic Brain: https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/video-inside-the-dyslexic-brain The Power of Dyslexia:http://thepowerofdyslexia.com/dyslexia-video/ Understanding Dyslexia: http://dyslexiahelp.umich.edu/dyslexics/learn-about-dyslexia/what-is-dyslexia/video-about-dyslexia Yale Center for Dyslexia & Creativity: http://dyslexia.yale.edu/whatisdyslexia.html What could a Dyslexic look like in the classroom:http://dyslexia.yale.edu/Edu_dyslexicsinclassroomvideo.html *Other resource (Optional):* The National Center for Learning Disabilities, What is Dylexia? (A reading focus): https://www.youtube.com/watch?v=yKsjfnCMuYY SIOP Model: https://study.com/academy/lesson/siop-model-definition-components-process.html https://study.com/academy/lesson/history-of-esl-education-in-the-us.html https://study.com/academy/lesson/differentiated-instruction-for-ell-students.html https://ellsd68.weebly.com/siop.html Other resources TBD	DUE: Discuss Board Quiz LP Part III (final) Video Post: 4/5 Comment: 4/5-4/7 Respond: 4/8

	Week	Readings	Assignment Due
Module 8	Week 14-16 4/14-5/3 Behavior & Emotional Disorders English Learners Crafting Instruction to Meet Students' Needs	Article: *Examining the influence of Teacher Behavior and Classroom Context on the Behavioral and Academic Outcomes for Students with Emotional or Behavioral Disor*ders by Kevin S. Sutherland, Teri Lewis-Palmer, Janine Stricter, and Paul L. Morgan. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.331.7142&rep=rep1&type=pdf Reading p. 1- 13: T*eaching Students with Severe Emotional and Behavioral Disorders: Best Practices Guide to Intervention* http://www.k12.wa.us/SpecialEd/Families/pubdocs/bestpractices.pdf Article: Ysseldyke, J., Scerra, C., Stickney, E., Beckler, A., Dituri, J., & Ellis, K. (2017). Academic growth expectations for students with emotional and behavior disorders. *Psychology in the Schools*, *54*(8), 792-807. https://onlinelibrary.wiley.com/doi/pdf/10.1002/pits.22030 Nelson, M. D. and Williamson, T. (2006).Emotional/Behavioral Disorders: Understanding the Challenges. Retrieved from https://files.eric.ed.gov/fulltext/EJ1068373.pdf Article: Cheatham, G. A., & Hart Barnett, J. E. (2017). Overcoming common misunderstandings about students with disabilities who are English language learners. *Intervention in School and Clinic*, *53*(1), 58-63. http://journals.sagepub.com/doi/pdf/10.1177/1053451216644819 Collaboration of general and special education teachers: perspectives and strategies. https://www.teachervision.com/teaching-strategies/collaboration-between-general-special-education-teachers *Time also given during this module to work on the final video and differentiated lesson plan.*	DB Quiz LP Part II Post: 4/21 Comment: 4/21-23 Respond: 4/24

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Mary D. Curtis

APPENDIX A—Texas Education Agency Teaching (PPR) Standards

1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
 (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
 (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
 (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
 (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
 (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
 (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
 (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

3) Standard 3--**Content Knowledge and Expertise**. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
 (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
 (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
 (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
 (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
 (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

APPENDIX B—InTASC Standards

InTASC Standards	InTASC Sub-standards
Standard 1: Learner Development The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Sub-standards: 1. e., g., h., i., j., k. <u>Essential Knowledge</u>: 1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. (g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. <u>Critical Dispositions</u>: 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development. (i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. (j) The teacher takes responsibility for promoting learners' growth and development. (k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.
Standard 2: Learning Differences The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Sub-standards: 2.b, d., g., h., j., k., l., m., o. <u>Performances</u>: 2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs (d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. <u>Essential Knowledge</u>: 2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. (h) 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. (j)The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. (k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction. <u>Critical Dispositions</u>: 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. (m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. (o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.
Standard 3: Learning Environments The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Sub-standards: 3.f., l., n., o., p. <u>Performances</u>: 3(f) 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. <u>Essential Knowledge</u>: 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. <u>Critical Dispositions</u>: 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. (o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. (p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

InTASC Standards	InTASC Sub-standards
Standard 4: Content Knowledge The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Sub-standards: 4. b., m., o. <u>Performances</u>: 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. <u>Essential Knowledge</u>: 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge. <u>Critical Dispositions</u>: 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
Standard 5: Application of Content The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Sub-standards: 5. g. <u>Performances</u>: 5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
Standard 7: Planning for Instruction The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Sub-standards: 7. j., n., q. <u>Essential Knowledge</u>: 7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. <u>Critical Dispositions</u>: 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction. (q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.
Standard 8: Instructional Strategies The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Sub-standards: 8. k., l., n., o., p., q., r., s. <u>Essential Knowledge</u>: 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. (l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. (n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning. (o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness. <u>Critical Dispositions</u>: 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction. (q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication. (r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning. (s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

InTASC Standards	InTASC Sub-standards
Standard 9: Professional Learning and Ethical Practice The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Sub-standards: 9. d., e., i., j., m. Performances: 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. Essential Knowledge: 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. (j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). Critical Dispositions: 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
Standard 10: Leadership and Collaboration The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Sub-standards: 10. b., q. Performances: 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. Critical Dispositions: 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.