

Lana Hunter, EdD

Colorado State University-Pueblo
College of Education, Engineering & Professional Studies
Department of Teacher Education
ED412/512 Spring 2009
Meets Wednesdays, 1:00 - 3:50 pm T 242
Or Thursdays, 4:00 - 6:50 pm T 242

Teaching Diverse Learners

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Contact Information

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Formal Schedule of Office Hours

Wednesday 12:30 - 1:00, 4:00 - 4:30 pm
Thursday 12:30-4:00 pm

Course Overview

The main focus for this course is to learn how to meet the instructional, social, and emotional needs of all students through differentiated instruction. Participants in this class will critically examine their role in becoming inclusive leaders in their school, community, and classroom.

Credit Hours

3 Credit Hours
30 Field Experience Hours—10 consecutive weeks of field experience

Prerequisites

Entrance into the Teacher Education Program

Teaching Area

Required of all teaching areas

Required Texts

Mastropieri, M. & Scruggs, T. (2006). *The inclusive classroom: Strategies for effective instruction* (3rd ed). Upper Saddle River, NJ: Pearson.

Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed). Alexandria, VA: ASCD.

Tomlinson, C. & McTighe, J. *Integrating: Differentiated instruction/Understanding by design*. Alexandria, VA: ASCD.

Legal Rights and Sensitivities

ADA Accommodations: This University abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulate that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the instructor as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide

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documentation of your disability to the Disability Service Office, which is located in the Psychology Building, Room 232.

Sexual Harassment: Sexual harassment is reprehensible and will not be tolerated. It threatens the careers, educational experience, and well-being of students, faculty, and staff. Behavior between or among members of the classroom community that creates an unacceptable or working environment will not be tolerated.

Sensitivities:

In written assignments and online discussions, the names of local people (e.g., children, families, professionals) should not be used. Confidentiality should be respected at all times. In addition, references to specific groups of people and schools should reflect the sensitivities of the time.

Questions?

All questions about the course or individual assignments will be answered on the Discussion Board (DB). Please read the DB often in order to keep up with questions and answers that may help you in your study and project endeavors.

Course Objectives as aligned with CSU-P Teaching Standards

Students in this course will plan and organize differentiated instruction based on the following expectations:

1. Participants will learn to employ a wide range of teaching techniques to match the cognitive and social needs of all students (3.1, 3.3)
2. Participants will connect instruction to students' lives and experiences (3.2)
3. Participants will gain an understanding of educational disabilities and giftedness (3.9)
4. Participants will design/modify standards-based instructions in response to diagnosed student needs (development of ILP, IEP) (3.8, 3.10)
5. Participants will establish learning environments that do not tolerate racial, ethnic, or gender biases (3.4, 3.6)
6. Participants will treat all students equally and fairly (3.5)
7. Participants will investigate own personal biases and implement strategies to address them (3.7)
8. Participants will teach students within the scope of their legal responsibilities and identify when and how to access appropriate services and resources for students with exceptional needs (3.11, 3.13)
9. Participants will gain knowledge of student medical conditions and their possible effects of students and learning (3.12)

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Projects	Points	Alignment with Standards/ Objectives	Due Date

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<u>Project 1 Weekly Participation</u> Every session-- <i>cannot be made up</i> Quiz over reading—weekly first 20 minutes (5) Reflective journal—bring journal completed to class (5) Exit slip—last 15 minutes of each class (5) **90 points awarded for professionalism on Week 14	300	3.1—3.8	weekly
<u>Project 2 Test</u>	100	3.1-3.8	2/16/09
<u>Project 3a First Lesson</u>	200	3.1-3.8	2/23/09
<u>Project 3b Digitized Video</u>	200		3/9/09
<u>Project 4 Medication Administration Test</u>	Proficiency	3.8	3/2/09
<u>Project 5a Lesson 2</u> Plan and teach a lesson including one or more students with 504 or IEP with their peers (200)	400	3.1-3.8	4/6/09
<u>Project 5b Lesson 3</u> Plan and teach a lesson including one or more students labeled as advanced or gifted with their peers (200)			4/6/09
<u>Project 6 Electronic Portfolio Goal 3</u> Uploaded to electronic portfolio with teaching evidence	100	3.4, 3.6	4/20/09
<u>Project 7 Final Test—</u> <u>Wednesday's Class: Wed, April 29 1-3:20 pm</u> <u>Thursday's Class: Friday, May 1 3:30-5:30 pm</u>	200	3.1-3.8	

***As professor of this course, I reserve the right to adjust assignments/requirements to meet the diverse needs of my students. If an adjustment is made, the change will be posted on Blackboard.**

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Weekly Requirements

- Bring all textbooks and your reflective journal to each class
- Be prepared to take a quiz over your readings at the beginning of each class
- Exit slip
- Projects—when due

Weekly Readings

Assignment due on the date of your class during the week of:	Week/Goals	Topics/Readings
Jan 12, 2009	¹ (3.1)	Student Diversity in Education Tomlinson (T) Ch 1&2
Jan 19, 2009	² (3.2, 3.5)	Differentiating Instruction (DI) T Ch 3-7 Tomlinson & McTighe (TM) Ch 1-2
Jan 26, 2009	³ (3.2, 3.5)	Lesson Planning and DI T Ch 8-10 TM Ch 3
Feb 2, 2009	⁴ (3.1)	3 Prong Approach to DI T Ch 11-13 Mastropieri & Scruggs (MS) Ch 6
Feb 9, 2009	⁵ (3.4, 3.6, 3.7)	Least Restrictive Environments MS Ch 1, 5, & pages 43-46 TM Ch 4
Feb 16, 2009	⁶	High Incidence Learning Disabilities MS Ch 3, 9, 10
Feb 23, 2009	⁷	Low Incidence Learning Disabilities Medication Administration Brochure CDE MS Ch 4 TM Ch 6
Mar 2, 2009	⁸ (3.3, 3.6, 3.8)	Special Learning Considerations MS Ch 8, 11 TM Ch 7
Mar 9, 2009	⁹ (3.1, 3.2, 3.5)	Specific Curricular Strategies for DI MS Ch 13, 14, 15, 16 (read the chapter specifically targeted for your area of expertise) TM Ch 8-10
Mar 16, 2009	¹⁰ (3.8,3.6)	Assessment and DI MS Ch 12 TM Ch 5
Mar 30, 2009	¹¹ (3.3, 3.5, 3.8)	Behavior, Learning, and DI Ms Ch 7

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Apr 6, 2009	12 (3.11,3.13)	Self-determination/Transition Ms Ch 17
Apr 13, 2009	13 (3.3)	Professional reflection
Apr 20, 2009	14 (3.7,3.8)	Child Maltreatment
Wednesday's Final: Wed 4/29/09 1:00-3:20	15	Final Test Must be taken at scheduled time and cannot be made up
Thursday's Final: Fri 5/1/09 3:30-5:30		

Weekly Quizzes over Reading
During the first 20 minutes of each class, a quiz will be given over the assigned reading. (5 pts/week—170)

Weekly Reflective Teaching Journal Assignments
Take the following topics and discuss:

- The relationship between the goal and your field experience work
- Specific examples of how you are meeting the goal
- A discussion of your success and challenges with the goal
- Future goals pertaining to your teaching progress

Week 1, 2, 12, 13, 14—simply respond to the statement

Week	Standard	
1		Describe a time in your learning where you experienced inequality or unfairness.
2		Develop and describe three personal teaching goals of your own for this semester.
3	3.1	Employs a wide range of teaching techniques to <u>match the intellectual, emotional, physical, and social level</u> of each student, and chooses teaching strategies and materials to achieve different curricular purposes.
4		Brings <u>multiple perspectives</u> to the discussion of subject matter and <u>connects instruction</u> to students' lives and experiences.
5	3.2, 3.5	Creates lessons and activities that differentiate instruction (<u>operating at multiple levels to meet individual student needs</u>), utilizes understanding of educational disabilities and giftedness to <i>differentiate</i> instruction.

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6	3.3	Establishes a learning environment that does not tolerate racial, ethnic, gender, and other indignities such as name-calling, denigrating language and behavior and <u>teaches tolerance</u> .
7	3.3	Treats all students in an <u>equitable and fair</u> manner/ Investigates own personal biases and implements strategies to address them.
8	3.3	Communicates in ways that demonstrate a <u>sensitivity to individual</u> , cultural and gender <u>differences</u> (eye contact, body language, statements, responsiveness).
9	3.4, 3.6	Designs/modifies <u>standards-based instruction in response to diagnosed student needs</u> (Exceptional, Ling. Diverse /Develops and applies IEPs.
10	3.7, 3.8	Teaches students within the <u>scope of a teacher's legal responsibilities and students' educational rights</u> / Identifies when and how to access appropriate services or resources to <u>meet exceptional learning needs</u> .
11	3.8	Uses specific <u>knowledge of student medical conditions and medications and their possible effects on students</u> .
12		Explain your work with one student; what were your successes, what concerns do you still have?
13		Bring a rough draft of your electronic portfolio to class.
14		Summarize your development as a teacher.

Store your journal in a small 3 ring-notebook or spiral plus have one to turn in to me. You will be asked to share your writing with your peers on occasion.

**Professionalism Points Awarded Week 14 (60)	
Points	Professionalism
10	Class participation
10	Consistently completes assignments well and on time
10	Caring attitude towards peers, cooperative teacher, and faculty members (**listens while others speak in class)
10	Communication—keeps those in supervisory roles informed
10	Strong work ethic in class, field experience, and during group assignments
10	Demonstrates emotional stability and balance

Course Policies

Fieldwork: Required 30 hours, minimum 10 visits (there will be no waivers).
 The most critical part of this course will be making a good Field Experience choice and completing your FE in a professional and quality manner. Refer to the Field Experience Letter for details (make a copy of the letter for both you and your cooperative teacher).

- Field Experience (FE) Ethics:**
- Select a FE teacher you have not worked with in the last two semesters

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- Select a FE in a school where you are not getting paid to work
- Select a FE where your family members do not attend the school or work as staff members
- Select a FE in the grade level and content you are being certified in
- Select a FE where you are supervised by a Colorado State certified teacher
- Select a FE where the cooperating teacher is supervising you the entire 40 FE hours
- You may not double dip hours during your field experiences. If you have two field experiences, you may work in the same classroom; however, you must put in the appropriate number of hours
- If you are taking RDG410, you may use the same placement for both ED412 and RDG410

Grades:

Each course assignment will be explained in class and in the Homework section of Blackboard. Rubrics for individual assignments will also be posted on Blackboard prior to the due date. Take notes during class when I explain the assignment. If an assignment is not clear, contact me or come into my office for clarification. *If you ask a classroom peer, make sure they are not passing incorrect information on to you.*

Grade Percentages (I do not round up percentages...example: 93.99% is a B)

A (97-100%)	A- (94-96)	
B+ (92-93%)	B (88-91)	B- (86-87)
C+ (81-85%)	C (75-80)	
D+ (72-74%)	D (68-71)	D- (66-67)

Late Assignments:

All assignments are due by the date given in class (due dates below). Late assignments will be pro-rated in the following manner (weekends are counted as days):

Late 1 day	10% deduction of total earned points (TEP)
Late 2 days	15% deduction of TEP
Late 3 days	30% deduction of TEP
Late 4-7 days	50% deduction of TEP
Must be turned in by day 8 (75% deduction of TEP)	

Example: A paper worth 10 points is due on June 12. If you hand in the paper on June 13, the total possible worth of your assignment is 9 points. If you turn the paper in on June 15, the total possible worth of your assignment is 7 points. On June 18, if you receive a perfect score, you will gain 5 points in the grade point. After June 20th, your work will not be accepted and you will receive a 0 on the grade book.

Incomplete Grades:

A grade of incomplete will only be assigned if a student and the professor have agreed upon the grade before the end of the last week of classes and will not be assigned merely because work is incomplete. Extraordinary circumstances such as extended illness or death in the family must have occurred for an incomplete grade to be considered. In all cases, if an incomplete is granted, it is the responsibility of the student to establish a meeting with the professor BEFORE the final class period to complete a contract that outlines a timeline of due dates for all incomplete assignments. Failing to meet such timelines will result in "no credit" on those assignments.

Paper Heading:

Your Name
Title of assignment
Date turned in
Page 1(repeat heading on each page as needed)

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Quality of Work

All written assignments will be evaluated as professional writing. Points will be deducted up to 30% of the total assignment for:

- Not following directions
- Poorly written and weak organization
- Excessive spelling, grammar, or punctuation errors
- Run on sentences, fragments, and paragraph organization
- A need for more reflective thinking

Check Blackboard Frequently:

Make sure all assignments have been accounted for in the grade book. If the grade book on Blackboard does not agree with your records, see me about it within 2 weeks of the assignment due date. Discrepancies will not be reconciled after that time. It is wise to make copies of all assignments. That way you have a copy for your own records.

Example: You notice that I have not recorded a paper that you handed in late (due date September 10). You must come to me and discuss my error in the grade book by September 24. The late assignment and reconciliation policy also includes tests.

Electronic Portfolio Standard 3

During the course of this class, you will be expected to reflect on and revise Standard 3 of your electronic portfolio. Use your weekly reflective journal to help you as you prepare for your portfolio reflections:

Additional Readings

Cohen, Elizabeth (1986). *Designing group work: Strategies for the heterogeneous classroom*. New York: Teachers College Press.

Cohen, Elizabeth & Lotan, Rachael (Eds.) (1997). *Working for equity in heterogeneous classrooms: Sociological theory in practice*. New York: Teachers College Press.

Individuals with Disabilities Education Improvement Act of 2004: conference report. Washington D.C.: U.S. G.P.O. 2004.

Lazear, D. (2003). *Eight ways of teaching: The artistry of teaching with multiple intelligences*. Glenview, IL: SkyLight Professional Development.

Lewis, R.B. & Doorlag, D.H. (2006). *Teaching Special Students in General Education Classrooms*. New Jersey: Pearson and Merrill Prentice Hall.

Rief, S. & Heimburge, J. (1996). *How to Reach & Teach All Students in the Inclusive Classroom*. West Nyack, New York: The Center for Applied Research in Education.

Students with Disabilities and Special Education Law (2005). Center for Education and Employment Law.

Tomlinson, C. (2001). *The differentiated classroom: responding to the needs of all learners*. ASCD.

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Tomlinson, C. (2002). *Differentiation of instruction in the elementary grades* (microform). Champaign, IL: ERIC Clearinghouse on Elementary Childhood Education, University of Illinois.

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