George Mason University
College of Education and Human Development
Elementary Education

College of EDUCATION & HUMAN DEVELOPMENT   MASON

SOCIAL JUSTICE
RESEARCH-BASED PRACTICE
INNOVATION
CORE VALUES
ETHICAL LEADERSHIP
COLLABORATION

Promoting Learning & Development Across the Lifespan

EDUC 301- DL1 Educating Diverse and Exceptional Learners
3 credits, Fall 2020
Asynchronous, Online, August 24th – October 14th 2020

Faculty
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Prerequisites/Co-requisites None

University Catalog Course Description
Introduction to educational issues; not applicable in graduate-level teacher education programs. Introduces psychological, sociological, educational, and physical aspects of diverse populations in today's schools for early and middle education. Emphasizes litigation and legislation pertaining to education of diverse populations.

Note: Requires school-based field experience during course. (For Fall 2020, field-experience will be video based via Mason Teaching Channel--free access for Mason students via directions provided on Blackboard).

Please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

Course Overview
This course provides an introduction to the sociocultural factors (e.g., race, ethnicity, religion, language, gender, sexual orientation, socioeconomic status) intersect to shape cultural identity and influence the educational experience of culturally and linguistically diverse and exceptional

learners. Laws and policies that affect education along with instructional approaches and strategies that value diverse learners through a strengths-based lens and support inclusive classrooms are explored. This course provides a springboard for deeper learning around these critical topics.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **Monday, August 24, 2020 at 8:00 a.m. EST**.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
  - https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, **our week will start on Monday and finish on Sunday**.
- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least 3 times per week**.

- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so that others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. **Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.**

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:

1. Understand aspects of diverse populations regarding the educational setting including legislation and litigation.

2. Be able to access additional information about diverse populations so they can meet the needs of the students in their classes.

3. Examine broader issues related to diversity, inclusion, social justice, and multiculturalism in education.

4. Engage in critical and reflective discussions related to systemic–isms in education.

5. Create a safe, challenging and enriching environment for all students.

Required Texts
Nora, J., & Echevarria, J. (2016). *No more low expectations for English learners.* Heinemann.
        ISBN: 978-0-325-07471-9

All additional readings and media material for the course will be available through links and PDFs on Blackboard under Course Content.

Professional Standards
Upon completion of this course, students will have met the following professional standards:

InTASC Standards (The Interstate Teacher Assessment & Support Consortium):

  o   Standard #2: **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

  o   Standard #3: **Learning Environments.** The teacher 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.

CAEP 2018 K-6 Elementary Teacher Preparation Standards:
  o   **Standard #1: Understanding and Addressing Each Child's Development and Learning Needs.** Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.
  o   **Standard #5: Developing as a Professional.** Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

Course Performance Evaluation

This asynchronous, online course is **not self-paced. You will be expected to complete one module every week**. Completing a Weekly Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Week Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

Students are expected to submit **all** assignments **on time** and in the manner outlined by the instructor on the **assigned due date**. Late assignments will receive reduced credit. All assignments will be posted in Blackboard.

- **Assignments and/or Examinations:**

Assignment	Due Date	Points
Class Participation: The class participation grade will reflect the quality as well as quantity of your participation. Satisfactory participation requires that you are **engaged** throughout **each week** online in learning tasks (e.g., Discussion Board, Blogs, Wikis, etc. and complete ALL learning tasks/assignments within each weekly basis in a thorough and thoughtful way. **Reminder: This course is NOT self-paced.**	Ongoing	150 (20 points per week for 7 weeks & 10 points for last half week)
Teacher Journal Article Responses (2): Twice during the course, you will select, read, and respond to a journal article from a variety of prominent practitioner journals focused on various topics associated with effectively teaching diverse learners in inclusive classrooms. These articles will introduce you to reading relevant professional journals as a way to pursue your own professional development and lifelong learning as a practicing teacher. (Assignment details below and on Blackboard).	**TJAR #1 Due Sun. Sept. 6th** **TJAR #2 Due Sun. Sept. 20th**	50 (25 points per response)
Be A Teacher for 15 Minutes: Collaborate with a peer to create and share a multimedia presentation on one of the approved topics related to student diversity. (List of potential topics, specific directions, and rubric on Blackboard. **Multimedia Presentation format must be compatible with Blackboard)**.	**Due Sun. Sept. 27th**	50
Professional Dialog w Future Teacher Self: Thinking as a future teacher, share responses to 4 questions about 4 topics connected to learning in EDUC 301. Through this "interview" with your future teacher self, you will share the knowledge, dispositions, and insights gained around working with diverse and exceptional learners and their families in your future classroom/school. (Assignment details below and on Blackboard).	**Due Sun. Oct. 4th**	100
Field Experience & Reflection: View various videos from instructor-selected options via Mason Teaching Channel and other educational websites. These videos provide a glimpse into optimal instructional environments in fully inclusive classrooms (e.g., with students receiving special education services and ELs) as well as ESOL classrooms (e.g., taught by an ESOL teacher or a content class with ELs taught by general ed teacher). A reflection paper that makes connections between learning in EDUC 301 and the video observations will be completed. (Assignment details below and on Blackboard). **NOTE: This assignment has been modified for Fall 2020 to be video based.**	**Due Sun. Oct. 11th**	100

- **Major Assignment Descriptions:**

Class Participation (20 points for 7 weeks; 10 points for last half week): Active participation in learning activities on Blackboard in each weekly module is a crucial element of this asynchronous, online class. Your class participation grade each week will reflect the quality of your participation. Such participation can only occur when you are **present, prepared and engaged** in online learning activities (e.g., Discussion Board, Blogs, Wikis, etc.). **Each week begins on Monday morning and ends on Sunday night at midnight. It is your responsibility to complete readings, watch videos, explore websites, etc. throughout the week and to complete any learning activities per directions and due dates in each weekly module.** That is, *please do not expect to get online once or twice and/or wait until the weekend to engage with the content and complete learning activities.* **Quality engagement each week means exploring the content deeply, thinking critically, and sharing your thoughts and responses with your peers via respectful dialog and other learning activities during each weekly module**.

Be a Teacher Presentation (50 points): You want to be a teacher…here's your chance! You will also practice collaboration skills by **working with a peer** to create a 15-minute multimedia, **narrated** presentation about **one** of the approved topics related to teaching and learning with exceptional and diverse learners. This multimedia presentation will include a brief, meaningful activity to engage your peers around the content/topic. You and your partner will share your presentation via a Discussion Board link. Everyone will view and respond respectfully peers' presentations. Topic approval and sign-up required. (List of potential topics, specific directions, and rubric on Blackboard).

Teacher Journal Article Response (2 at 25 points each): Read two current professional practitioner journal articles on topics related to effectively teaching diverse and exceptional learners in inclusive classrooms. Article choices are organized into folders: Teaching Learners with Special Needs, Teaching English Learners, and Creating Culturally Responsive Teaching and Learning Environments. You will select **one** article from these folders at two points during the semester **without selecting two articles from the same folder**. **Using a graphic organizer template**, you will provide the following information for *each* article: 3 key concepts, 1 analytical paragraph showing connections and applications, 1 quote from each source underline worthy of class discussion, and 3 questions to explore in the future. Provide proper citation in APA-7 style for each article. Please note your connections, critiques, and/or questions/wonderings as you read each journal article so that you will be prepared to complete the graphic organizer.

Professional Dialog with Future Teacher Self (100 points): In this major assignment, you will have a chance to apply and share the knowledge, disposition, and skills that you have gained in EDUC 301 in a creative way by conducting an interview with your FUTURE TEACHER SELF! You will provide thoughtful, paragraph-level responses to 4 questions each around 4 key topics in EDUC 301.

For this assignment, you will imagine that it is 5 years into the future, and you are now being asked to share your knowledge, philosophy, and vision for working with diverse and exceptional learners and their families with equity and excellence!

You will **answer *a set of 4 questions* for 4 different topics related to EDUC 301**. You will also generate questions of your own to demonstrate that you are a reflective practitioner who is inquisitive and curious to learn more about effective teaching.

 The 4 topics for the dialog/interview are:

*Working with English Learners (ELs)
*Working with ELs who are Dually Identified for Special Education Services
*Working with Students with Individualized Education Plans (IEPs) in Inclusive Classrooms
*Working with the Parent(s)/Guardian(s)/Families of Diverse & Exceptional Learners

Throughout the course, you should keep notes in a way that makes sense to you about key understandings around these four topics. You should also jot your thoughts about why these key understandings are important to your practice as a future educator of diverse and exceptional learners. These notes will be helpful to you when you begin to answer the specific questions for each of the four topics. **These specific questions will be available to you on Blackboard at the beginning of the course**.

Your answers to *each set of four questions for each of the 4 topics* is worth 25 points (25 x 4 = 100 points). **You will be graded holistically.** Specific criteria for evaluation and the questions for each topic will be shared in Bb in the "EDUC 301 Fall 2020 Professional Dialog/Interview w Your FUTURE Teacher Self!" document under the "Major Assignments" tab.

Paper Specifics: Create a title page for your work. Use 1" margins and *Times New Roman* 12-point font. Please use **single-spacing** with **double-spacing between each question and between major topics**. Include page numbers. Please **include the headings** for each of the 4 major topics in your paper. AND, be sure to **include each question in each section above your answer**.

Field Experience & Reflection (100 points): This major assignment is based on viewing and reflecting on a variety of instructor-selected video options via Mason's Teaching Channel and/or other educational websites that portray optimal instructional environments for diverse PK-12 learners. **You will need to set up a Mason Teaching Channel account and will be provided with explicit directions on Blackboard for doing that.**

These videos provide a glimpse into optimal instructional environments in fully inclusive PK-12 classrooms (e.g., with students receiving special education services and ELs) as well as ESOL classrooms (e.g., taught by an ESOL teacher or a content class with ELs taught by general ed

teacher). **During Fall 2020, these video observations will fulfill the required field experience for this course.**

You will write a reflection paper that makes connections between learning in EDUC 301 and the video observations. **That means that you will need to take careful, detailed notes as you view the videos that you can refer back to as you write your paper.**

For your Field Experience Reflection Paper, you will respond to **THREE** instructor-selected videos and **ONE** video from options that the instructor will provide. **You will answer a set of questions for ALL FOUR of the video observations**. These questions will invite you to reflect thoughtfully on what you observe in the videos and to anchor your thinking and assertions in your reflections to learning from EDUC 301, other education courses (if applicable), and any relevant experiences of your own in schools as a teacher education student and/or as a former PreK-12 student.

For <u>ALL FOUR</u> video observations, you will answer <u>ALL</u> of the questions in each set of questions in a clear, detailed way using academic-style language. **You should write one or two well-written paragraphs for each of the questions in each set for each video observation.**

You are aiming to write thoughtful, reflective answers that demonstrate that you are thinking deeply about connections to what you have learned in EDUC 301. You are welcome to make relevant connections to other education courses and/or your own experiences, but **you must make clear, well-explained connections to learning from EDUC 301.**

Your answers to *each set of questions for each of the 4 video observations* is worth 25 points (25 x 4 = 100 points). **You will be graded holistically.** Specific criteria for evaluation and the question sets for each video observation will be shared in Bb in the "EDUC 301 Fall 2020 Field Experience Paper & Evaluation" document under the "Major Assignments" tab.

Paper Specifics: Create a title page for your work. Use 1" margins and *Times New Roman* 12-point font. Please use **single-spacing** with **double-spacing between each question in each set and between video observations**. Include page numbers. Please **include the TITLES** for each of the videos addressed in your paper. AND, be sure to **include each question from each set of questions above your responses to each video observation**.

- **Online Participation/Attendance Policy**
Students are expected to participate in **ALL** online discussions/learning activities each week. **Not participating in a weekly module is equivalent to being absent from a face-to-face class and will be reflected with a zero for the week and counted as an unexcused absence**.

In the event that an entire weekly module must be missed due to unavoidable extenuating and extreme circumstances, please communicate to the instructor *prior to the event or as soon as possible*. Students without a serious, extenuating reason for missing a weekly module will lose the participation points for that class session. The instructor may require make-up work for an

unavoidable absence. **Students with two or more unexcused absences during this 7.5-week course will not receive credit for the course.**

- **Grading**

A+	=100	4.00
A	94-99	4.00
A-	90-93	3.67
B+	85-89	3.33
B	80-84	3.00
C	70-79	2.00
D	60-69	1.00
F	<59	0.00

It is expected that all class assignments will be submitted on time to the correct location on Blackboard. Therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade for each day of lateness. All assignments must be submitted on the due date stated within each weekly module on Blackboard and must be submitted in the format outlined by the instructor.

Specific Assignments	**Point Values**
Class Participation	150 points
Be a Teacher Presentation	50 points
Teacher Journal Article Response (25 points each)	50 points
Professional Dialogue w. Future Teacher Self	100 points
Field Experience Reflection	100 points
	450 Points

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Note: Faculty reserve the right to alter the schedule as necessary, with notification to students.

All print-based and links to online texts, videos and other resources will be available on Blackboard.

Class Session	Topics	Readings & Resources ON BLACKBOARD	Assignments Due
Week 1 Mon. Aug. 24th to	Introduction and Syllabus Review;	**Explore various websites** to understand full inclusion in today's classrooms **View video on** Intersectionality from Teaching Tolerance	Complete all learning activities and assignments

Sun. Aug. 30th	Intro to Intersection-ality; Creating Inclusive Classrooms & Connecting with Diverse Families; VDOE Guidelines for Parents of Special Needs Students	**Read online texts from:** IRIS Center: Classroom Diversity—An Introduction to Student Differences Teaching at the Intersections from Teaching Tolerance magazine; Parent-Teacher Collaboration in Special Education: Reading Rockets – Understanding the Concerns of Parents of Students with Disabilities**;** Virginia Department of Education – Special Education Guide for Parents; **Articles on Blackboard:** • Breiseth, L. (2016). Getting to know ELLs' families. *Educational Leadership, Feb. 2016,* 46-50. • Teaching Tolerance (2017). Best practices for serving ELLs and their families	in Weekly Module 1 **Work on Teacher Journal Article Response #1**
Week 2 Mon. Aug. 31st to Sun. Sept. 6th	**Brief History of Education**: (Civil Rights Act 1964; Bilingual Education Act 1968; Equal Educational Opportunities Act 1974, etc.); **School Account-ability** ESEA to NCLB to ESSA; **Impact of IDEA** Categories of Disabilities under IDEA	**Explore online texts:** Historical Timeline of Public Education in the U.S.**;** From the Elementary and Secondary Education Act (**ESEA**) 1965 to No Child Left Behind (**NCLB**) 2001 to the Every Student Succeeds Act (**ESSA**) 2015**;** **Individuals with Disabilities Education Act:** *IDEA Purpose *IDEA History *Rehabilitation Act of 1973, Section 504 *Americans with Disabilities Act of 1990, Title II *Free and Appropriate Public Education (FAPE) for all children *IDEA-Related Centers *Evidenced-Based Practices re Autism *Office of Special Education & Rehabilitative Services (OSERS) **National Center for Education Statistics--** Children and Youth with Disabilities: **National Center on Educational Outcomes;**	Complete all learning activities and assignments in Weekly Module 2 **Decide on pairs and topics for Be a Teacher multimedia presentation** **Teacher Journal Article Response #1 – due**

		Other Health Impairment (OHI)	**VDOE School Quality Profiles;** **View videos** re ESSA from Education Week and Education Trust; **Other Reading(s) (on Blackboard):** • Endrew F vs Douglas County School Board (March 2017) • Categories of Disabilities under IDEA (NICHCY 2012) Improving Literacy Briefs (including Defining Dyslexia)	
Week 3 Mon. Sept. 7th to Sun. Sept. 13th	**Special Education Eligibility:** Least Restrictive Environment (LRE); Overview of IEP/504; Learning disabilities and Dyslexia, Autism Spectrum Disorder, Intro to ADHD Response to Intervention (RTI) to MTSS & PBIS Assistive Technology with Exceptional Learners; Using Digital Tools to		**Explore online texts:** **Least Restrictive Environment (LRE)** – connection to *inclusion* **LD online** – Educators' guide to learning disabilities; Understanding ADHD **Academic Success for All Students – A Multi-Tiered Approach** – from Edutopia: **Center on Technology and Disability** (CTD); Assistive Technology Basics; Assistive Technology for Reading; IRIS Center – Assistive Technology Module; **Tech Tools to Support ELs Literacy & Language Development** – blog from International Literacy Association (ILA); **Technology and ELs –** from ColorinColorado **View Videos:** **Understanding Dyslexia:** • Video by Dr. Rachna Varia • Dyslexia in Different Languages • **MTSS:** Meeting Behavioral Needs, K-5 – from Edutopia	Complete all learning activities and assignments in Weekly Module 3 **Work on Teacher Journal Article Response #2**

	Support ELs' Literacy & Language Development		
Week 4 Mon. Sept. 14th to Sun. Sept. 20th	**Intro to World Class Instructional Design & Assessment (WIDA) English Language Development Standards--** in connection to Virginia Standards of Learning (SOLS); **Foundations of Effective Instruction for ELs:** Strengths-based vs. deficit perspective; Providing ELs access to grade-level content; ELs' Funds of Knowledge; **Introduction to Culturally Responsive Pedagogy:** Features of CRP;	**Explore online texts:** **World Class Instructional Design and Assessment (WIDA) and VA SOLS**: **Virginia Department of Education – English as a Second Language:** • Standards • Instruction • Professional Organizations • Parent Resources **Recap of Luis Moll's Research on Funds of Knowledge**; **Characteristics of Culturally Responsive Teaching** from Teaching Diverse Learners, The Education Alliance at Brown University; Resources & strategies to connect to and honor students' cultures, experiences, and backgrounds **View Video re** Intro to Culturally Responsive Pedagogy – from Teaching Tolerance **Reading(s) from textbook:** • **Pages 1-17** of *No more low expectations for English learners* (**required paperback textbook**); **Other Reading(s) (on Blackboard):** • EDUC 301 Isn't CRT Just Good Teaching - Kathryn AU 2009.pdf • EDUC 301 Culturally Responsive Literacy Instruction in Inclusive Classrooms 2007.pdf • EDUC 301 Culturally Responsive Strategies Young Children w Challenging Behavior 2016.pdf	Complete all learning activities and assignments in Weekly Module 4 **Teacher Journal Article Response #2 DUE** **Work on Be a Teacher Multimedia Presentation with Peer— due in Week 5**

	Sociocultural Perspectives on Learning: Intersection of Culture, Language, & Identity		
Week 5 Mon. Sept. 21st To Sun. Sept. 27th	**Intro to the SIOP Model** Learning as social activity Learning is Language-Based Access to grade-level content through high expectations **TESOL's 6 Principles for Effective Teaching of ELs** Universal guidelines from research on language pedagogy & language acquisition theory	**Reading(s) from textbook and on Blackboard:** • **Pages 18-35** of *No more low expectations for English learners* (**required text**) • McIntyre, E., & Hulan, N. (2013). Research based, culturally responsive reading practice in elementary classrooms: A Yearlong study. *Literacy Research & Instruction, 52*(1), 28-51. **View Video**: Using SIOP Model to link content learning and language development **Explore online texts:** **The 6 Principles for Exemplary Teaching of English Learners –** from TESOL International WIDA Can-Do Philosophy and Can-Do Descriptors	Complete all learning activities and assignments in Weekly Module 5 **Be a Teacher Multimedia Presentation - DUE** **Work on Professional Dialog w. Future Teacher Self– due in Week 6**
Week 6 Mon. Sept. 28th to Sun. Oct. 4th	**Dually Identified Students:** Language Learning & Language Difference vs. Learning Disability; Programs & Support;	**ColorinColorado** – A Bilingual Site for Educators and Families of English Learners **Special Education & ELs:** Opportunities & Challenges, Student Needs, Instruction & Assessment **U.S. Supreme Court Cases**: Lau v. Nichols Plyler v. Doe Castañeda v. Pickard **Read from textbook:**	Complete all learning activities and assignments in Weekly Module 6 **Professional Dialog w. Future Teacher Self--DUE**

	Importance of Students' Cultural, Linguistic, & Educational Background; **Education & ELs:** Federal & State Laws & Policies guiding Education for ELs **Gifted Education:** Discrimination and disparities in Gifted Identification; New Perspectives on Giftedness; Twice exceptional learners—Gifted learners with disabilities	• **Pages 37-75** of *No more low expectations for English learners* (**required text**) **Other Reading(s) (on Blackboard):** • Collier, C. (2010) – Separating difference from Disability • Cultural, Linguistic, Ecological Framework for RTI with ELs (2008) • Summary of Laws re Educating ELs **National Association for Gifted Education;** **The Promise of Problem-Based Learning for Identifying ELs for Gifted and Talented Ed –** selected readings: • Szymanski, T., & Shaff, T. (2013). Teacher perspectives regarding gifted diverse students. *Gifted Children, 6*(1)—first 8 pages only • Position Statement from National Association for Gifted Children: Identifying and Serving Culturally and Linguistically Diverse Gifted Students • Pereira, N., & de Oliveira, L. (2015). Meeting the linguistic needs of high potential English language learners. *Teaching Exceptional Children,* (March/April), 208-215.; • Baldwin, L., Omdal, S. N., & Pereles, D. (2015). Beyond stereotypes: Understanding, recognizing, and working with twice-exceptional learners. *Teaching Exceptional Children, 47*, 216-225.	**Work on Field Experience Reflection – due in Week 7**
Week 7 Mon. Oct. 5th To Sun. Oct. 11th	**Universal Design for Learning** (UDL); **Reimagining Multicultural Education:** Religious Diversity & Cultural Pluralism;	**View video** on National Center on Universal Design for Learning**;** **Explore online texts:** **IRIS Center-UDL;** **Definitions of Multicultural Education;** **Critical Multicultural Pavilion** – Websites for Educators (from EdChange Project by Paul C. Gorski;	Complete all learning activities and assignments in Weekly Module 7 **Field Experience Reflection— DUE**

	Teaching for Global Competence Foster inquiry, perspective taking, dialog, and action **Equity in Education:** Gender equity; Equity for LGBTQIA students	**Reading(s) (on Blackboard):** • CREDE'S Five Standards of Effective Pedagogy • How to Be a Global Thinker (Boix Mansilla, 2016/17) • Four Strategies for Teaching Open-Mindedness (Merryfield, 2012) • Gender Equity in Education Data Snapshot – US Dept of Ed & Office of Civil Rights 2012 **LGBT Inclusive Curriculum;** **Gender Equity in the Classroom;** **Teaching Tolerance--**Let's Talk! Webinars**;** **Inspiring the Future (video):** Redraw the Balance **Proposed Gender Equity in Education Act of 2017**	**Please Complete Student Ratings of Instruction!**
Week 7.5 Mon. Oct. Wed. Oct. 14th	**Racial Equity for Students of Color:** Racial Disproportionality in School Discipline—a systemic problem; **Bullying** Bullying of Children with Disabilities; Preventing Bullying **Social Justice Standards: Anti-Bias Framework** (from Teaching Tolerance)	**Explore Online Texts:** **Racial/Ethnic Enrollment in Schools;** **Racial Disproportionality in School Discipline;** **Racial bias in Pre-School Suspensions;** **PBIS--**Key Elements of Policies to Address Discipline Disproportionality (2015)**;** **Teaching Tolerance—**When Educators Understand Race and Racism**:** **Bullying of Youth with Disabilities and Special Health Needs**; **National Bullying Prevention Center;** **National Education Association (NEA) –** Teaching Students to Prevent Bullying: **Edutopia:** Students Standing Up to Bullying and Hate: **Not in Our Town/Not in Our Schools;**	Complete visual representation. **Can be posted by or before Sun. Oct. 18th**. **Please Complete Student Ratings of Instruction!** THANK YOU! ☺

		Reading(s) (on Blackboard): • Racial Disproportionality in School Disciplinary Practices—Practitioner Brief Series from National Center for Culturally Responsive Educational Systems; • Teaching Tolerance – Let's Talk! (2017)	

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see
  https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .