

George Mason University
College of Education and Human Development
Elementary Education

College of
EDUCATION HUMAN DEVELOPMENT MASON



Promoting Learning Development Across the Lifespan

EDUC 301-001: Educating Diverse and Exceptional Learners
3 credits, Spring 2020
Tuesday 7:20 – 10:00 p.m. Innovation Hall 328 Fairfax Campus

Faculty

Name: Talisa J. Jackson

Office Hours: By appointment

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Prerequisites/Co-requisites None

University Catalog Course Description

Introduces educational issues. Explores 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. Notes: Requires school-based field experience during course.

Course Delivery Method

This course will be delivered using a lecture and discussion format in face-to-face settings but can also be implemented in asynchronous or hybrid online formats.

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. 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*. Portsmouth, NH: 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):

- 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.
- 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:

- 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.
- 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

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

• Assignments and/or Examinations:

- Field experience is required
- There will be no formal tests or quizzes

Assignment	Due Date	Points
<p>Class Participation: The class participation grade will reflect the quality as well as quantity of your participation. Satisfactory participation requires that you are present, prepared, and engaged. In-class assignments and discussions will be used to engage your thinking on the day's topic. <i>Quick Writes will be used often at the beginning of class to formatively assess students' preparation for discussion and engagement around each week's topics.</i></p>	Ongoing	140 (10 points per class)
<p>Be A Teacher for 15 Minutes: Collaborate with a peer to create and present information to our class on one of the approved topics related to student diversity. Approval and sign-up required. (List of potential topics, specific directions, and rubric on Blackboard).</p>	Presentations throughout course	50
<p>Teacher Journal Article Responses (3): At three points during the semester, 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).</p>	Staggered throughout course	75 (25 points per response)
<p>Professional Dialogue/Teacher Interview: Engage in a dialogue with a teacher around 5 topics to learn how this educator addresses the needs of diverse children. You will be required to share insights you have gained through your conversation, which reinforces or negates (from the teacher's perspective) concepts learned in the course and complete a write up and reflection of the interview. (Assignment details below and on Blackboard).</p>	Apr. 14 th	100
<p>Field Experience & Reflection: Observe in a public school setting for a minimum of 15 hours. At least one observation must be done in a fully inclusive classroom (e.g., with students receiving special education services and ELs). Other observations may include self-contained classrooms that serve students with disabilities (e.g., classrooms for students with autism, classrooms for students with severe disabilities) and/or an ESOL classroom (can be an ESL class taught by ESOL teacher, a content class with ELs taught by general ed teacher, or a co-taught classroom with ESOL and content teacher). A reflection paper will be completed with instructions posted on Blackboard. Observations need to be completed by the last 3 weeks of class. (Assignment details below and on Blackboard).</p>	Apr. 28 th	100

- **Major Assignment Descriptions:**

Class Participation (10 points per class): Active participation in whole-group and small-group interactions is a crucial element of this class. Your class participation grade will reflect the quality as well as quantity of your participation. Such participation can only occur when you are **present, prepared and engaged**. That is, thorough preparation for class through deep, critical reading and thinking is the key to fully engaged participation in discussions and activities during class. **Each week, you will complete readings, watch videos, explore websites, and/or complete mini-activities prior to the class meeting.** In this way, in-class discussions and activities will be an opportunity for you to share your thinking on the day's topic(s) thoughtfully and reflectively. You must be present in class, prepared to participate, and engage actively to earn

these points. *Quick Writes will be used often at the beginning of class to formatively assess students' preparation for discussion and engagement around each week's topics.*

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 and deliver a 15-20 minute presentation to our class on a topic about **one** of the approved topics related to teaching and learning with diverse students. This presentation will include involving your class peers in a brief, meaningful activity. There will be 10 minutes for Q & A following each presentation. Topic approval and sign-up required. (50 points: List of potential topics, specific directions, and rubric on Blackboard).

Teacher Journal Article Response (3 at 25 points each): Read three current (published within the past ten years) professional, peer-reviewed practitioner journal articles on topics related to effectively teaching diverse learners in inclusive classrooms. Article choices will be organized into 3 separate folders: Teaching Learners with Special Needs, Teaching English Learners, and Creating Culturally Responsive Teaching and Learning Environments. You will select **one** article from each designated folder at three points during the semester. On 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 worthy of class discussion, and 3 questions to spark discussion. Provide proper citation in APA-6 style for each article. You will need to annotate the article as you read to note connections, critiques, and/or questions/wonderings that you have in order to be prepared to share your thinking around your chosen article in group discussions. ***Please bring the annotated article in print or electronic form to class.***

Professional Dialogue/Interview with a Current Public School Teacher (100 points): Engage in a dialogue/interview around 5 topics with a current public school teacher to learn how this educator learns about and responds to the needs of diverse children. More details about interview construction will be given in class. **It is recommended that you conduct this dialogue/interview with the mentor teacher from the field site placement.** However, it is possible to complete this assignment by interviewing a current public school teacher from a different setting *with permission from the instructor.*

The 5 topics for the dialogue/interview are:

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

Take detailed notes or record the interview (with teacher's permission). You will be required to share insights you have gained through your conversation which reinforces or negates (from the teacher's perspective) concepts learned in the course. Please probe for examples to illustrate the teacher's comments. Provide the grade level and demographics of the students with whom this teacher works, the number of years this teacher has taught, and the scope of his/her experience.

Use the following format **for each of the 5 topics** of discussion. A. Write the open-ended question(s) and summarize the teacher's answer(s) (4 points); B. State one or two follow-up question(s) you asked and further knowledge you gained (4 points); C. Explain the insights that you gained related to what we have studied this semester in EDUC 301 (4 points); D. What questions did the interview generate about teaching and learning

with this diverse population? (4 points); E. In a summary paragraph, for each topic, explain, in detail, what you think teachers must do to serve this diverse population with equity and excellence (4 points). Create a title page for your work. Use 1” margins and *Times New Roman* 12-point font. Single-space your work with double-spacing between major sections (A-E). **Use consistent, bolded subheadings to organize your paper.**

Field Experience & Reflection (100 points): Observe in your field site placement for a minimum of 15 hours. At least one observation must be done in a fully inclusive classroom (e.g., with students receiving special education services and ELs). Other observations may include classrooms that serve students with disabilities (e.g., classrooms for students with autism, classrooms for students with severe disabilities) and/or an ESOL classroom (can be an ESL class taught by ESOL teacher, a content class with ELs taught by general ed teacher, or a co-taught classroom with ESOL and content teacher). Make every effort to include an observation of a Professional Learning Community (PLC) or Collaborative Learning Team (CLT) meeting, a Special Education or IEP meeting, a 504 screening meeting, or a 504 Plan meeting.

You will write a reflection paper based on **three** of your observation experiences in your field site placement. **That means that you will need to take careful, detailed notes during each observation that you can refer back to as you write your paper.** Of course, since you are spending 15 hours doing observations, you will complete more than three observations, but you will reflect on and write about three of the observation experiences. **One of these must be the observation in a fully inclusive classroom.**

Please see Blackboard for specific directions and the rubric for this paper. We will discuss this assignment in class. **Field Experience must be requested as described in class by visiting <https://cehd.gmu.edu/teacher/internships-field-experience>.** This site explains how to request placement as well as how to document your Field Experience hours and observations. It is required that you register by **February 8th** (early requests are recommended). No placements will be honored after this firm date. Observations need to be done by the last 3 weeks of class.

- **Attendance**

Attendance is **mandatory and required**. Attendance is directly tied to the class participation grade for this course. In the event that a class must be missed due to unavoidable extenuating circumstances, please communicate to the professor *prior to the event or as soon as possible*. Students without a serious, extenuating reason for missing a class will lose the participation points for that class session. Students who miss a class for any reason are responsible for obtaining pertinent notes/information/hand-outs from a classmate. The instructor may require make-up work for unavoidable absences. **Students with more than 2 unexcused class sessions will receive “one letter grade” deduction from the final grade in the course.**

- **Grading**

A+	=100	4.00
A	94-99	4.00
A-	90-93	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C	70-79	2.00
D	60-69	1.00

F	<59	0.00
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It is expected that all class assignments will be submitted on time to the correct location; 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 the syllabus and must be submitted in the format outlined by the instructor.

Specific Assignments	Point Values
Class Participation (10 points per class)	140 points
Be a Teacher Presentation	50 points
Teacher Journal Article Response (25 points each)	75 points
Professional Dialogue (aka: Teacher Interview)	100 points
Field Experience Reflection	100 points
	465 Points

Class Schedule

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

Class Session	Topics	Readings and Resources	Due FOR Class
Jan 21 st	Class 1: <ul style="list-style-type: none"> • Introduction and Syllabus Review • Intro to Intersectionality • Importance of Empathy • Today’s Inclusive Classrooms 	Explore to Understand Full Inclusion in Today’s Classrooms: http://www.theinclusiveclass.com/2015/04/the-inclusive-classroom-education-for.html https://www.specialeducationguide.com/pre-k-12/inclusion/ View an Intro to Intersectionality from Teaching Tolerance: https://www.youtube.com/watch?v=w6dnj2IyYjE&t=1s IRIS Center: Classroom Diversity—An Introduction to Student Differences: https://iris.peabody.vanderbilt.edu/module/div/#content	
Jan 28 th	Class 2: <ul style="list-style-type: none"> • Brief History of Education (Civil Rights Act 1964; Bilingual Education Act 1968; Equal Educational 	Library Resources Presentation Historical Timeline of Public Education in the U.S.: https://www.raceforward.org/research/reports/historical-timeline-public-education-us From the Elementary and Secondary Education Act (ESEA) 1965 to No Child Left Behind	Complete all readings and activities in Week 2 Folder on Blackboard <i>prior to Class 2</i> Submit Field Experience Requests via link in syllabus by end of Week 2.

	<p>Opportunities Act 1974, etc.)</p> <ul style="list-style-type: none"> • School Accountability • ESEA to NCLB to ESSA 	<p>https://socialwelfare.library.vcu.edu/programs/education/elementary-and-secondary-education-act-of-1965/</p> <p>Every Student Succeeds Act (ESSA) 2015: https://www.ed.gov/essa?src=rn</p> <p>Videos re ESSA from Education Week and Education Trust https://www.youtube.com/watch?v=zWQGmU-J80Q</p> <p>https://www.youtube.com/watch?v=Lu4eBNGfZes</p> <p>VDOE School Quality Profiles: http://schoolquality.virginia.gov</p>	<p>Decide on pairs and topics for Be a Teacher presentations</p>
<p>Feb. 4th</p>	<p>Class 3:</p> <ul style="list-style-type: none"> • Ableism • Impact of IDEA • Categories of Disabilities under IDEA • Other Health Impairment (OHI) 	<p>IDEA: https://sites.ed.gov/idea/about-idea/</p> <ul style="list-style-type: none"> *IDEA Purpose *IDEA History *Rehabilitation Act of 1973, Section 504 *Americans with Disabilities Act of 1990, Title II <p>Learning more about IDEA: https://sites.ed.gov/idea/</p> <ul style="list-style-type: none"> *Free and Appropriate Public Education (FAPE) for all children *IDEA-Related Centers *Evidenced-Based Practices re Autism *Office of Special Education & Rehabilitative Services (OSERS) <p>National Center for Education Statistics: Children and Youth with Disabilities: https://nces.ed.gov/programs/coe/indicator_cgg.asp</p> <p>National Center on Educational Outcomes: https://nceo.info/</p> <p>Special Education Guide: https://www.specialeducationguide.com/disability-profiles/other-health-impairment/</p> <p>Reading(s) (on Blackboard):</p> <ul style="list-style-type: none"> • Endrew F vs Douglas County School Board (March 2017) • Categories of Disabilities under IDEA (NICHCY 2012) • Improving Literacy Briefs (including Defining Dyslexia) 	<p>Complete all readings and activities in Week 3 Folder on Blackboard <i>prior to Class 3</i></p> <p>Work on Teacher Journal Article Response #1</p>

<p>Feb. 11th</p>	<p>Class 4:</p> <ul style="list-style-type: none"> • Special Education Eligibility • Least Restrictive Environment (LRE) • Overview of IEP/504 • Learning more about learning disabilities and dyslexia • Autism Spectrum Disorder • Intro to ADHD • Response to Intervention (RTI) to MTSS & PBIS 	<p>LD online – Educators’ guide to learning disabilities and ADHD: http://www.ldonline.org</p> <p>Least Restrictive Environment (LRE) – connection to <i>inclusion</i>:</p> <p>https://www.understood.org/en/school-learning/special-services/special-education-basics/least-restrictive-environment-lre-what-you-need-to-know</p> <p>Understanding Dyslexia:</p> <ul style="list-style-type: none"> • Video by Dr. Rachna Varia https://www.youtube.com/watch?v=IMKeefkPxxI • Dyslexia in Different Languages https://www.understood.org/en/school-learning/special-services/english-language-learners/video-how-does-dyslexia-play-out-in-different-languages <p>Understanding ADHD: https://www.aacap.org/AACAP/Families_and_Youth/Resource_Centers/ADHD_Resource_Center/ADHD_A_Guide_for_Families/Getting_Treatment.aspx</p> <p>Learning more about Autism Spectrum Disorder (ASD) from National Institute of Mental Health (NIMH): https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd/index.shtml</p> <p>Autism Speaks Organization: https://www.autismspeaks.org/</p> <p>National Center for Learning Disabilities—What is ASD? https://www.youtube.com/watch?v=0Pp8jcQ97pY</p> <p>The Difference between IEP and 504 Plans: https://www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans</p> <p>Multi-Tiered System of Support (MTSS) & Positive Behavioral Interventions & Supports (PBIS): https://www.pbis.org/school/mtss</p> <p>Reading(s) (on Blackboard):</p> <ul style="list-style-type: none"> • Understanding the Differences: IEP vs. 504 Plan 	<p>Complete all readings and activities in Week 4 Folder on Blackboard <i>prior to Class 4</i></p> <p>Work on Teacher Journal Article Response #1 – due next week.</p>
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<p>Feb. 18th</p>	<p>Class 5:</p> <ul style="list-style-type: none"> • Learning more about MTSS/PBIS • Assistive Technology with Exceptional Learners • Using Digital Tools to Support ELs' Literacy & Language Development 	<p>Academic Success for All Students – A Multi-Tiered Approach – from Edutopia: https://www.youtube.com/watch?v=khzkNRjsPBE</p> <p>MTSS: Meeting Behavioral Needs, K-5 – from Eduoptia: https://www.youtube.com/watch?v=HC78HQbnmgI</p> <p>Center on Technology and Disability (CTD) https://www.ctdinstitute.org/?utm_campaign=weta&utm_source=ldonline&utm_medium=sitepromo</p> <p>Assistive Technology Basics: https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics</p> <p>Assistive Technology for Reading: https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/assistive-technology-for-reading</p> <p>IRIS Center – Assistive Technology Module: https://iris.peabody.vanderbilt.edu/module/at/#content</p> <p>Tech Tools to Support ELs Literacy & Language Development – blog from International Literacy Association (ILA): https://www.literacyworldwide.org/blog/literacy-daily/2017/06/02/tech-tools-to-support-english-learners-literacy-and-language-development</p> <p>Technology and ELs – from ColorinColorado: http://www.colorincolorado.org/teaching-ells/technology-english-language-learners</p>	<p>Complete all readings and activities in Week 5 Folder on Blackboard <i>prior to Class 5</i></p> <p>Complete Teacher Journal Article Response # 1—Submit online on Blackboard before class</p> <p>Be a Teacher Presentation</p>
<p>Feb. 25th</p>	<p>Class 6:</p> <p>Intro to World Class Instructional Design & Assessment (WIDA) Standards in Virginia</p> <ul style="list-style-type: none"> • WIDA English Language Development (ELD) Standards 	<p>World Class Instructional Design and Assessment (WIDA) – Virginia belongs to WIDA Consortium; WIDA ELD Standards work in tandem with VA SOLS: https://www.wida.us/index.aspx</p> <p>Virginia Department of Education – English as a Second Language:</p> <ul style="list-style-type: none"> • Standards • Instruction • Professional Organizations • Parent Resources <p>http://www.doe.virginia.gov/instruction/esl/</p> <p>Reading(s):</p>	<p>Complete all readings and activities in Week 6 Folder on Blackboard <i>prior to class 6.</i></p> <p>Work on Teacher Journal Article Response #2</p> <p>Be a Teacher Presentation</p>

	<ul style="list-style-type: none"> • Can-Do Descriptors • Early Language Development Standards • Links between WIDA ELD Standards and VA Standards of Learning (SOLS) <p>Foundations of Effective Instruction for ELs:</p> <ul style="list-style-type: none"> • Deficit vs. Strengths-based perspective of ELs • Providing ELs with access to grade-level content\ • ELs’ Funds of Knowledge 	<ul style="list-style-type: none"> • Sections 1 & 2 (pp. 1-35) of <i>No more low expectations for English learners</i> (required text). • Recap of Luis Moll’s Research on Funds of Knowledge 	
Mar 3 rd	<p>Class 7:</p> <p>Introduction to Culturally Responsive Pedagogy</p> <ul style="list-style-type: none"> • Features of CRP • Sociocultural Perspectives on Learning • Intersection of Culture, Language, & Identity 	<p>Characteristics of Culturally Responsive Teaching from Teaching Diverse Learners, The Education Alliance at Brown University: https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0</p> <p>Resources & strategies to connect to and honor students’ cultures, experiences, and backgrounds: https://www.edutopia.org/blogs/tag/culturally-responsive-teaching</p> <p>Intro to Culturally Responsive Pedagogy – from Teaching Tolerance: https://www.youtube.com/watch?v=nGTVjJuRaZ8</p> <p>Reading(s) (on Blackboard):</p>	<p>Complete all readings and activities in Week 7 Folder on Blackboard <i>prior to Class 7</i></p> <p>1st draft of Professional Dialogue/Teacher Interview—DUE by end of week 7</p> <p>Continue to work on Teacher Journal Article Response #2</p> <p>Be a Teacher Presentation</p>

	<p>Intro to the SIOP Model</p> <ul style="list-style-type: none"> • Learning as social activity • Learning is Language-Based • Access to grade-level content through high expectations 	<ul style="list-style-type: none"> • 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 <p>The 6 Principles for Exemplary Teaching of English Learners – from TESOL International:</p> <p>Using SIOP Model to link content learning and language development – from PearsonK-12: https://www.youtube.com/watch?v=-XQOpEbPTJM&t=448s http://www.tesol.org/the-6-principles/</p> <ul style="list-style-type: none"> • 	-
Mar 10 th	Class 8	SPRING BREAK	
Mar 17 th	<p>Class 9 : TESOL's 6 Principles for Effective Teaching of ELs</p> <p>Universal guidelines from research on language pedagogy & language acquisition theory</p> <ul style="list-style-type: none"> • Gifted Education • Discrimination and Disparities in Gifted Identification 	<p>Reading(s) (on Blackboard):</p> <ul style="list-style-type: none"> • Section 3 (pp. 37-75 of <i>No more low expectations for English learners</i> (required text)) • McIntyre, E., & Hulan, N. (2013). Research based, culturally responsive reading practice in elementary classrooms: A Yearlong study. <i>Literacy Research & Instruction</i>, 52(1), 28-51. <p>National Association for Gifted Education: https://www.nagc.org/resources-publications/gifted-education-practices</p> <p>https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/gifted-childrens-challenges-with-learning-and-attention-issues</p>	<p>Complete all readings and activities in Week 9 Folder on Blackboard <i>prior to Class 9</i></p> <p>Complete Teacher Journal Article Response #2 – Submit online on Blackboard before class</p> <p>Be a Teacher Presentation</p>

	<ul style="list-style-type: none"> • New Perspectives on Giftedness • Twice exceptional learners— Gifted learners with disabilities 	<p>The Promise of Problem-Based Learning for Identifying ELs for Gifted and Talented Ed – selected readings</p> <p>Reading(s) (on Blackboard):</p> <ul style="list-style-type: none"> • Szymanski, T., & Shaff, T. (2013). Teacher perspectives regarding gifted diverse students. <i>Gifted Children</i>, 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. <i>Teaching Exceptional Children</i>, (March/April), 208-215. • Baldwin, L., Omdal, S. N., & Pereles, D. (2015). Beyond stereotypes: Understanding, recognizing, and working with twice-exceptional learners. <i>Teaching Exceptional Children</i>, 47, 216-225. 	
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<p>Mar. 24th</p>	<p>Class 10: Dually Identified Students</p> <ul style="list-style-type: none"> • Factors that may look like disability • SPED & ELs— Programs & Support • The Role of Language • Importance of Student Background • ELs who Struggle w Reading • Instruction & Assessment <p>Bilingual Education</p> <ul style="list-style-type: none"> • Federal & State Laws & Policies 	<p>Colorin Colorado – A Bilingual Site for Educators and Families of English Language Learners: http://www.colorincolorado.org/</p> <p>Special Education & ELs: Opportunities & Challenges - http://www.colorincolorado.org/special-education-ell/challenges-opportunities</p> <p>http://www.colorincolorado.org/special-education-ell/student-needs</p> <p>http://www.colorincolorado.org/special-education-ell/instruction-assessment</p> <p>Lau v. Nichols https://www.oyez.org/cases/1973/72-6520</p> <p>Plyler v. Doe https://www.americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students</p> <p>Castañeda v. Pickard https://study.com/academy/lesson/castaneda-v-pickard-decision-impacts.html</p>	<p>Complete all readings and activities in Week 10 Folder on Blackboard <i>prior to Class 10</i></p> <p>2nd Draft of Professional Dialogue/Teacher Interview—DUE</p> <p>Work on Teacher Journal Article Response #3—due next week.</p> <p>Be a Teacher Presentation</p>
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	guiding Education for ELS	<p>Reading(s) (on Blackboard):</p> <ul style="list-style-type: none"> • Collier, C. (2010) – Separating difference from Disability • Cultural, Linguistic, Ecological Framework for RTI with ELs (2008) • Summary of Laws re Educating ELs 	
Mar. 31 st	<p>Class 11:</p> <ul style="list-style-type: none"> • Universal Design for Learning (UDL) <p>Reimagining Multicultural Education</p> <ul style="list-style-type: none"> • Religious Diversity • Cultural Pluralism <p>Teaching for Global Competence</p> <ul style="list-style-type: none"> • Foster inquiry, perspective taking, dialog, and action 	<p>View video on National Center on Universal Design for Learning: http://www.udlcenter.org/aboutudl</p> <p>IRIS Center-UDL: https://iris.peabody.vanderbilt.edu/module/udl/</p> <p>Definitions of Multicultural Education: http://www.nameorg.org/definitions_of_multicultural_e.php</p> <p>Critical Multicultural Pavilion – Websites for Educators (from EdChange Project by Paul C. Gorski: http://www.edchange.org/multicultural/sites1.html</p> <p>Reading(s) (on Blackboard):</p> <ul style="list-style-type: none"> • 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) 	<p>Complete all readings and activities in Week 11 Folder on Blackboard</p> <p>Teacher Journal Article Response #3 – due. Submit online on Blackboard before class</p> <p>Continue to work on Professional Dialogue/Teacher Interview—due Apr. 14th</p> <p>Be a Teacher Presentation</p>
Apr. 7 th	<p>Class 12: Equity in Education:</p> <ul style="list-style-type: none"> • Gender equity • Equity of LGBTQIA students 	<p>LGBT Inclusive Curriculum: https://www.glsen.org/educate/resources/curriculum</p> <p>Teaching Tolerance: https://www.tolerance.org/topics/gender-sexual-identity (Let’s Talk! Webinars)</p> <p>Inspiring the Future: Redraw the Balance https://www.youtube.com/watch?v=qv8VZVP5csA</p> <p>Proposed Gender Equity in Education Act of 2017: https://www.govtrack.us/congress/bills/115/s1421)</p> <p>Gender Equity in the Classroom: https://www.edutopia.org/blog/gender-equity-classroom-rebecca-alber</p> <p>Reading(s) (on Blackboard):</p> <ul style="list-style-type: none"> • Gender Equity in Education Data Snapshot – US Dept of Ed & Office of Civil Rights 2012 	<p>Complete all readings and activities in Week 12 Folder on Blackboard <i>prior to Class 12</i></p> <p>Be a Teacher Presentation</p> <p>Begin Field Experience Reflection Draft—due in Week 15</p>

<p>Apr. 14th</p>	<p>Class 13: Racial Equity for Students of Color</p> <ul style="list-style-type: none"> Racial Disproportionality in School Discipline—a systemic problem 	<p>Racial/Ethnic Enrollment in Schools: https://nces.ed.gov/programs/coe/indicator_cge.asp Racial Disproportionality in School Discipline links: http://kirwaninstitute.osu.edu/wp-content/uploads/2014/02/racial-disproportionality-schools-02.pdf https://www.brookings.edu/research/disproportionality-in-student-discipline-connecting-policy-to-research/ https://www.brookings.edu/research/2017-brown-center-report-part-iii-race-and-school-suspensions/ https://ocrdata.ed.gov/downloads/crdc-school-discipline-snapshot.pdf Racial bias in Pre-School Suspensions: https://www.americanprogress.org/issues/early-childhood/news/2017/11/06/442280/new-data-reveal-250-preschoolers-suspended-expelled-every-day/ https://www.npr.org/sections/codeswitch/2014/03/21/292456211/black-preschoolers-far-more-likely-to-be-suspended PBIS Key Elements of Policies to Address Discipline Disproportionality (2015): https://www.pbis.org/Common/Cms/files/pbisresources/PBIS%20Disproportionality%20Policy%20Guidebook%202016-7-24.pdf Teaching Tolerance: https://www.tolerance.org/magazine/when-educators-understand-race-and-racism Reading(s) (on Blackboard): <ul style="list-style-type: none"> Racial Disproportionality in School Disciplinary Practices—Practitioner Brief Series from National Center for Culturally Responsive Educational Systems: http://www.niusileadscape.org/docs/FINAL_PRODUCTS/NCCRESt/practitioner_briefs/%95%20TEMPLATE/DRAFTS/AUTHOR%20revisions/annablis%20pracbrief%20templates/School_Discipline_hi.pdf Teaching Tolerance – Let’s Talk! (2017) </p>	<p>Complete all readings and activities in Week 13 Folder on Blackboard <i>prior to Class 13</i></p> <p>Dialogue/Teacher Interview-due. Submit online on Blackboard before class</p> <p>Work on Field Experience Reflection Draft—due Apr. 28th.</p> <p>Be a Teacher Presentation</p>
	<p>Class 14:</p>	<p>Bullying of Youth with Disabilities and Special Health Needs:</p>	<p>Complete all readings and activities in Week</p>

<p>Apr. 21st</p>	<p>Bullying</p> <ul style="list-style-type: none"> • Bullying of Children with Disabilities • Preventing Bullying <p>Social Justice Standards: Anti-Bias Framework (from Teaching Tolerance)</p>	<p>https://www.stopbullying.gov/at-risk/groups/special-needs/index.html National Bullying Prevention Center: http://www.pacer.org/bullying/resources/students-with-disabilities/</p> <p>National Education Association (NEA) – Teaching Students to Prevent Bullying: http://www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html</p> <p>https://www.stopbullying.gov/</p> <p>Edutopia: Students Standing Up to Bullying and Hate: https://www.edutopia.org/blog/standing-against-bullying-not-in-our-schools-suzie-boss</p> <p>Not in Our Town/Not in Our Schools: https://www.niot.org/nios/about</p> <p>View: Bullied: The Jamie Nabozny Story -- https://vimeo.com/30915646</p> <p>Readings on Blackboard:</p> <ul style="list-style-type: none"> • Social Justice Standards: The Teaching Tolerance Anti-Bias Framework 	<p>14 Folder on Blackboard prior to Class 14</p> <p>Finalize Field Experience Reflection—due next week.</p> <p>Be a Teacher Presentation</p>
<p>Apr. 28th</p>	<p>Class 15: Creating Inclusive Classrooms & Connecting with Diverse Families:</p> <ul style="list-style-type: none"> • Classroom Climates: Safe & Welcoming for All • Working with Diverse Families • Intersectionality • VDOE Guidelines for Parents of Special Needs Students 	<p>Teaching at the Intersections: https://www.tolerance.org/magazine/summer-2016/teaching-at-the-intersections</p> <p>https://www.tolerance.org/magazine/publications/best-practices-for-serving-english-language-learners-and-their-families-1</p> <p>Parent-Teacher Collaboration in Special Education: https://www.specialeducationguide.com/pre-k-12/the-parent-teacher-partnership/</p> <p>Reading Rockets – Understanding the Concerns of Parents of Students with Disabilities: http://www.readingrockets.org/article/understanding-concerns-parents-students-disabilities-challenges-and-roles-school-counselors</p> <p>Virginia Department of Education – Special Education Guide for Parents: http://www.doe.virginia.gov/special_ed/parents/index.shtml</p>	<p>Complete all readings and activities in Week 15 Folder on Blackboard prior to Class 15</p> <p>*Field Experience Reflection Due – Submit online on Blackboard before class</p>

		<p>Readings on Blackboard:</p> <ul style="list-style-type: none"> • Breiseth, L. (2016). Getting to know ELLs' families. <i>Educational Leadership, Feb. 2016</i>, 46-50. • Teaching Tolerance (2017). Best practices for serving ELLs and their families 	
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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 <http://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 <http://coursesupport.gmu.edu/>.
- **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 information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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