

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- DL1 Educating Diverse and Exceptional Learners
3 credits, Spring 2021
Synchronous & Asynchronous, Online, January 26th – May 10th

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 Spring 2021, 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 introduces 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 through an online (50% synchronous and 50% 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 **Tuesday, January 26, 2021. Our first synchronous meeting will be at 7:30 PM on Zoom.**

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: Our week will start on Tuesday and finish on Monday. We will have a weekly synchronous meeting on Tuesdays at 7:30 P.M.**
- **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:**
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. Students 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 ensure 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):

- 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

You will be expected to complete one module every week as well as participate in the Tuesday synchronous chat. 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 may 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 and complete ALL learning tasks/assignments within each weekly basis in a thorough and thoughtful way.	Ongoing	150 (10 points per 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 Mon. Feb. 22nd TJAR #2 Due Mon. March 8th	50 (25 points per response)
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	Due Mon.	100

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).	April 5th	
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 Mon. April 19th	50
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 Mon. May 10th	100

Major Assignment Descriptions:

Class Participation (10 points for 15 weeks = total 150 points): Active participation in learning activities on Blackboard in each weekly module is a crucial element of this 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. **Each week begins on Tuesday and ends on Monday 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. 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 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 to as you write your paper.**

For your Field Experience Reflection Paper, you will respond to **Four** instructor-selected videos. **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 **ALL FOUR** video observations, you will answer **ALL** 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.**

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

Class Participation
 Be a Teacher Presentation
 Teacher Journal Article Response (25 points each)
 Professional Dialogue w. Future Teacher Self
 Field Experience Reflection

Point Values

150 points
 50 points
 50 points
 100 points
 100 points

450 Points

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-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.

Module	Topics	Readings & Resources ON BLACKBOARD	Assignments Due
Week 1 Tues. Jan. 26 th to Mon. Feb. 1 st	Introduction and Syllabus Review: Student/Family Engagement: Relationships Deepening the Relationships—Students & School, Community Connections Intro to Intersectionality: Creating Inclusive Classrooms & Connecting with Diverse Families	Explore various websites to understand full inclusion in today’s classrooms View video on Intersectionality from Teaching Tolerance Read online texts from: IRIS Center: Classroom Diversity—An Introduction to Student Differences Teaching at the Intersections from Teaching Tolerance magazine	Synchronous Class Chat. 1/26 @ 7:30 PM Complete all learning activities and assignments in Weekly Module 1
Week 2 Tues. Feb. 2 nd to	Brief History of Education:	Explore online texts: Historical Timeline of Public Education in the U.S.	Synchronous Class Chat. 2/2 @ 7:30 PM

<p>Mon. Feb. 8th</p>	<p>(Civil Rights Act 1964; Bilingual Education Act 1968; Equal Educational Opportunities Act 1974, etc.)</p> <p>School Accountability:</p> <p>ESEA to NCLB to ESSA</p>	<p>From the Elementary and Secondary Education Act (ESEA) 1965 to No Child Left Behind (NCLB) 2001 to Every Student Succeeds Act (ESSA) 2015</p> <p>National Center on Educational Outcomes</p> <p>VDOE School Quality Profiles</p> <p>View videos re ESSA from Education Week and Education Trust.</p>	<p>Complete all learning activities and assignments in Weekly Module 2</p> <p>Work on Teacher Journal Article Response #1</p>
<p>Week 3 Tues. Feb. 9th to Mon. Feb. 15th</p>	<p>Special Education:</p> <p>Impact of IDEA</p> <p>Categories of Disabilities under IDEA</p> <p>Other Health Impairment (OHI)</p>	<p>Individuals with Disabilities Education Act:</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 *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:</p> <p>Other 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) <p>Improving Literacy Briefs (including Defining Dyslexia)</p>	<p>Synchronous Class Chat. 2/9 @ 7:30 PM</p> <p>Complete all learning activities and assignments in Weekly Module 3</p> <p>Decide on pairs and topics for Be a Teacher multimedia presentation</p>

<p>Week 4 Tues. Feb. 16th to Mon. Feb. 22nd</p>	<p>Special Education Eligibility:</p> <p>Least Restrictive Environment (LRE)</p> <p>Learning disabilities and Dyslexia, Autism Spectrum Disorder, Intro to ADHD</p> <p>VDOE Guidelines for Parents of Special Needs Students</p>	<p>Explore online texts:</p> <p>Least Restrictive Environment (LRE) – connection to <i>inclusion</i></p> <p>LD online – Educators’ guide to learning disabilities; Understanding ADHD</p> <p>Virginia Department of Education – Special Education Guide for Parents</p>	<p>Synchronous Class Chat. 2/16 @ 7:30 PM</p> <p>Complete all learning activities and assignments in Weekly Module 4</p> <p>Teacher Journal Article Response #1 – due</p>
<p>Week 5 Tues. Feb. 23rd to Mon. March 1st</p>	<p>Special Education:</p> <p>Overview of IEP/504</p> <p>Response to Intervention (RTI) to MTSS & PBIS: Meeting the needs of diverse learners through Responsive Instruction</p> <p>Assistive Technology with</p>	<p>Academic Success for All Students – A Multi-Tiered Approach – from Edutopia:</p> <p>Articles on Blackboard</p> <ul style="list-style-type: none"> • IEP process • 504 process <p>View Videos:</p> <p>Understanding Dyslexia:</p> <ul style="list-style-type: none"> • Video by Dr. Rachna Varia • Dyslexia in Different Languages • MTSS: Meeting Behavioral Needs, K-5 – from Edutopia <p>Center on Technology and Disability (CTD)</p> <ul style="list-style-type: none"> • Assistive Technology Basics • Assistive Technology for Reading • IRIS Center – Assistive Technology Module 	<p>Synchronous Class Chat. 2/23 @ 7:30 PM</p> <p>Complete all learning activities and assignments in Weekly Module 5</p> <p>Work on Teacher Journal Article Response #2</p>

	Exceptional Learners		Work on Professional Dialog w. Future Teacher Self– due in Week 10
Week 6 Tues. March 2 nd to Mon. March 8 th	<p>Education & ELs: Federal & State Laws & Policies guiding Education for ELs</p> <p>Characteristics of English Learners</p> <p>Intro to Second Language Acquisition- BICs & CALP; the role of native language</p> <p>Intro to World Class Instructional Design & Assessment (WIDA) English Language Development Standards-- in connection to Virginia Standards of Learning (SOLS)</p>	<p>Reading(s) from textbook:</p> <ul style="list-style-type: none"> • Pages 1-36 of <i>No more low expectations for English learners</i> (required paperback textbook) <p>World Class Instructional Design and Assessment (WIDA) and VA SOLS:</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>Synchronous Class Chat. 3/2 @ 7:30 PM</p> <p>Complete all learning activities and assignments in Weekly Module 6</p> <p>Teacher Journal Article Response #2 DUE</p> <p>Work on Be a Teacher Multimedia Presentation with Peer— due in Week 12</p>

<p>Week 7 Tues. March 9th to Mon. March 15th</p>	<p>Foundations of Effective Instruction for ELs: Strengths-based vs. deficit perspective</p> <p>Providing ELs access to grade-level content</p> <p>ELs' Funds of Knowledge</p> <p>Introduction to Culturally Responsive Pedagogy: Features of CRP</p> <p>Sociocultural Perspectives on Learning: Intersection of Culture, Language, & Identity</p>	<p>Read from textbook:</p> <ul style="list-style-type: none"> • Pages 37-75 of <i>No more low expectations for English learners (required text)</i> <p>Characteristics of Culturally Responsive Teaching from Teaching Diverse Learners, The Education Alliance at Brown University</p> <p>Resources & strategies to connect to and honor students' cultures, experiences, and backgrounds</p> <p>View Video re Intro to Culturally Responsive Pedagogy – from Teaching Tolerance</p> <p>Other Reading(s) (on Blackboard):</p> <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>Synchronous Class Chat. 3/9 @ 7:30 PM</p> <p>Complete all learning activities and assignments in Weekly Module 7</p>
<p>Week 8 Tues. March 16th to Mon. March 22nd</p>	<p>Intro to the SIOP Model: Learning as social activity Learning is Language-Based Access to grade-level content through high expectations</p> <p>TESOL's 6 Principles for Effective</p>	<p>Reading(s) from textbook and on Blackboard:</p> <ul style="list-style-type: none"> • 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>View Video: Using SIOP Model to link content learning and language development</p> <p>Explore online texts:</p>	<p>Synchronous Class Chat. 3/16 @ 7:30 PM</p> <p>Complete all learning activities and assignments in Weekly Module 8</p> <p>Work on Be a Teacher</p>

	<p>Teaching of ELs: Universal guidelines from research on language pedagogy & language acquisition theory</p>	<p>The 6 Principles for Exemplary Teaching of English Learners – from TESOL International</p> <p>WIDA Can-Do Philosophy and Can-Do Descriptors</p>	<p>Multimedia Presentation with Peer—due in Week 12</p>
<p>Week 9 Tues. March 23rd to Mon. March 29th</p>	<p>Dually Identified Students: Language Learning & Language Difference vs. Learning Disability</p> <p>Programs & Support Importance of Students’ Cultural, Linguistic, & Educational Background</p>	<p>ColorinColorado – A Bilingual Site for Educators and Families of English Learners</p> <p>Special Education & ELs: Opportunities & Challenges, Student Needs, Instruction & Assessment</p> <p>U.S. Supreme Court Cases: Lau v. Nichols Plyler v. Doe Castañeda v. Pickard</p> <p>Other 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 • Disproportionality article 	<p>Synchronous Class Chat. 3/23 @ 7:30 PM</p> <p>Complete all learning activities and assignments in Weekly Module 9</p>
<p>Week 10 Tues. March 30th to Mon. April 5th</p>	<p>Gifted Education: Discrimination and disparities in Gifted Identification New Perspectives on Giftedness Twice exceptional learners—Gifted</p>	<p>National Association for Gifted Education</p> <p>The Promise of Problem-Based Learning for Identifying ELs for Gifted and Talented Ed – selected readings:</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: 	<p>Synchronous Class Chat. 3/30 @ 7:30 PM</p> <p>Complete all learning activities and assignments in Weekly Module 10</p>

	learners with disabilities	<p>Identifying and Serving Culturally and Linguistically Diverse Gifted Students</p> <ul style="list-style-type: none"> • 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. 	Professional Dialog w. Future Teacher Self-DUE
Week 11 Tues. April 6 th to Mon. April 12 th	Universal Design for Learning (UDL)	<p>View video on National Center on Universal Design for Learning</p> <p>Explore online texts:</p> <p>IRIS Center-UDL</p>	<p>Asynchronous week</p> <p>Complete all learning activities and assignments in Weekly Module 11</p>
Week 12 Tues. April 13 th to Mon. April 19 th	<p>Reimagining Multicultural Education: Religious Diversity & Cultural Pluralism</p> <p>Teaching for Global Competence: Foster inquiry, perspective taking, dialog, and action</p> <p>Equity in Education:</p>	<p>Definitions of Multicultural Education</p> <p>Critical Multicultural Pavilion – Websites for Educators (from EdChange Project by Paul C. Gorski)</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) • Gender Equity in Education Data Snapshot – US Dept of Ed & Office of Civil Rights 2012 <p>LGBT Inclusive Curriculum</p>	<p>Synchronous Class Chat. 4/13 @ 7:30 PM</p> <p>Complete all learning activities and assignments in Weekly Module 12</p> <p>Be a Teacher Multimedia Presentation-DUE</p>

	Gender equity Equity for LGBTQIA students	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	Work on Field Experience Reflection – due in Week 15
Week 13 Tues. April 20 th to Mon. April 26 th	Racial Equity for Students of Color: Racial Disproportionality in School Discipline—a systemic problem	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:	Synchronous Class Chat. 4/20 @ 7:30 PM Complete all learning activities and assignments in Weekly Module 13
Week 14 Tues. April 27 th to Mon. May 3 rd	Bullying: Bullying of Children with Disabilities Preventing Bullying	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:	Synchronous Class Chat. 4/27 @ 7:30 PM Complete all learning activities and assignments in Weekly Module 14
Week 15 Tues. May 4 th to Mon.	Social Justice Standards: Anti-Bias Framework (from Teaching Tolerance)	Not in Our Town/Not in Our Schools Reading(s) (on Blackboard): <ul style="list-style-type: none"> Racial Disproportionality in School Disciplinary Practices—Practitioner Brief 	Synchronous Class Chat. 5/4 @ 7:30 PM

May 10 th		Series from National Center for Culturally Responsive Educational Systems Teaching Tolerance – Let’s Talk! (2017)	Complete all learning activities and assignments in Weekly Module 15 Complete Mind Map: posted on or before Mon. May 10th Field Experience Reflection—DUE
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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 <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/>.

SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#).

All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.

- ♦ You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
- ♦ You may only come to class if you receive a Green email response to the Mason COVID Health Check.
- ♦ If you suspect that you are sick or have been directed to self-

- ♦ isolate, quarantine, or get testing do not go to class.
Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.
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Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the Office of Disability Services.

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check Blackboard, Mason email, or the Mason website for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:

- ♦ Activities and assignments in CEHD courses regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a

consistent 1.5 Mbps [megabits per second] download speed or higher.

- Additionally, CEHD course activities and assignments may regularly use web- conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
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Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
 - Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
 - Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
 - Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.
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