

George Mason University
College of Education and Human Development
Elementary Education



Promoting Learning Development Across the Lifespan

EDUC 301 Section DL2
Educating Diverse and Exceptional Learners (3 credits)
Spring 2021 (January 25 – May 10)
Synchronous Online: Wednesdays, 4:30pm-7:10pm

Faculty Name: Kaleigh O'Donnell

Virtual Office Hours: By appointment (Virtual only. Please email to schedule.)

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Recommended Prerequisites: 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.

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.

Field Hours: 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 Delivery Method: This course will be delivered online (76% or more) using both synchronous and asynchronous formats 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 or before January 18, 2021. This course will use a combination of Zoom and Google Slides for synchronous online course delivery. Synchronous class sessions will include small/large group discussions and tasks, lecture, and student-led activities. A detailed schedule is included below.

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:

1. 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
2. To get a list of supported operating systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
3. Students must maintain consistent and reliable access to their GMU email and Blackboard accounts, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with Blackboard Collaborate Ultra or other required web conferencing tools.
5. 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.
6. The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - 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

1. Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
2. 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 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

3. **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.
4. **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.
5. **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.
6. **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.
7. **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. While we are unable to come to a Mason campus at this time, 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.
8. **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 as 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; rather, you are sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES:

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.

PROFESSIONAL STANDARDS:

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

INTASC (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.

REQUIRED TEXTS:

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

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

COURSE PERFORMANCE EVALUATION:

This online course is **not self-paced**. You will be expected to complete the activities (including readings, watching videos, engaging in discussion board chats) listed on Blackboard every week as well as participate in the weekly synchronous class. 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.

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy). ***All assignments subject to change due to Covid-19 changes and restrictions.**

Assignments and/or Examinations:

<i>Assignments</i>	%	<i>Due Date</i> <i>*by 11:59 PM</i>
Attendance and 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.	20%	weekly
Exit Tickets. For the last several minutes of each class, you will complete an exit ticket that relates to course content and how your thoughts may have changed/evolved given our readings/discussions. This serves as a type of “exit ticket” to help you process your immediate learning and to provide me insight into your developing understanding and perspective. It is expected that your response is brief but that you connect your response to class discussion and the readings.	15%	weekly
Teacher Journal Article Response. 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).	10% Article 1= 5% Article 2= 5%	Article 1: Feb. 17 Article 2: Mar. 3
Be a Teacher Presentation. 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)).	15%	Mar. 31
Professional Dialogue with 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	20%	Apr. 21

working with diverse and exceptional learners and their families in your future classroom/school. (Assignment details below and on Blackboard).		
Field Experience and 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 Spring 2021 to be video based.	20%	May 5

Assignments Detailed Descriptions:

1. **Teacher Journal Article Response (10% at 5% 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 different 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.

2. **Be a Teacher Presentation (15%):**

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, 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 on our class Zoom call. Everyone will view and respond respectfully to peers' presentations. Topic approval and sign-up required. A list of potential topics, specific directions, and rubric will be posted to Blackboard.

3. **Professional Dialog with Future Teacher Self (20%):**

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 “Spring 2021 Professional Dialog/Interview w Your FUTURE Teacher Self!” document under the “Assignment Resources” 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.**

4. Field Experience & Reflection (20%):

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 Spring 2021, 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 **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 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 “Spring 2021 Field Experience Paper & Evaluation” document under the “Assignment Resources” 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.**

Other Requirements:

1. Attendance and Participation (20%):

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. Therefore, it is expected that **you are on**

time and attend all synchronous and asynchronous online meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** unless advance notice has been provided to the instructor.

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. Not participating will be reflected with a zero for the week's attendance and participation grade and as an absence. **Students with two or more absences will not receive credit for the course.**

In addition to the readings, you may be asked to watch a video, collect information, or explore other online resources prior to class. Sometimes, guiding question(s) or tasks related to the readings and these resources will be posted to establish a purpose for reading. These guiding questions or activities will be directly related to discussion for the session. Activities may require you to respond to a specific question, create a representation of ideas from the reading (e.g. concept map, picture), or analyze a piece of text or student work based on your understandings of the readings and other resources. The products of these activities support learning in class meetings. Additionally, classroom activities may include simulations, debates, book club meetings, examination of student work, and quickwrites.

Participation Guidelines

Different discussion structures will be organized to maximize participation and community building. This includes partners, small groups, and whole class discussion. You will be responsible for participating in discussion according to the expectations and norms decided upon on the first day of class.

2. Exit Tickets (15%)

For the last several minutes of each class, you will complete an exit ticket that relates to course content and how your thoughts may have changed/evolved given our readings/discussions. This serves as a type of "exit ticket" to help you process your immediate learning and to provide me insight into your developing understanding and perspective. It is expected that your response is brief but that you connect your response to class discussion and the readings.

3. Work Timeliness Expectations

All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class.

Late work policy:

It is expected that all class assignments will be submitted on time to the correct location. **LATE ASSIGNMENTS WILL BE DEDUCTED ONE POINT PER DAY LATE.** (Example: Due date is Sunday by 11:59pm. It is turned in on Tuesday at 11:59pm will

receive an automatic 2 point deduction, before grading for content.) All assignments must be submitted via Blackboard on the due date stated within the syllabus (see below) prior to class. If extraordinary circumstances prevent you from submitting your work in a timely manner, **it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. It is up to the discretion of the instructor to approve the late/makeup work.** Assignments turned in late without prior communication will receive an automatic deduction of two points per day.

APA Format

All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service.

http://writingcenter.gmu.edu/?page_id=177

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

GRADING POLICIES

The grading for this course is as follows:

Grade	GRADING	Grade Points	Interpretation
A	93-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-92	3.67	
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82	2.67	
C+	77-79	2.33	Denotes an unacceptable level of understanding and application of the basic elements of the course
C	73-76	2.00	
C-	70-72	1.67	
D	60-69	1.00	
F*	<69	0.00	

***Note: “F” does not meet requirements of the School of Education.**

Specific Assignments	Percentage
Class Participation	20%
Exit Tickets	15%
Be a Teacher Presentation	15%

Teacher Journal Article Response (5% each)	10%
Professional Dialogue w. Future Teacher Self	20%
Field Experience Reflection	20%
	100%

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times (see Elementary Education Program Handbook). See <https://cehd.gmu.edu/students/policies-procedures/>

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/> .

TENTATIVE CLASS SCHEDULE

**Faculty reserves the right to alter the schedule as necessary with notification to students.*

Class Meeting	Guiding Questions/Topics	Readings, Activities, and Assignments (DUE BEFORE SYNCHRONOUS SESSION)
<p>Week 1</p> <p>Wednesday, January 27</p> <p>4:30pm – 7:10pm Synchronous Online</p>	<p>Introduction and Syllabus Review</p> <p>Intro to Intersectionality: <i>What is intersectionality?</i></p> <p><i>What does it mean to create an inclusive classroom?</i></p> <p><i>Why is empathy important?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> ○ Trumbull, E. & Pacheco, M. (2005). Leading with diversity: Cultural competencies for teacher preparation and professional development, pp. 1-14 ○ Ayers, W. (2010). Seeing the Student – read article or graphic cartoon or both <p>Watch/Do:</p> <ul style="list-style-type: none"> • Syllabus Review • Additional work as assigned on Blackboard
<p>Week 2</p> <p>Wednesday, February 3</p> <p>4:30pm – 7:10pm Synchronous Online</p>	<p>Brief History of Education: <i>What is the history of education in the United States?</i></p> <p>School Accountability: <i>How are schools held accountable?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Blackboard readings as assigned, which may include readings on: <ul style="list-style-type: none"> ○ Education law, including ESEA, NCLB and ESSA ○ School accountability <p>Watch/Do:</p> <ul style="list-style-type: none"> • Additional work as assigned on Blackboard
<p>Week 3</p> <p>Wednesday, February 10</p> <p>4:30pm – 7:10pm Synchronous Online</p>	<p>Special Education: <i>What is IDEA and what is its impact?</i></p> <p><i>What are Other Health Impairments (OHI)?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Blackboard readings about special education law as assigned, which may include: <ul style="list-style-type: none"> ○ Endrew F vs Douglas County School Board (March 2017) ○ Categories of Disabilities under IDEA (NICHCY 2012) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Additional work as assigned on Blackboard

<p>Week 4</p> <p>Wednesday, February 17</p> <p>4:30pm – 7:10pm Synchronous Online</p>	<p>Special Education Eligibility and the Least Restrictive Environment: <i>How should special education students be taught?</i></p> <p><i>What are some learner disabilities you will encounter in the classroom?</i></p>	<p>Assignment #1.1 Due at 11:59pm: Teacher Journal Article Response Number 1</p> <p>Read:</p> <ul style="list-style-type: none"> • Blackboard readings as assigned, which may include readings on: <ul style="list-style-type: none"> ○ The Least Restrictive Environment ○ Understanding learning disabilities, including ADHD, Dyslexia, Autism <p>Watch/Do:</p> <ul style="list-style-type: none"> • Additional work as assigned on Blackboard
<p>Week 5</p> <p>Wednesday, February 24</p> <p>4:30pm – 7:10pm Synchronous Online</p>	<p>Special Education Responsive Instruction and Identification: <i>How are special education students identified?</i></p> <p><i>How do we ensure exceptional learners' needs are met?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Blackboard readings as assigned, which may include readings on: <ul style="list-style-type: none"> ○ The IEP and 504 processes ○ Multi-Tiered System of Support (MTSS) & Positive Behavioral Interventions & Supports (PBIS) ○ Assistive technology <p>Watch/Do:</p> <ul style="list-style-type: none"> • Additional work as assigned on Blackboard
<p>Week 6</p> <p>Wednesday, March 3</p> <p>4:30pm – 7:10pm Synchronous Online</p>	<p>Education & English Learners (ELs) <i>What are the federal and state laws and policies for guiding education for ELs?</i></p> <p><i>What are characteristics of ELs?</i></p> <p><i>How do teachers use the World Class Instructional Design & Assessment (WIDA) English Language Development Standards?</i></p>	<p>Assignment #1.2 Due at 11:59pm: Teacher Journal Article Response Number 2</p> <p>Read:</p> <ul style="list-style-type: none"> • <i>No more low expectations for English learners</i> (required text). Pp. 1-35. • Blackboard readings as assigned, which may include readings on: <ul style="list-style-type: none"> ○ Laws and policies guiding EL education ○ Characteristics of English learners ○ The World Class Instructional Design and Assessment (WIDA) standards <p>Watch/Do:</p> <ul style="list-style-type: none"> • Additional work as assigned on Blackboard
<p>Week 7</p>	<p>Foundations of Effective Instruction for ELs:</p>	<p>Read:</p> <ul style="list-style-type: none"> • <i>No more low expectations for English learners</i> (required text). Pp. 37-75.

<p>Wednesday, March 10</p> <p>4:30pm – 7:10pm Synchronous Online</p>	<p><i>How do we ensure ELs' needs are met?</i></p> <p><i>How do we ensure ELs have equal access to rigorous instruction?</i></p> <p>Introduction to Culturally Responsive Pedagogy: <i>What does Culturally Responsive Pedagogy look like in the classroom?</i></p> <p>Sociocultural Perspectives on Learning: <i>How can we meet our students at the intersection of language, culture and identity?</i></p>	<ul style="list-style-type: none"> • Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> ○ Au, K., (2009). Isn't Culturally Responsive Instruction just Good Teaching? ○ Shealey, M. & Callins, T., (2007). Creating Culturally Responsive Literacy Programs in Inclusive Classrooms ○ Price, C. & Steed, E. (2016). Culturally Responsive Strategies to Support Young Children with Challenging Behavior ○ Trumbull, E. & Pacheco, M. (2005). Leading with diversity: Cultural competencies for teacher preparation and professional development, pp. 15-28. <p>Watch/Do:</p> <ul style="list-style-type: none"> • Additional work as assigned on Blackboard
<p>Week 8</p> <p>Wednesday, March 17</p> <p>4:30pm – 7:10pm Synchronous Online</p>	<p>Intro to the SIOP Model and Social and Language-Based Learning: <i>How can we give ELs access to grade-level content through high expectations?</i></p> <p>TESOL's 6 Principles for Effective Teaching of Els: <i>What are the universal guidelines from research on language pedagogy and language acquisition theory?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Blackboard readings as assigned, which may include readings on: <ul style="list-style-type: none"> ○ McIntyre, E., & Hulan, N. (2013). Research based, culturally responsive reading practice in elementary classrooms: A Yearlong study. Literacy Research & Instruction, 52(1), 28-51. ○ The Sheltered Instruction Observation Protocol Model ○ Principles for effectively teaching English learners <p>Watch/Do:</p> <ul style="list-style-type: none"> • Additional work as assigned on Blackboard
<p>Week 9</p> <p>Wednesday, March 24</p>	<p>Dually Identified Students: <i>How do we differentiate between language learning/a language difference and a learning disability?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> ○ Separating Language Learning from Learning Difference (Collier, 2010) ○ Disproportionality article on diverse students in special education ○ Identifying and supporting English learner students with disabilities brief (2015)

<p>4:30pm – 7:10pm Synchronous Online</p>	<p>Programs & Support; Importance of Students’ Cultural, Linguistic, & Educational Background;</p>	<ul style="list-style-type: none"> ○ Summary of laws and cases regarding educating English learners <p>Watch/Do:</p> <ul style="list-style-type: none"> ● Additional work as assigned on Blackboard
<p>Week 10</p> <p>Wednesday, March 31</p> <p>4:30pm – 7:10pm Synchronous Online</p>	<p>Gifted Education and Twice Exceptional Learners: <i>What does discrimination and disparities look like in gifted identification?</i></p> <p><i>What are twice exceptional learners?</i></p>	<p>Assignment #2 Due at 11:59pm: Be a Teacher Presentation</p> <p>Read:</p> <ul style="list-style-type: none"> ● Blackboard readings as assigned, which may include: <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. <p>Watch/Do:</p> <ul style="list-style-type: none"> ● Additional work as assigned on Blackboard
<p>Week 11</p> <p>Wednesday, April 7</p> <p>4:30pm – 7:10pm Synchronous Online</p>	<p>Universal Design for Learning (UDL); <i>What is Universal Design for Learning and how do we incorporate this into our teaching?</i></p> <p>Reimagining Multicultural Education: <i>How do we teach through a lens of diversity and pluralism?</i></p> <p>Teaching for Global Competence:</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> ○ CREDE’S Five Standards of Effective Pedagogy ○ Boix Mansilla, V. (2017). How to Be a Global Thinker. ○ Merryfield, M. (2012). Four Strategies for Teaching Open- Mindedness <p>Watch/Do:</p> <ul style="list-style-type: none"> ● Additional work as assigned on Blackboard

	<i>How do teachers foster inquiry, perspective taking, dialog and action?</i>	
<p>Week 12</p> <p>Wednesday, April 14</p> <p>4:30pm – 7:10pm</p> <p>Synchronous Online</p>	<p>Equity in Education: <i>How do we ensure gender equity and equity for LGBTQIA students?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> ○ Best Practices for Serving LGBTQ Students, from Teaching Tolerance ○ Gender Equity in Education Data Snapshot – US Dept of Ed & Office of Civil Rights ○ Brief history of policies to protect LGBTQ children's rights <p>Watch/Do:</p> <ul style="list-style-type: none"> • Additional work as assigned on Blackboard
<p>Week 13</p> <p>Wednesday, April 21</p> <p>4:30pm – 7:10pm</p> <p>Synchronous Online</p>	<p>Racial Equity for Students of Color: <i>How is racial disproportionality in school discipline a systemic problem and how can we work to fix it?</i></p>	<p>Assignment #3 Due at 11:59pm: Professional Dialogue with Future Teacher Self</p> <p>Read:</p> <ul style="list-style-type: none"> • Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> ○ PBIS Key Elements of Policies to Address Discipline Disproportionality (2015) ○ Racial Disproportionality in School Disciplinary Practices—Practitioner Brief Series from National Center for Culturally Responsive Educational Systems ○ 4 Ways Racial Inequity Harms School Children (NPR, 2020) ○ Racial bias in pre-school suspensions <p>Watch/Do:</p> <ul style="list-style-type: none"> • Additional work as assigned on Blackboard
<p>Week 14</p> <p>Wednesday, April 28</p> <p>4:30pm – 7:10pm</p> <p>Synchronous Online</p>	<p>Bullying: <i>Examining an increased risk of bullying for children with special needs.</i> <i>How do we prevent bullying?</i></p> <p>Social Justice Standards: Anti-Bias Framework (from Teaching Tolerance) <i>What does it mean to teach through an anti-bias framework?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> ○ Resources for preventing bullying ○ Social Justice Standards from Teaching Tolerance <p>Watch/Do:</p> <ul style="list-style-type: none"> • Additional work as assigned on Blackboard • Course Evaluations

<p>Week 15</p> <p>Wednesday, May 5</p> <p>4:30pm – 7:10pm</p> <p>Synchronous Online</p>	<p>Creating Inclusive Classrooms & Connecting with Diverse Families:</p> <p><i>How do we create a classroom environment that is safe and welcoming for all? What does it mean to collaborate with diverse families?</i></p> <p><i>Course Wrap Up Course Evaluations</i></p>	<p>Assignment #4 Due at 11:59pm: Field Experience and Reflection</p> <p>Read:</p> <ul style="list-style-type: none"> • Blackboard readings as assigned, which may include: <ul style="list-style-type: none"> ○ Breiseth, L. (2016). Getting to know ELLs’ families. Educational Leadership, Feb. 2016, 46-50. ○ Best practices for serving ELLs and their families. (Teaching Tolerance, 2017) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Additional work as assigned on Blackboard • Course Evaluations